Poudre School District
Board of Education Meeting Coversheet

Information Item

Agenda Item Title: Comprehensive Planning Committee Consolidation/Closure Recommendation

Policy Facts:
FCB – School Closure, Consolidation, and/or Relocation
FCB-R – School Closure, Consolidation, and/or Relocation Implementation Processes and Procedures
JC – School Attendance Areas

Summary and/or Background: This is a review of the Comprehensive Planning Committee's consolidation/closure recommendation for the Board of Education's review and information to vote at the October 27th meeting.

Recommendation: The Superintendent recommends receiving the Comprehensive Planning Committee's closure, consolidation, and boundary change recommendation.

Preamble: As the governing authorities and executive leadership of the School District, the Board of Education and the Superintendent bear the ultimate fiduciary, statutory, and ethical responsibility for the strategic management of district capital assets, school boundaries, and student enrollment distribution.

Assurances

1. **Policy Review:** This recommendation has been developed by the Comprehensive Planning Committee, chartered by the Board of Education. In preparing the recommendation, we have applied the criteria from policies FCB and FCB-R.
2. **Consensus Alignment:** Members of the Comprehensive Planning Committee **achieved consensus alignment (89%**) on the final recommendation.

The Comprehensive Planning Committee recommends to the Poudre School District Board of Education and Superintendent the following **school closures** for the 27-28 school year:

<u>Closures</u>

- Beattie Elementary
- Blevins Middle School
- Irish Elementary Escuela Bilingüe

- Johnson Elementary
- Livermore Elementary
- Red Feather Lakes Elementary
- Stove Prairie Elementary
- Putnam Elementary
- Timnath Elementary

The Comprehensive Planning Committee recommends to the Poudre School District Board of Education and Superintendent the following **school consolidations** for the 27-28 school year:

Consolidations

- Centennial High School
- Poudre Community Academy

The Comprehensive Planning Committee recommends to the Poudre School District Board of Education and Superintendent the following **school boundary changes** for the 27-28 school year:

Boundary Changes

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

Policies

FCB – School Closure, Consolidation, and/or Relocation

FCB-R – School Closure, Consolidation, and/or Relocation Implementation Processes and Procedures

JC - School Attendance Areas

FCB – SCHOOL CLOSURE, CONSOLIDATION, AND/OR RELOCATION

The Board of Education strives to operate schools in an instructionally and economically sound manner that best serves the District's mission, vision, values, and strategic plan. In doing so, the Board and superintendent will consider the short- and long-term needs of students and the related interests of impacted families, employees, and community as they support students.

As neighborhood demographics or student populations shift, some schools may experience changes in enrollment. When enrollment declines, it becomes increasingly difficult to provide the resources necessary for robust class offerings, specialized student programming, and extracurriculars. In these situations, the operation of these schools may no longer be feasible in a manner that provides thriving school experiences for District students.

Definitions

For the purposes of this policy, these terms have the following meanings:

- **"School closure"** means the act or process of closing a school.
- **"School consolidation"** means the act or process of pairing two or more schools into a single school within one school building.
- **"Relocate"** means the permanent movement and re-establishment of a school at a different location.

Authority and Process

The Board, as the decision-maker, may consolidate, close, and/or relocate schools in conjunction with realigning school boundaries per District Policy JC – School Attendance Areas, as necessary. In situations where enrollment increases, changes may be made in accordance with District Policy JC. The Board may also assess whether school buildings are needed for their original purpose or should be put to different use to benefit the District and its students. The Board is the final decision-maker regarding the sale or lease of District property, including buildings. The Board maintains these powers under Colorado law.

Before recommending any school closure, consolidation, and/or relocation, the superintendent or designee(s) will review relevant data to analyze the criteria and considerations detailed in District Regulation FCB-R – School Closure, Consolidation, and/or Relocation Implementation Processes and Procedures. District Regulation FCB-

R will also describe how the District will handle operational and student programming needs.

School closure, consolidation, and/or relocation processes will take place in a public and transparent manner. These processes will include information sessions for parents/caregivers, employees, and the community, so that they can receive relevant information, have time to ask questions and provide input ahead of any final decisions by the Board, and to adequately plan/adjust if their school is impacted.

Engagement with parents/caregivers, employees, and the community will be designed to respond to the needs of the impacted communities. The superintendent will communicate with parents/caregivers, employees, and the community through periodic meetings to provide information and gather feedback.

The Board will be provided with a report on utilization percentages and enrollment annually. To ensure impacted parents/caregivers, employees, and community members have ample time to engage, provide input, and adjust to potential changes, the District will provide ample notice of any consideration of potential closures, consolidations, or relocations and provide for community engagement prior to a recommendation presented by the superintendent to the Board.

The superintendent will present formal recommendations to the Board no later than October for changes occurring the following school year. Any changes approved by the Board would take effect no sooner than the following school year.

Adopted by Board of Education: May 26, 2026

Cross References:
FCB-R – School Closure, Consolidation, and/or Relocation Implementation Processes and Procedures

FCB-R – SCHOOL CLOSURE, CONSOLIDATION, AND/OR RELOCATION IMPLEMENTATION PROCESSES AND PROCEDURES

Basis of Potential School Closures, Consolidations, and/or Relocation

To optimize a thriving educational environment, the superintendent will rely on indicators including regular utilization and enrollment studies and projections in each feeder area to assess a school's staffing levels, programming, and maintenance conditions to determine whether consideration of a school's closure, consolidation, and/or relocation is warranted.

The superintendent may prepare a recommendation regarding schools which may be considered for closure and/or consolidation. In alignment with District Policy JC – School Attendance Areas, the Comprehensive Planning Committee will support analysis, review, and recommendations to the superintendent on the criteria outlined below. The committee will make a recommendation to the superintendent who will then submit a recommendation to the Board. The Board will then make the final determination.

Definitions:

For the purposes of this policy, these terms have the following meanings:

- **"Building capacity"** represents the number of students a permanent structure can accommodate, while providing all of the supplemental spaces required to support District adopted instructional programs. The building capacity considers the availability and size of instructional spaces, storage spaces, common areas, and egress routes.

- **"Capacity"** is the result of calculating a standard square footage per student in classrooms after all the supplemental spaces are removed.

- **"Permanent structure"** includes the main school building and any permanent modular classrooms equipped with classroom standard furnishings and technology.

- **"Programming"** means programs engaged in the provision of education or educational services, such as special education, preschool, and English Language Development, gifted and talented, intervention, electives and extracurriculars

- **“Building utilization”** refers to how many students are in a school compared to its capacity.

- **“Extended utilization”** refers to a building utilization at 95% or higher of its capacity.

Criteria and Considerations for School Closure, Consolidation, and/or Relocation.

The staff recommendation for closure, consolidation, and/or relocation will be based upon an analysis of the following criteria (in no particular order). Each of the criteria identified below have important elements of educational equity embedded within. Additional equity indicators are further described and defined in an administrative guideline and will be applied in tandem with a recommendation for any closure, consolidation, or relocation as part of the totality of the circumstances.

Identification Criteria:
- Building utilization current and potential site and building capacity, limitations, and possibilities)
- Building condition and quality (e.g., accessibility, security, repairability, recreational opportunities)
- Current and future enrollment projections

Implementation Criteria:
- Management of traffic, safety, and walkability for students and families
- Availability of transportation and length of commute

- Maximization of school program offerings such as
    - Specials (art, music, physical education)
    - Electives
    - Extracurricular activities and athletics
    - Before and after school care
    - Early Childhood
    - Advanced courses and concurrent enrollment
    - Social emotional supports
- Proximity of potentially consolidated schools
- Continuity of services such as intensive supports for students served with an IEP

After a decision has been made regarding school closure, consolidation, and/or relocation, the Superintendent will establish implementation plans and provide status updates to the Board and community. Ensuring equitable access to high quality programming and necessary support will be prioritized and evaluated as implementation plans are developed. The following considerations will be applicable to any school closure, consolidation, and/or relocation

Student support and specialized programming:
- Choice/open enrollment (per District Policy JFBA – Choice/Open Enrollment)

- Merging of consolidated school cultures academically, socially, and emotionally
- Appropriate and timely transition conversations and activities for students and families, including individual student support where appropriate

Staffing transitions:

- Careful consideration of the needs of impacted staff in alignment with the Employee Agreement and District policies
- Supporting staffing cohorts that are beneficial for educational programming

Facilities, operations, and community:

- Accessibility to local resources (police, fire, etc.)
- Enhancements to buildings and temporary accommodations for students, if needed
- Future use of the closing school building by the District and related plans for upkeep and desirability for the neighborhood
- Maintaining neighborhood cohorts to the greatest extent possible

Ongoing evaluation:

- Periodic and reasonable assessment of school consolidation results
- Other material considerations that may arise

Process

This process should allow for time to maximize thoughtful decision making and provide enough time for community members, parents/caregivers, and employees to reasonably become informed, provide input, and for families to adjust to any changes for their students. Employees should have adequate time to develop an implementation plan that supports reasonable transition of schools.

Staff will engage with parents/caregivers, employees, and community members regarding the criteria to be used for school closure, consolidation, and/or relocation. The superintendent will hold meetings and provide means to gather feedback. After these engagement efforts, the superintendent may adapt the recommendation to account for community members, parents/caregivers, and employee's needs.

The superintendent will provide an initial recommendation to the Board regarding school closure, consolidation, and/or relocation at a scheduled Board meeting. The initial recommendation will include an analysis of each of the criteria and considerations set out herein. The Board will not vote on the recommendation at this meeting.

The initial recommendation and analysis will be published no less than 7 calendar days before the initial recommendation is presented to the Board in a public meeting. The timing of this publication is designed to allow parents/caregivers, employees, and the community reasonable time to review relevant information with adequate time and ability to ask questions and express concerns ahead of the initial recommendation to the Board.

Adopted by Board: May 26, 2026

JC - SCHOOL ATTENDANCE AREAS

A student's designated attendance area is determined by their residence, in accordance with Colorado law. The designated attendance area determines the student's neighborhood school. The Board of Education is responsible for approving all school attendance areas. The superintendent will recommend any proposed changes to attendance areas to the Board based on geography and student population projections. The superintendent, in consultation with the Board, may form a committee to review school attendance areas prior to a recommendation.

The District, in collaboration with the comprehensive planning committee, will review enrollment trends on a regular basis and recommend attendance area/boundary adjustments as needed. In establishing or adjusting school boundaries, the superintendent and/or committee will use District guidelines on building capacities, as well as other relevant data. Consideration will be given to:

- the densities of students in an area in relation to the relative capacities of the schools,
- choice/open enrollments, and
- efficient use of transportation resources.

The District will provide for and obtain community and employee feedback on proposed boundary changes. The Board will receive a summary of the feedback along with the boundary recommendations.

Adopted by Board: May 22, 1995
Revised by Board: January 27, 1997
Revised by Superintendent: June 16, 2009
Revised by Superintendent: November 23, 2009
Revised by Superintendent: September 12, 2023
Revised by Board: March 5, 2024
Revised by Board: June 9, 2026, effective July 1, 2026

Cross References:
JFBA – Choice/Open Enrollment

Legal References:
C.R.S. 22-1-102 (Residence of a student)
C.R.S. 22-32-110(1)(m) (Power to fix attendance areas)
C.R.S. 22-36-101 (Choice of programs and schools within school districts)

Executive Summaries

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.

Meets bottom 25%	*Enrollment rank in district*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Beattie	14th percentile	16th percentile	32nd percentile	34th percentile	92nd percentile	94th 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.

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: Irish
Proposed Action: [X] 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.

	Enrollment rank in district	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Irish	22nd percentile	28th percentile	20th percentile	22nd percentile	14th percentile	9th 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

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: 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.

Meets bottom 25%	*Enrollment rank in district*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*

Johnson	24th percentile	31st percentile	26th percentile	28th percentile	24th percentile	22nd percentile

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.

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: 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.

	Enrollment rank in district	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*

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

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**	School Closure Recommendation

PROPOSAL & ANALYSIS

School Name: Putnam
Proposed Action: [X] 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.

	Enrollment rank in district	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Putnam	12th percentile	13th percentile	10th percentile	9th percentile	38th percentile	41st 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 Lesher) 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.

Meets bottom 25%	*Enrollment rank in district*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
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.

Meets bottom	*Enrollment rank in*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*

25%	*district*					
Blevins	46th percentile	22nd percentile	14th percentile	11th percentile	80th percentile	89th 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 [X] Relocation [X] 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 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.

Meets bottom 25%	*Enrollment rank in district*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
PCA	8th percentile	14th percentile	8th percentile	29th percentile	10th percentile	29th percentile
Centennial	10th percentile	29th percentile	6th percentile	14th percentile	8th percentile	14th 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, repairability, 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.

Regional Analysis

Z-Score Explained

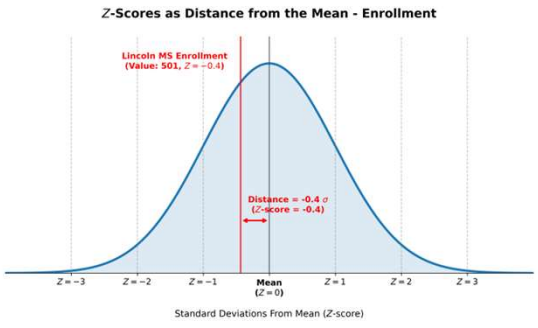
PSD Schools Region Summary

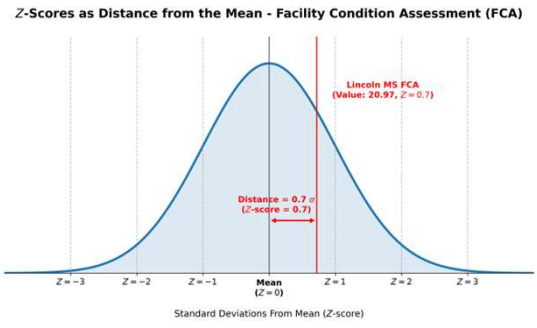
Regional Consideration Ranking

Z Score Explanation

1

Comparison of Multiple Measures – Z Scores





2

The Need for a Common Scale

- We will be making comparisons between school sites using 3 measures with different scales.
  - Enrollment: Number of Students, Range of Values: 20 to 1897 students
  - Utilization: Percentage, Range of Values: 25% to 120%
  - Facility Condition Assessment: Index Value, Range of Values: 8.87 to 24.28
- A common scale would facilitate making comparisons and determine an order for considering school consolidations.

3

Z-Scores Provide a Common Measure

- Within a group (population) we can calculate descriptive statistics such as the average (mean) or the standard deviation.
- We can calculate a z-score to tell us how far an individual is from the population mean for a specific measure.
- Because z-scores are always the distance from the mean for a specific measure. We can use z-scores to make comparisons between measures with different scales

4

Z-Scores Provide a Common Measure

A z-score is calculated for an individual as the quantity of the individual observation (x) minus the mean (μ) divided by the standard deviation (σ)

$$z = \frac{x - \mu}{\sigma}$$

Using Enrollment as an Example

Middle School Mean: 582

Middle School SD: 187

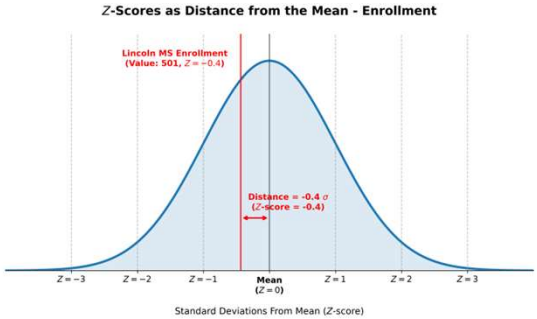
Lincoln MS Enrollment: 501

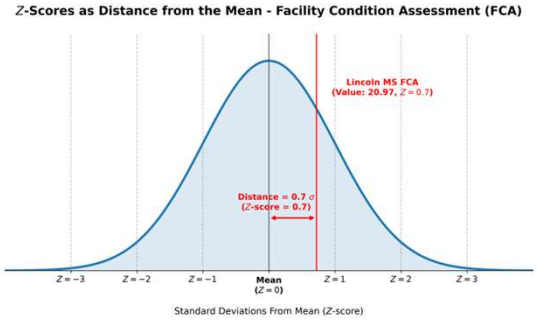
$$z = \frac{501 - 582}{187} \approx -0.4$$

0.4 Standard Deviations below the Mean

5

Distance from the Mean and Composite Scores





- We can calculate the z-score for FCA for Lincoln MS using the same formula and we get 0.7 standard deviations from the mean.
- FCA scores are assessed in the opposite direction of enrollment and utilization (lower FCA is considered better condition whereas a lower utilization is not considered favorably.)
- The z-score for Utilization for Lincoln MS is -0.4
- We would like to order schools with a composite score so we will multiply the FCA z-scores by -1
- We can add the three scores together to get a composite score -1.5 (-1.567)
- We can use the composite scores to place schools in an order of consideration

6

PSD Schools Region Summary

School Level	Metric	NW Region	SW Region	SE Region	NE Region	Total
Elementary	Schools In Region	9	5	10	7	31
	Region Sum of Capacities (NSC)	3,050	2,280	4,959	3,877	14,166
	Region Sum of Average Enrollment 2025 to 2030	1,550	1,284	3,826	2,664	9,324
	Region Utilization (Region Avg Enrollment/ Region Capacity)	50.8%	56.3%	77.2%	68.7%	65.8%
	Region Open Seats (Region Capacity - Region Average Enrollment)	1,501	996	1,133	1,213	4,843
	Minimum seats to close to get region to 70%	837	446	(507)	71	847
	Minimum seats to close to get region to 75%	984	568	(142)	325	1,735
	Minimum seats to close to get region to 80%	1,113	675	176	547	2,512
Middle School	Schools In Region	3	1	3	1	8
	Region Sum of Capacities (NSC)	2,190	1,001	2,893	825	6,908
	Region Sum of Average Enrollment 2025 to 2030	1,019	731	1,855	765	4,370
	Region Utilization (Region Avg Enrollment/ Region Capacity)	46.5%	73.1%	64.1%	92.7%	63.3%
	Region Open Seats (Region Capacity - Region Average Enrollment)	1,171	269	1,037	60	2,538
	Minimum seats to close to get region to 70%	734	(44)	242	(267)	665
	Minimum seats to close to get region to 75%	831	26	419	(195)	1,081
	Minimum seats to close to get region to 80%	916	87	574	(131)	1,446
Middle-High School	Schools In Region				2	2
	Region Sum of Capacities (NSC)				2,784	2,784
	Region Sum of Average Enrollment 2025 to 2030				2,500	2,500
	Region Utilization (Region Avg Enrollment/ Region Capacity)				89.8%	89.8%
	Region Open Seats (Region Capacity - Region Average Enrollment)				284	284
	Minimum seats to close to get region to 70%				(787)	(787)
	Minimum seats to close to get region to 75%				(549)	(549)
	Minimum seats to close to get region to 80%				(341)	(341)
High School	Schools In Region	2	1	2	1	6
	Region Sum of Capacities (NSC)	2,435	2,248	4,407	332	9,423
	Region Sum of Average Enrollment 2025 to 2030	1,221	1,765	3,558	102	6,645
	Region Utilization (Region Avg Enrollment/ Region Capacity)	50.1%	78.5%	80.7%	30.5%	70.5%
	Region Open Seats (Region Capacity - Region Average Enrollment)	1,214	483	850	231	2,777
	Minimum seats to close to get region to 70%	691	(274)	(675)	187	(71)
	Minimum seats to close to get region to 75%	807	(106)	(336)	197	562
	Minimum seats to close to get region to 80%	909	42	(40)	205	1,116
K-12	Schools In Region	1			1	2
	Region Sum of Capacities (NSC)	536			288	824
	Region Sum of Average Enrollment 2025 to 2030	410			317	727
	Region Utilization (Region Avg Enrollment/ Region Capacity)	76.4%			110.2%	88.2%
	Region Open Seats (Region Capacity - Region Average Enrollment)	126			-29	97
	Minimum seats to close to get region to 70%	(49)			(165)	(215)
	Minimum seats to close to get region to 75%	(10)			(135)	(145)
	Minimum seats to close to get region to 80%	24			(109)	(85)
District Region Totals	Total Schools	15	7	15	12	49
	Total Sum of Capacities (NSC)	8,211	5,529	12,259	8,106	34,105
	Total Sum of Average Enrollment 2025 to 2030	4,199	3,780	9,239	6,347	23,566
	Total Utilization (Total Avg Enrollment/ Total Capacity)	51.1%	68.4%	75.4%	78.3%	69.1%
	Total Open Seats (Total Capacity - Total Average Enrollment)	4,012	1,748	3,020	1,759	10,539
	Minimum seats to close to get region to 70%	2,212	128	(939)	(961)	440
	Minimum seats to close to get region to 75%	2,612	488	(59)	(357)	2,684
	Minimum seats to close to get region to 80%	2,962	803	710	172	4,648

Poudre School District - Northwest Region - Consideration Ranking

School Level	School Name	School Region	Open Seats	2025 Enrollment	z-score	Enrollment Rank Within District	2025 Utilization (NSC)	z-score	Utilization Rank District	Facility Condition Assessment (FCA)	z-score	FCA Rank District	Average Rank	Composite z-score	Composite Rank	Absolute Difference |Average Rank - Composite Rank|
High School	Poudre Community Academy	NW	160	93	-1.0	4	37.0%	-1.5	4	22.10	-1.1	5	1	-3.462	1	0
Elementary	Red Feather Elementary	NW	59	20	-1.1	1	25.0%	-2.0	1	19.33	-0.2	24	2	-3.332	2	0
Elementary	Putnam Elementary	NW	328	174	-0.8	6	38.0%	-1.4	5	20.50	-0.6	18	4	-2.760	3	1
Middle School	Cache La Poudre MS	NW	164	297	-0.5	15	61.0%	-0.4	18	23.42	-1.4	2	5	-2.342	4	1
Elementary	Irish Elementary	NW	319	272	-0.5	11	51.0%	-0.8	10	21.55	-0.9	7	3	-2.281	5	2
Elementary	Livermore Elementary	NW	40	37	-1.1	3	46.0%	-1.1	8	18.67	0.0	28	6	-2.184	6	0
Elementary	Stove Prairie Elementary	NW	60	21	-1.1	2	26.0%	-1.9	2	15.58	0.9	41	8	-2.176	7	1
Elementary	CLP Elementary	NW	259	247	-0.6	9	56.0%	-0.6	13	20.42	-0.6	20	7	-1.787	8	1
Middle School	Lincoln MS	NW	412	501	0.0	36	61.0%	-0.4	18	20.97	-0.7	13	10	-1.150	9	1
Elementary	Bauder Elementary	NW	281	374	-0.3	24	67.0%	-0.2	23	20.75	-0.7	14	9	-1.115	10	1
Middle School	Blevins MS	NW	602	365	-0.3	23	42.0%	-1.2	7	16.17	0.7	40	11	-0.868	11	0
Elementary	Polaris ELS	NW	129	408	-0.2	30	76.0%	0.2	27	20.02	-0.4	22	13	-0.430	12	1
Elementary	Bennett Elementary	NW	207	284	-0.5	13	65.0%	-0.2	22	15.42	0.9	42	12	0.169	13	1
Elementary	Dunn Elementary	NW	23	364	-0.3	22	97.0%	1.2	43	18.93	-0.1	27	15	0.705	14	1
High School	Poudre HS	NW	1087	1244	1.7	45	57.0%	-0.6	15	19.12	-0.2	25	14	0.924	15	1

Poudre School District - Southwest Region - Consideration Ranking

School Level	School Name	School Region	Open Seats	2025 Enrollment	z-score	Enrollment Rank District	2025 Utilization (NSC)	z-score	Utilization Rank District	Facility Condition Assessment (FCA)	z-score	District FCA Rank	Average Rank	Composite z-score	Composite Rank	Absolute Difference |Average Rank - Composite Rank|
Elementary	Johnson Elementary	SW	257	281	-0.5	12	56.0%	-0.6	13	21.17	-0.8	11	1	-1.931	1	0
Elementary	Olander Elementary	SW	206	268	-0.6	10	61.0%	-0.4	18	21.17	-0.8	11	2	-1.743	2	0
Elementary	Lopez Elementary	SW	252	289	-0.5	14	58.0%	-0.5	16	20.75	-0.7	14	3	-1.701	3	0
Middle School	Webber MS	SW	286	739	0.5	41	74.0%	0.2	25	21.33	-0.8	10	5	-0.147	4	1
Elementary	Beattie Elementary	SW	179	231	-0.6	7	58.0%	-0.5	16	14.00	1.3	46	4	0.163	5	1
Elementary	McGraw Elementary	SW	131	349	-0.4	20	79.0%	0.4	30	17.28	0.4	34	6	0.376	6	0
High School	Rocky Mountain HS	SW	524	1897	3.2	49	84.0%	0.6	36	17.00	0.5	36	7	4.221	7	0

Poudre School District - Southeast Region - Consideration Ranking

School Level	School Name	School Region	Open Seats	2025 Enrollment	z-score	Enrollment Rank District	2025 Utilization (NSC)	z-score	Utilization Rank District	Facility Condition Assessment (FCA)	z-score	District FCA Rank	Average Rank	Composite z-score	Composite Rank	Absolute Difference |Average Rank - Composite Rank|
Elementary	Linton Elementary	SE	283	243	-0.6	8	53.0%	-0.8	11	19.95	-0.4	23	1	-1.787	1	0
Elementary	Timnath Elementary	SE	42	424	-0.2	32	94.6%	1.0	41	24.28	-1.7	1	4	-0.843	2	2
Elementary	Werner Elementary	SE	115	361	-0.3	21	76.0%	0.2	27	20.60	-0.6	17	2	-0.709	3	1
Middle School	Preston MS	SE	586	612	0.2	40	54.0%	-0.7	12	19.04	-0.1	26	6	-0.629	4	2
Middle School	Boltz MS	SE	419	567	0.1	39	64.0%	-0.3	21	18.03	0.2	29	7	0.001	5	2
Elementary	Kruse Elementary	SE	214	337	-0.4	18	74.0%	0.2	25	17.55	0.3	30	3	0.051	6	3
Elementary	Shepardson Elementary	SE	-1	400	-0.2	29	100.0%	1.3	44	20.50	-0.6	18	8	0.453	7	1
Elementary	Bacon Elementary	SE	176	377	-0.3	26	73.0%	0.1	24	14.97	1.1	44	9	0.863	8	1
Elementary	Bethke Elementary	SE	155	506	0.0	37	79.0%	0.4	30	16.28	0.7	39	11	1.031	9	2
Elementary	Bamford Elementary	SE	290	309	-0.5	17	48.0%	-1.0	9	9.03	2.8	48	4	1.377	10	6
Elementary	Traut Core Knowledge	SE	-47	438	-0.2	33	110.0%	1.7	47	17.50	0.3	32	12	1.863	11	1
Middle School	Kinard Core Knowledge MS	SE	72	782	0.6	42	89.0%	0.8	40	17.02	0.4	35	14	1.879	12	2
Elementary	Zach Elementary	SE	-61	520	0.0	38	100.0%	1.3	44	16.52	0.6	37	15	1.905	13	2
High School	Fossil Ridge HS	SE	385	1795	2.9	48	81.0%	0.5	33	20.03	-0.4	21	10	2.960	14	4
High School	Fort Collins HS	SE	405	1748	2.8	47	80.0%	0.4	32	17.35	0.4	33	12	3.602	15	3

Poudre School District - Northeast Region - Consideration Ranking

School Level	School Name	School Region	Open Seats	2025 Enrollment	z-score	Enrollment Rank District	2025 Utilization (NSC)	z-score	Utilization Rank District	Facility Condition Assessment (FCA)	z-score	District FCA Rank	Average Rank	Composite z-score	Composite Rank	Absolute Difference |Average Rank - Composite Rank|
High School	Centennial HS	NE	228	100	-0.9	5	30.0%	-1.8	3	22.25	-1.1	4	1	-3.795	1	0
Elementary	Eyestone Elementary	NE	719	458	-0.1	34	41.0%	-1.3	6	22.06	-1.0	6	2	-2.441	2	0
Elementary	Riffenburgh Elementary	NE	116	411	-0.2	31	81.0%	0.5	33	21.46	-0.9	8	3	-0.632	3	0
Elementary	Tavelli Elementary	NE	106	481	-0.1	35	84.0%	0.6	36	21.40	-0.8	9	5	-0.323	4	1
Elementary	Rice Elementary	NE	120	388	-0.3	28	76.0%	0.2	27	17.53	0.3	31	6	0.261	5	1
Middle School	Lesher MS	NE	75	795	0.7	43	96.0%	1.1	42	22.58	-1.2	3	7	0.568	6	1
Elementary	Harris Bilingual	NE	-50	305	-0.5	16	117.0%	2.0	48	20.75	-0.7	14	4	0.901	7	3
Elementary	Laurel Elementary	NE	150	376	-0.3	25	85.0%	0.6	38	16.50	0.6	38	8	0.929	8	0
Elementary	O'Dea Elementary	NE	100	382	-0.3	27	83.0%	0.5	35	15.30	1.0	43	9	1.211	9	0
Elementary	PSD Global Academy and Options	NE	-25	345	-0.4	19	120.0%	2.2	49	14.93	1.1	45	10	2.845	10	0
High School	Wellington MHS	NE	285	1214	1.6	44	87.0%	0.7	39	10.37	2.4	47	11	4.749	11	0
High School	Timnath MHS	NE	-2	1474	2.2	46	106.0%	1.5	46	8.87	2.9	49	12	6.614	12	0

Enrollment Data
Utilization Data
Facilities Condition Assessments
Regional Maps

Poudre School District - School Enrollment

			5 Year Projections						
School Level	School Name	School Region	2025 Enrollment	2026 Enrollment	2027 Enrollment	2028 Enrollment	2029 Enrollment	2030 Enrollment	Average Enrollment 2025 to 2030
Elementary	Eyestone Elementary	NE	458	443	424	407	395	382	418
Elementary	Harris Bilingual	NE	305	303	305	310	317	325	311
Elementary	Laurel Elementary	NE	376	349	323	290	263	237	306
Elementary	O'Dea Elementary	NE	382	380	366	360	366	371	371
Elementary	Rice Elementary	NE	388	390	379	390	393	394	389
Elementary	Riffenburgh Elementary	NE	411	410	389	390	389	389	396
Elementary	Tavelli Elementary	NE	481	465	463	469	468	488	472
Elementary	PSD Global Academy and Options K-5*	NE	137	135	118	122	123	117	125
Elementary	Bauder Elementary	NW	374	339	299	279	260	235	298
Elementary	Bennett Elementary	NW	284	271	251	233	230	228	250
Elementary	CLP Elementary	NW	247	229	202	181	182	168	202
Elementary	Dunn Elementary	NW	364	362	361	352	338	347	354
Elementary	Irish Elementary	NW	272	251	227	216	199	188	226
Elementary	Livermore Elementary	NW	37	40	40	40	43	50	42
Elementary	Putnam Elementary	NW	174	158	144	132	113	98	137
Elementary	Red Feather Elementary	NW	20	19	19	21	21	25	21
Elementary	Stove Prairie Elementary	NW	21	23	19	20	24	28	23
Elementary	Polaris ELS K-5*	NW	119	121	124	109	111	115	117
Elementary	Bacon Elementary	SE	377	360	350	344	328	348	351
Elementary	Bamford Elementary	SE	309	316	332	350	365	394	344
Elementary	Bethke Elementary	SE	506	493	493	486	500	523	500
Elementary	Kruse Elementary	SE	337	302	280	241	210	195	261
Elementary	Linton Elementary	SE	243	218	186	177	162	136	187
Elementary	Shepardson Elementary	SE	400	392	389	401	405	417	401
Elementary	Timnath Elementary	SE	424	415	401	406	395	407	408
Elementary	Traut Core Knowledge	SE	438	440	442	447	452	466	448
Elementary	Werner Elementary	SE	361	375	357	360	371	369	366
Elementary	Zach Elementary	SE	520	530	548	581	590	597	561
Elementary	Beattie Elementary	SW	231	225	218	221	225	229	225
Elementary	Johnson Elementary	SW	281	266	259	243	226	212	248
Elementary	Lopez Elementary	SW	289	280	258	248	238	226	257
Elementary	McGraw Elementary	SW	349	336	318	309	296	295	317
Elementary	Olander Elementary	SW	268	241	228	234	223	231	238

*Other K-12 School disaggregated by Elementary, Middle, and High School Level.

School Level	School Name	School Region	2025 Enrollment	2026 Enrollment	2027 Enrollment	2028 Enrollment	2029 Enrollment	2030 Enrollment	Average Enrollment 2025 to 2030
Middle School	Lesher MS	NE	795	765	783	750	760	735	765
Middle School	PSD Global Academy and Options 6-8*	NE	93	71	92	94	105	101	93
Middle School	Timnath MHS 6-8*	NE	618	589	595	579	554	500	573
Middle School	Wellington MHS 6-8*	NE	549	493	466	430	433	415	464
Middle School	Blevins MS	NW	365	360	353	276	229	179	294
Middle School	Cache La Poudre MS	NW	297	292	318	324	312	280	304
Middle School	Lincoln MS	NW	501	447	444	413	394	330	422
Middle School	Polaris ELS 6-8*	NW	143	139	143	142	140	142	142
Middle School	Boltz MS	SE	567	528	504	466	432	382	480
Middle School	Kinard Core Knowledge MS	SE	782	785	817	802	829	810	804
Middle School	Preston MS	SE	612	605	583	548	556	524	571
Middle School	Webber MS	SW	739	738	748	715	735	712	731
Middle-High School	Timnath MHS	NE	1,474	1440	1430	1394	1354	1272	1394
Middle-High School	Wellington MHS	NE	1,214	1175	1141	1107	1030	969	1106
High School	Centennial HS	NE	100	98	102	104	104	101	102
High School	PSD Global Academy and Options 9-12*	NE	115	90	87	97	98	109	99
High School	Timnath MHS 9-12*	NE	856	851	835	815	800	772	822
High School	Wellington MHS 9-12*	NE	665	682	675	677	597	554	642
High School	Poudre Community Academy	NW	93	92	90	90	90	91	91
High School	Poudre HS	NW	1,244	1236	1143	1098	1042	1017	1130
High School	Polaris ELS 9-12*	NW	146	150	146	156	157	155	152
High School	Fort Collins HS	SE	1,748	1774	1742	1784	1782	1718	1758
High School	Fossil Ridge HS	SE	1,795	1812	1832	1834	1758	1766	1800
High School	Rocky Mountain HS	SW	1,897	1785	1708	1724	1710	1768	1765
K-12	PSD Global Academy and Options	NE	345	296	297	313	326	327	317
K-12	Polaris ELS	NW	408	410	413	407	408	412	410

*Other K-12 School disaggregated by Elementary, Middle, and High School Level.

Poudre School District - Building Utilization

					5 Year Projections					
School Level	School Name	School Region	School National Standard Capacity (NSC)	School Utilization (NSC) 2025	School Utilization (NSC) 2026	School Utilization (NSC) 2027	School Utilization (NSC) 2028	School Utilization (NSC) 2029	School Utilization (NSC) 2030	Average Utilization (NSC)
Elementary	Eyestone Elementary	NE	1126	41.0%	39.4%	37.7%	36.2%	35.1%	33.9%	37.2%
Elementary	Harris Bilingual	NE	260	117.0%	116.5%	117.3%	119.2%	121.9%	125.0%	119.5%
Elementary	Laurel Elementary	NE	440	85.0%	79.3%	73.4%	65.9%	59.8%	53.9%	69.5%
Elementary	O'Dea Elementary	NE	460	83.0%	82.6%	79.6%	78.3%	79.6%	80.7%	80.6%
Elementary	Rice Elementary	NE	510	76.0%	76.4%	74.3%	76.4%	77.0%	77.2%	76.2%
Elementary	Riffenburgh Elementary	NE	506	81.0%	81.1%	76.9%	77.1%	76.9%	76.9%	78.3%
Elementary	Tavelli Elementary	NE	575	84.0%	80.8%	80.5%	81.5%	81.4%	84.8%	82.2%
Elementary	Bauder Elementary	NW	560	67.0%	60.5%	53.4%	49.8%	46.4%	42.0%	53.2%
Elementary	Bennett Elementary	NW	440	65.0%	61.6%	57.0%	53.0%	52.3%	51.8%	56.8%
Elementary	CLP Elementary	NW	440	56.0%	52.0%	45.9%	41.1%	41.4%	38.2%	45.8%
Elementary	Dunn Elementary	NW	375	97.0%	96.5%	96.2%	93.8%	90.1%	92.5%	94.3%
Elementary	Irish Elementary	NW	535	51.0%	46.9%	42.4%	40.4%	37.2%	35.1%	42.2%
Elementary	Livermore Elementary	NW	80	46.0%	50.0%	50.0%	50.0%	53.8%	62.5%	52.0%
Elementary	Putnam Elementary	NW	460	38.0%	34.3%	31.3%	28.7%	24.6%	21.3%	29.7%
Elementary	Red Feather Elementary	NW	80	25.0%	23.8%	23.8%	26.3%	26.3%	31.3%	26.0%
Elementary	Stove Prairie Elementary	NW	80	26.0%	28.8%	23.8%	25.0%	30.0%	35.0%	28.1%
Elementary	Bacon Elementary	SE	520	73.0%	69.2%	67.3%	66.2%	63.1%	66.9%	67.6%
Elementary	Bamford Elementary	SE	640	48.0%	49.4%	51.9%	54.7%	57.0%	61.6%	53.8%
Elementary	Bethke Elementary	SE	641	79.0%	76.9%	76.9%	75.8%	78.0%	81.6%	78.1%
Elementary	Kruse Elementary	SE	455	74.0%	66.3%	61.5%	52.9%	46.1%	42.8%	57.3%
Elementary	Linton Elementary	SE	460	53.0%	47.4%	40.4%	38.5%	35.2%	29.6%	40.7%
Elementary	Shepardson Elementary	SE	400	100.0%	98.0%	97.3%	100.3%	101.3%	104.3%	100.2%
Elementary	Timnath Elementary	SE	448	94.6%	92.6%	89.5%	90.6%	88.2%	90.8%	91.1%
Elementary	Traut Core Knowledge	SE	400	110.0%	110.0%	110.5%	111.8%	113.0%	116.5%	112.0%
Elementary	Werner Elementary	SE	475	76.0%	78.9%	75.1%	75.8%	78.1%	77.7%	76.9%
Elementary	Zach Elementary	SE	520	100.0%	101.9%	105.4%	111.7%	113.5%	114.8%	107.9%
Elementary	Beattie Elementary	SW	400	58.0%	56.3%	54.5%	55.3%	56.3%	57.3%	56.3%
Elementary	Johnson Elementary	SW	500	56.0%	53.2%	51.8%	48.6%	45.2%	42.4%	49.5%
Elementary	Lopez Elementary	SW	500	58.0%	56.0%	51.6%	49.6%	47.6%	45.2%	51.3%
Elementary	McGraw Elementary	SW	440	79.0%	76.4%	72.3%	70.2%	67.3%	67.0%	72.0%
Elementary	Olander Elementary	SW	440	61.0%	54.8%	51.8%	53.2%	50.7%	52.5%	54.0%
Middle School	Lesher MS	NE	825	96.0%	92.7%	94.9%	90.9%	92.1%	89.1%	92.6%
Middle School	Blevins MS	NW	878	42.0%	41.0%	40.2%	31.5%	26.1%	20.4%	33.5%
Middle School	Cache La Poudre MS	NW	488	61.0%	59.9%	65.2%	66.5%	64.0%	57.4%	62.3%
Middle School	Lincoln MS	NW	825	61.0%	54.2%	53.8%	50.1%	47.8%	40.0%	51.1%
Middle School	Boltz MS	SE	885	64.0%	59.7%	56.9%	52.7%	48.8%	43.2%	54.2%
Middle School	Kinard Core Knowledge MS	SE	874	89.0%	89.8%	93.5%	91.8%	94.9%	92.7%	92.0%
Middle School	Preston MS	SE	1134	54.0%	53.4%	51.4%	48.3%	49.0%	46.2%	50.4%
Middle School	Webber MS	SW	1001	74.0%	73.8%	74.8%	71.5%	73.5%	71.2%	73.1%
Middle-High School	Timnath MHS	NE	1392	106.0%	103.4%	102.7%	100.1%	97.3%	91.4%	100.2%
Middle-High School	Wellington MHS	NE	1392	87.0%	84.4%	82.0%	79.5%	74.0%	69.6%	79.4%
High School	Centennial HS	NE	332	30.0%	29.5%	30.7%	31.3%	31.3%	30.4%	30.5%
High School	Poudre Community Academy	NW	250	37.0%	36.7%	35.9%	35.9%	35.9%	36.3%	36.3%
High School	Poudre HS	NW	2185	57.0%	56.6%	52.3%	50.3%	47.7%	46.6%	51.7%
High School	Fort Collins HS	SE	2189	80.0%	81.1%	79.6%	81.5%	81.4%	78.5%	80.3%
High School	Fossil Ridge HS	SE	2219	81.0%	81.7%	82.6%	82.7%	79.2%	79.6%	81.1%
High School	Rocky Mountain HS	SW	2248	84.0%	79.4%	76.0%	76.7%	76.1%	78.6%	78.5%
K-12	PSD Global Academy and Options	NE	288	120.0%	102.8%	103.1%	108.7%	113.2%	113.5%	110.2%
K-12	Polaris ELS	NW	536	76.0%	76.5%	77.1%	75.9%	76.1%	76.9%	76.4%

Poudre School District - Building Utilization

					5 Year Projections					
School Level	School Name	School Region	School National Standard Capacity (NSC)	Open Seats (NSC) 2025	Open Seats (NSC) 2026	Open Seats (NSC) 2027	Open Seats (NSC) 2028	Open Seats (NSC) 2029	Open Seats (NSC) 2030	Average Open Seats (NSC)
Elementary	Eyestone Elementary	NE	1126	668	683	702	719	731	744	707
Elementary	Harris Bilingual	NE	260	-45	-43	-45	-50	-57	-65	-51
Elementary	Laurel Elementary	NE	440	64	91	117	150	177	203	134
Elementary	O'Dea Elementary	NE	460	78	80	94	100	94	89	89
Elementary	Rice Elementary	NE	510	122	120	131	120	117	116	121
Elementary	Riffenburgh Elementary	NE	506	95	96	117	116	117	117	109
Elementary	Tavelli Elementary	NE	575	94	110	112	106	107	87	103
Elementary	Bauder Elementary	NW	560	186	221	261	281	300	325	262
Elementary	Bennett Elementary	NW	440	156	169	189	207	210	212	191
Elementary	CLP Elementary	NW	440	193	211	238	259	258	272	239
Elementary	Dunn Elementary	NW	375	11	13	14	23	37	28	21
Elementary	Irish Elementary	NW	535	263	284	308	319	336	347	310
Elementary	Livermore Elementary	NW	80	43	40	40	40	37	30	38
Elementary	Putnam Elementary	NW	460	286	302	316	328	347	362	324
Elementary	Red Feather Elementary	NW	80	60	61	61	59	59	55	59
Elementary	Stove Prairie Elementary	NW	80	59	57	61	60	56	52	58
Elementary	Bacon Elementary	SE	520	143	160	170	176	192	172	169
Elementary	Bamford Elementary	SE	640	331	324	308	290	275	246	296
Elementary	Bethke Elementary	SE	641	135	148	148	155	141	118	141
Elementary	Kruse Elementary	SE	455	118	153	175	214	245	260	194
Elementary	Linton Elementary	SE	460	217	242	274	283	298	324	273
Elementary	Shepardson Elementary	SE	400	0	8	11	-1	-5	-17	-1
Elementary	Timnath Elementary	SE	448	24	33	47	42	53	41	40
Elementary	Traut Core Knowledge	SE	400	-38	-40	-42	-47	-52	-66	-48
Elementary	Werner Elementary	SE	475	114	100	118	115	104	106	110
Elementary	Zach Elementary	SE	520	0	-10	-28	-61	-70	-77	-41
Elementary	Beattie Elementary	SW	400	169	175	182	179	175	171	175
Elementary	Johnson Elementary	SW	500	219	234	241	257	274	288	252
Elementary	Lopez Elementary	SW	500	211	220	242	252	262	274	244
Elementary	McGraw Elementary	SW	440	91	104	122	131	144	145	123
Elementary	Olander Elementary	SW	440	172	199	212	206	217	209	203
Middle School	Lesher MS	NE	825	30	60	42	75	65	90	60
Middle School	Blevins MS	NW	878	513	518	525	602	649	699	584
Middle School	Cache La Poudre MS	NW	488	191	196	170	164	176	208	184
Middle School	Lincoln MS	NW	825	324	378	381	412	431	495	404
Middle School	Boltz MS	SE	885	318	357	381	419	453	503	405
Middle School	Kinard Core Knowledge MS	SE	874	92	89	57	72	45	64	70
Middle School	Preston MS	SE	1134	522	529	551	586	578	610	563
Middle School	Webber MS	SW	1001	262	263	253	286	266	289	269
Middle-High School	Timnath MHS	NE	1392	-82	-48	-38	-2	38	120	-2
Middle-High School	Wellington MHS	NE	1392	178	217	251	285	362	423	286
High School	Centennial HS	NE	332	232	234	230	228	228	231	231
High School	Poudre Community Academy	NW	250	157	158	160	160	160	159	159
High School	Poudre HS	NW	2185	941	949	1042	1087	1143	1168	1055
High School	Fort Collins HS	SE	2189	441	415	447	405	407	471	431
High School	Fossil Ridge HS	SE	2219	424	407	387	385	461	453	419
High School	Rocky Mountain HS	SW	2248	351	463	540	524	538	480	483
K-12	PSD Global Academy and Options	NE	288	-57	-8	-9	-25	-38	-39	-29
K-12	Polaris ELS	NW	536	128	126	123	129	128	124	126

Poudre School District 2026-2027 Final Projections

	School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	25-26 Oct Count	Difference	% Difference
Elementary	Bacon	49	49	44	79	68	71								360	377	(17)	-4.51%
	Bamford	54	49	42	58	54	59								316	309	7	2.27%
	Bauder	43	41	60	51	62	82								339	374	(35)	-9.36%
	Beattie	41	38	35	32	36	43								225	231	(6)	-2.60%
	Bennett	42	44	44	39	51	51								271	284	(13)	-4.58%
	Bethke	84	87	67	72	96	87								493	506	(13)	-2.57%
	CLP ES	27	27	42	29	48	56								229	247	(18)	-7.29%
	Dunn	51	48	54	76	70	63								362	364	(2)	-0.55%
	Eyestone	76	63	74	69	79	82								443	458	(15)	-3.28%
	Harris Bilingual	52	52	51	49	49	50								303	305	(2)	-0.66%
	Irish	37	40	37	45	39	53								251	272	(21)	-7.72%
	Johnson	33	37	45	51	53	47								266	281	(15)	-5.34%
	Kruse	41	40	43	58	69	51								302	337	(35)	-10.39%
	Laurel	44	43	56	62	73	71								349	376	(27)	-7.18%
	Linton	27	28	43	35	30	55								218	243	(25)	-10.29%
	Livermore	7	12	1	5	8	7								40	37	3	8.11%
	Lopez	41	39	45	46	49	60								280	289	(9)	-3.11%
	McGraw	46	47	46	59	63	75								336	349	(13)	-3.72%
	O'Dea	62	63	56	54	67	78								380	382	(2)	-0.52%
	Olander	39	37	29	50	34	52								241	268	(27)	-10.07%
	Putnam	24	24	29	31	24	26								158	174	(16)	-9.20%
	Red Feather	4	4	1	4	2	4								19	20	(1)	-5.00%
	Rice	61	62	69	64	58	76								390	388	2	0.52%
	Riffenburgh	63	65	64	67	65	86								410	411	(1)	-0.24%
	Shepardson	66	66	58	67	61	74								392	400	(8)	-2.00%
	Stove Prairie	5	1	2	2	4	9								23	21	2	9.52%
	Tavelli	70	69	74	89	81	82								465	481	(16)	-3.33%
	Timnath	62	61	53	78	68	93								415	424	(9)	-2.12%
	Traut	73	72	71	75	74	75								440	438	2	0.46%
	Werner	59	61	63	50	61	81								375	361	14	3.88%
	Zach	93	90	78	102	72	95								530	520	10	1.92%
	Elementary Total	**1,476**	**1,459**	**1,476**	**1,648**	**1,668**	**1,894**								**9,621**	**9,927**	**(306)**	**-3.08%**
Middle	Blevins							113	147	100					360	365	(5)	-1.37%
	Boltz							164	178	186					528	567	(39)	-6.88%
	CLP MS							101	100	91					292	297	(5)	-1.68%
	Kinard							265	275	245					785	782	3	0.38%
	Lesher							243	277	245					765	795	(30)	-3.77%
	Lincoln							147	152	148					447	501	(54)	-10.78%
	Preston							166	205	234					605	612	(7)	-1.14%
	Webber							217	277	244					738	739	(1)	-0.14%
	Middle School Total							**1,416**	**1,611**	**1,493**					**4,520**	**4,658**	**(138)**	**-2.96%**
High	Fort Collins										515	413	406	440	1,774	1,748	26	1.49%
	Fossil Ridge										448	490	455	419	1,812	1,795	17	0.95%
	Poudre*										313	313	291	319	1,236	1,255	(19)	-1.51%
	Rocky Mountain										434	424	463	464	1,785	1,897	(112)	-5.90%
	Timnath MHS							193	197	199	225	209	214	203	1,440	1,474	(34)	-2.31%
	Wellington MHS							134	174	185	185	195	147	155	1,175	1,214	(39)	-3.21%
	Middle/High School Total							**327**	**371**	**384**	**2,120**	**2,044**	**1,976**	**2,000**	**9,222**	**9,383**	**(161)**	**-1.72%**
Other	Centennial										7	21	29	41	98	100	(2)	-2.00%
	PCA**									6	10	15	18	43	92	93	(1)	-1.08%
	Polaris	21	20	20	20	20	20	45	47	47	38	40	32	40	410	408	2	0.49%
	PSD Global Academy	5	3	8	8	5	19	11	18	18	16	21	19	34	185	224	(39)	-17.41%
	PSD Options	7	9	18	13	16	24	14	7	3					111	121	(10)	-8.26%
	Transition Pathway													50	50	59	(9)	-15.25%
	NEXT													50	50	40	10	25.00%
	Other Total	**33**	**32**	**46**	**41**	**41**	**63**	**70**	**72**	**74**	**71**	**97**	**98**	**258**	**996**	**1,045**	**(49)**	**-4.69%**
	District Totals:	**1,509**	**1,491**	**1,522**	**1,689**	**1,709**	**1,957**	**1,813**	**2,054**	**1,951**	**2,191**	**2,141**	**2,074**	**2,258**	**24,359**	**25,013**	(654)	**-2.61%**

*Includes PHS Opportunities Unlimited Students

**Does Not Include Journey Program Students

Poudre School District 2027-2028 (5 year projections)

	School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	26-27 Projection	Difference	% Difference
Elementary	Bacon	51	49	52	48	81	69								350	360	(10)	-2.78%
	Bamford	57	55	52	46	62	60								332	316	16	5.06%
	Bauder	41	40	43	57	55	63								299	339	(40)	-11.80%
	Beattie	41	39	36	34	33	35								218	225	(7)	-3.11%
	Bennett	42	43	40	41	34	51								251	271	(20)	-7.38%
	Bethke	85	85	87	67	74	95								493	493	0	0.00%
	CLP ES	27	27	28	44	26	50								202	229	(27)	-11.79%
	Dunn	52	55	51	56	77	70								361	362	(1)	-0.28%
	Eyestone	75	72	59	70	69	79								424	443	(19)	-4.29%
	Harris Bilingual	54	52	51	50	49	49								305	303	2	0.66%
	Irish	35	38	37	35	44	38								227	251	(24)	-9.56%
	Johnson	32	34	38	47	53	55								259	266	(7)	-2.63%
	Kruse	39	37	39	40	58	67								280	302	(22)	-7.28%
	Laurel	41	39	46	58	63	76								323	349	(26)	-7.45%
	Linton	26	26	25	44	34	31								186	218	(32)	-14.68%
	Livermore	7	7	12	1	5	8								40	40	0	0.00%
	Lopez	40	40	36	47	46	49								258	280	(22)	-7.86%
	McGraw	45	45	53	46	65	64								318	336	(18)	-5.36%
	O'Dea	61	63	65	54	53	70								366	380	(14)	-3.68%
	Olander	38	39	38	31	48	34								228	241	(13)	-5.39%
	Putnam	23	21	22	27	28	23								144	158	(14)	-8.86%
	Red Feather	4	4	4	1	4	2								19	19	0	0.00%
	Rice	62	62	64	69	65	57								379	390	(11)	-2.82%
	Riffenburgh	63	64	64	67	65	66								389	410	(21)	-5.12%
	Shepardson	66	67	67	61	66	62								389	392	(3)	-0.77%
	Stove Prairie	5	5	1	2	2	4								19	23	(4)	-17.39%
	Tavelli	75	70	72	75	93	78								463	465	(2)	-0.43%
	Timnath	62	62	63	57	83	74								401	415	(14)	-3.37%
	Traut	76	73	72	71	76	74								442	440	2	0.45%
	Werner	59	60	61	65	51	61								357	375	(18)	-4.80%
	Zach	97	95	94	82	107	73								548	530	18	3.40%
	Elementary Total	**1,481**	**1,468**	**1,472**	**1,493**	**1,669**	**1,687**								**9,270**	**9,621**	**(351)**	**-3.65%**
Middle	Blevins							108	109	136					353	360	(7)	-1.94%
	Boltz							167	164	173					504	528	(24)	-4.55%
	CLP MS							121	100	97					318	292	26	8.90%
	Kinard							292	254	271					817	785	32	4.08%
	Lesher							270	236	277					783	765	18	2.35%
	Lincoln							152	140	152					444	447	(3)	-0.67%
	Preston							177	184	222					583	605	(22)	-3.64%
	Webber							244	230	274					748	738	10	1.36%
	Middle School Total							**1,531**	**1,417**	**1,602**					**4,550**	**4,520**	**30**	**0.66%**
High	Fort Collins										467	504	392	379	1,742	1,774	(32)	-1.80%
	Fossil Ridge										453	445	492	442	1,832	1,812	20	1.10%
	Poudre*										265	304	302	272	1,143	1,236	(93)	-7.52%
	Rocky Mountain										459	390	409	450	1,708	1,785	(77)	-4.31%
	Timnath MHS	0	0	0	0	0	0	196	200	199	199	226	207	203	1,430	1,440	(10)	-0.69%
	Wellington MHS	0	0	0	0	0	0	162	131	173	173	185	186	131	1,141	1,175	(34)	-2.89%
	Middle/High School Total							**358**	**331**	**372**	**2,016**	**2,054**	**1,988**	**1,877**	**8,996**	**9,222**	**(226)**	**-2.45%**
Other	Centennial										7	21	31	43	102	98	4	4.08%
	PCA**									6	13	13	17	41	90	92	(2)	-2.17%
	Polaris	21	21	21	21	19	21	46	49	48	38	40	40	28	413	410	3	0.73%
	PSD Global Academy	5	6	3	8	8	7	24	12	23	16	24	23	24	183	185	(2)	-1.08%
	PSD Options	7	9	11	21	17	16	20	9	4					114	111	3	2.70%
	Transition Pathway													54	54	50	4	8.00%
	NEXT													49	49	50	(1)	-2.00%
	Other Total	**33**	**36**	**35**	**50**	**44**	**44**	**90**	**70**	**81**	**74**	**98**	**111**	**239**	**1,005**	**996**	**9**	**0.90%**
	District Totals:	**1,514**	**1,504**	**1,507**	**1,543**	**1,713**	**1,731**	**1,979**	**1,818**	**2,055**	**2,090**	**2,152**	**2,099**	**2,116**	**23,821**	**24,359**	(538)	**-2.21%**

*Includes PHS Opportunities Unlimited Students

**Does Not Include Journey Program Students

Poudre School District - Facility Condition

School Level	Condition Rank Grouped By School Level	School Name	School Region	Facility Condition Assessment
Elementary	4	O'Dea Elementary	NE	15.30
Elementary	8	Laurel Elementary	NE	16.50
Elementary	12	Rice Elementary	NE	17.53
Elementary	22	Harris Bilingual	NE	20.75
Elementary	27	Tavelli Elementary	NE	21.40
Elementary	28	Riffenburgh Elementary	NE	21.46
Elementary	30	Eyestone Elementary	NE	22.06
Elementary	5	Bennett Elementary	NW	15.42
Elementary	6	Stove Prairie Elementary	NW	15.58
Elementary	14	Livermore Elementary	NW	18.67
Elementary	15	Dunn Elementary	NW	18.93
Elementary	16	Red Feather Elementary	NW	19.33
Elementary	18	CLP Elementary	NW	20.42
Elementary	19	Putnam Elementary	NW	20.50
Elementary	22	Bauder Elementary	NW	20.75
Elementary	29	Irish Elementary	NW	21.55
Elementary	1	Bamford Elementary	SE	9.03
Elementary	3	Bacon Elementary	SE	14.97
Elementary	7	Bethke Elementary	SE	16.28
Elementary	9	Zach Elementary	SE	16.52
Elementary	11	Traut Core Knowledge	SE	17.50
Elementary	13	Kruse Elementary	SE	17.55
Elementary	17	Linton Elementary	SE	19.95
Elementary	19	Shepardson Elementary	SE	20.50
Elementary	21	Werner Elementary	SE	20.60
Elementary	31	Timnath Elementary	SE	24.28
Elementary	2	Beattie Elementary	SW	14.00
Elementary	10	McGraw Elementary	SW	17.28
Elementary	22	Lopez Elementary	SW	20.75
Elementary	25	Johnson Elementary	SW	21.17
Elementary	25	Olander Elementary	SW	21.17
Middle School	7	Lesher MS	NE	22.58
Middle School	1	Blevins MS	NW	16.17
Middle School	5	Lincoln MS	NW	20.97
Middle School	8	Cache La Poudre MS	NW	23.42
Middle School	2	Kinard Core Knowledge MS	SE	17.02
Middle School	3	Boltz MS	SE	18.03
Middle School	4	Preston MS	SE	19.04
Middle School	6	Webber MS	SW	21.33
Middle-High School	1	Timnath MHS	NE	8.87
Middle-High School	2	Wellington MHS	NE	10.37
High School	46	Centennial HS	NE	22.25
High School	3	Poudre HS	NW	19.12
High School	5	Poudre Community Academy	NW	22.10
High School	2	Fort Collins HS	SE	17.35
High School	4	Fossil Ridge HS	SE	20.03
High School	1	Rocky Mountain HS	SW	17.00
K-12	1	PSD Global Academy and Options	NE	14.93
K-12	2	Polaris ELS	NW	20.02

District and Level Rank Percentiles

			Data			District Percentile			Region Percentile			School Level Percentile		
School_Level	School_Name	School Region	2025 Enrollment	2025 Utilization	2025 Facility Condition Assessment	2025 Enrollment	2025 Utilization	2025 Facility Condition Assessment	2025 Enrollment	2025 Utilization	2025 Facility Condition Assessment	2025 Enrollment	2025 Utilization	2025 Facility Condition Assessment
Elementary	Eyestone Elementary	NE	458	41.0%	22.06	68	12	12	62	15	23	88	13	6
Elementary	Harris Bilingual	NE	305	117.0%	20.75	32	96	32	15	85	46	41	97	31
Elementary	Laurel Elementary	NE	376	85.0%	16.50	50	76	76	31	54	62	63	78	75
Elementary	O'Dea Elementary	NE	382	83.0%	15.30	54	70	86	38	38	69	69	72	88
Elementary	Rice Elementary	NE	388	76.0%	17.53	56	54	62	46	23	54	72	56	63
Elementary	Riffenburgh Elementary	NE	411	81.0%	21.46	62	66	16	54	31	31	78	69	13
Elementary	Tavelli Elementary	NE	481	84.0%	21.40	70	72	18	69	46	39	91	75	16
Middle School	Lesher MS	NE	795	96.0%	22.58	86	84	6	77	69	8	89	89	22
Middle-High School	Timnath MHS	NE	1,474	106.0%	8.87	92	92	98	92	77	92	67	67	67
Middle-High School	Wellington MHS	NE	1,214	87.0%	10.37	88	78	94	85	62	85	33	33	33
High School	Centennial HS	NE	100	30.0%	22.25	10	6	8	8	8	15	29	14	14
K-12	PSD Global Academy and Options	NE	345	120.0%	14.93	38	98	90	23	92	77	33	67	67
Elementary	Bauder Elementary	NW	374	67.0%	20.75	48	46	32	75	81	31	59	47	31
Elementary	Bennett Elementary	NW	284	65.0%	15.42	26	44	84	50	75	94	34	44	84
Elementary	CLP Elementary	NW	247	56.0%	20.42	18	26	40	38	50	44	22	28	44
Elementary	Dunn Elementary	NW	364	97.0%	18.93	44	86	54	63	94	69	56	84	53
Elementary	Irish Elementary	NW	272	51.0%	21.55	22	20	14	44	44	19	28	22	9
Elementary	Livermore Elementary	NW	37	46.0%	18.67	6	16	56	19	38	75	9	16	56
Elementary	Putnam Elementary	NW	174	38.0%	20.50	12	10	38	31	25	38	13	9	41
Elementary	Red Feather Elementary	NW	20	25.0%	19.33	2	2	48	6	6	56	3	3	50
Elementary	Stove Prairie Elementary	NW	21	26.0%	15.58	4	4	82	13	13	88	6	6	81
Middle School	Blevins MS	NW	365	42.0%	16.17	46	14	80	69	31	81	22	11	89
Middle School	Cache La Poudre MS	NW	297	61.0%	23.42	30	36	4	56	63	6	11	33	11
Middle School	Lincoln MS	NW	501	61.0%	20.97	72	36	26	88	63	25	33	33	45
High School	Poudre Community Academy	NW	93	37.0%	22.10	8	8	10	25	19	13	14	29	29
High School	Poudre HS	NW	1,244	57.0%	19.12	90	30	50	94	56	63	43	43	57
K-12	Polaris ELS	NW	408	76.0%	20.02	60	54	44	81	88	50	67	55	33
Elementary	Bacon Elementary	SE	377	73.0%	14.97	52	48	88	31	31	88	66	50	91
Elementary	Bamford Elementary	SE	309	48.0%	9.03	34	18	96	13	6	94	44	19	97
Elementary	Bethke Elementary	SE	506	79.0%	16.28	74	60	78	56	50	81	94	63	78
Elementary	Kruse Elementary	SE	337	74.0%	17.55	36	50	60	19	38	50	47	53	59
Elementary	Linton Elementary	SE	243	53.0%	19.95	16	22	46	6	13	31	19	25	47
Elementary	Shepardson Elementary	SE	400	100.0%	20.50	58	88	38	38	81	19	75	88	41
Elementary	Timnath Elementary	SE	424	95.0%	24.28	64	82	2	44	75	6	81	81	3
Elementary	Traut Core Knowledge	SE	438	110.0%	17.50	66	94	64	50	94	56	84	94	66
Elementary	Werner Elementary	SE	361	76.0%	20.60	42	54	34	25	44	13	53	56	34
Elementary	Zach Elementary	SE	520	100.0%	16.52	76	88	74	63	81	75	97	88	72
Middle School	Boltz MS	SE	567	64.0%	18.03	78	42	58	69	25	44	44	56	67
Middle School	Kinard Core Knowledge MS	SE	782	89.0%	17.02	84	80	70	81	69	69	78	78	78
Middle School	Preston MS	SE	612	54.0%	19.04	80	24	52	75	19	38	56	22	56
High School	Fort Collins HS	SE	1,748	80.0%	17.35	94	64	66	88	56	63	57	57	72
High School	Fossil Ridge HS	SE	1,795	81.0%	20.03	96	66	42	94	63	25	71	71	43
Elementary	Beattie Elementary	SW	231	58.0%	14.00	14	32	92	13	25	88	16	34	94
Elementary	Johnson Elementary	SW	281	56.0%	21.17	24	26	24	38	13	38	31	28	22
Elementary	Lopez Elementary	SW	289	58.0%	20.75	28	32	32	50	25	50	38	34	31
Elementary	McGraw Elementary	SW	349	79.0%	17.28	40	60	68	63	75	63	50	63	69
Elementary	Olander Elementary	SW	268	61.0%	21.17	20	36	24	25	50	38	25	41	22
Middle School	Webber MS	SW	739	74.0%	21.33	82	50	20	75	63	13	67	67	33
High School	Rocky Mountain HS	SW	1,897	84.0%	17.00	98	72	72	88	88	75	86	86	86

Q1	25th Percentile or Below
Q2	50th Percentile of Below
Q3	75th Percentile or Below
Q4	75th to 99th Percentile

School_Level	School_Name	School Region	Composite Rank By School Level
Elementary	Eyestone Elementary	NE	11
Elementary	Harris Bilingual	NE	22
Elementary	Laurel Elementary	NE	26
Elementary	O'Dea Elementary	NE	28
Elementary	Rice Elementary	NE	21
Elementary	Riffenburgh Elementary	NE	15
Elementary	Tavelli Elementary	NE	19
Elementary	Bauder Elementary	NW	12
Elementary	Bennett Elementary	NW	17
Elementary	CLP Elementary	NW	7
Elementary	Dunn Elementary	NW	24
Elementary	Irish Elementary	NW	5
Elementary	Livermore Elementary	NW	2
Elementary	Putnam Elementary	NW	4
Elementary	Red Feather Elementary	NW	1
Elementary	Stove Prairie Elementary	NW	3
Elementary	Bacon Elementary	SE	25
Elementary	Bamford Elementary	SE	27
Elementary	Bethke Elementary	SE	29
Elementary	Kruse Elementary	SE	18
Elementary	Linton Elementary	SE	6
Elementary	Shepardson Elementary	SE	23
Elementary	Timnath Elementary	SE	14
Elementary	Traut Core Knowledge	SE	30
Elementary	Werner Elementary	SE	13
Elementary	Zach Elementary	SE	31
Elementary	Beattie Elementary	SW	16
Elementary	Johnson Elementary	SW	8
Elementary	Lopez Elementary	SW	10
Elementary	McGraw Elementary	SW	20
Elementary	Olander Elementary	SW	9
Middle School	Lesher MS	NE	7
Middle School	Blevins MS	NW	3
Middle School	Cache La Poudre MS	NW	1
Middle School	Lincoln MS	NW	2
Middle School	Boltz MS	SE	5
Middle School	Kinard Core Knowledge MS	SE	8
Middle School	Preston MS	SE	4
Middle School	Webber MS	SW	6
High School	Centennial HS	NE	1
High School	Poudre Community Academy	NW	2
High School	Poudre HS	NW	3
High School	Fort Collins HS	SE	5
High School	Fossil Ridge HS	SE	4
High School	Rocky Mountain HS	SW	6
Middle-High School	Timnath MHS	NE	2
Middle-High School	Wellington MHS	NE	1
K-12	PSD Global Academy and Options	NE	2
K-12	Polaris ELS	NW	1

Q1	25th Percentile or Below
Q2	50th Percentile of Below
Q3	75th Percentile or Below
Q4	75th to 99th Percentile

District and Level Rank Percentiles

			Data			District z-score/rank					Region		School Level z-score				
School_Level	School_Name	School Region	2025 Enrollment	2025 Utilization	2025 Facility Condition Assessment	2025 Enrollment z-score	2025 Utilization z-score	2025 Facility Condition Assessment z-score	Composite z-score	Composite Rank	School Region	Composite Rank	2025 Enrollment z-score	2025 Utilization z-score	2025 Facility Condition Assessment z-score	Composite z-score	School_Level	Composite Rank
Elementary	Eyestone Elementary	NE	458	41.0%	22.06	-0.1	-1.3	-2.4	-1.0	5	NE	2	1.077354906	-1.229239939	-1.104569283	-1.256454316	Elementary	11
Elementary	Harris Bilingual	NE	305	117.0%	20.75	-0.5	2.0	-0.7	0.9	35	NE	7	-0.119061465	2.037113895	-0.682031994	1.236020436	Elementary	22
Elementary	Laurel Elementary	NE	376	85.0%	16.50	-0.3	0.6	0.6	0.9	37	NE	8	0.436138289	0.661807018	0.688795088	1.786740394	Elementary	26
Elementary	O'Dea Elementary	NE	382	83.0%	15.30	-0.3	0.5	1.0	1.2	39	NE	9	0.483056578	0.575850338	1.075852146	2.134759062	Elementary	28
Elementary	Rice Elementary	NE	388	76.0%	17.53	-0.3	0.2	0.3	0.3	29	NE	5	0.529974867	0.275001958	0.356571113	1.161547938	Elementary	21
Elementary	Riffenburgh Elementary	NE	411	81.0%	21.46	-0.2	0.5	-0.9	-0.6	20	NE	3	0.709828308	0.489893658	-0.911040754	0.288681212	Elementary	15
Elementary	Tavelli Elementary	NE	481	84.0%	21.40	-0.1	0.6	-0.8	-0.3	23	NE	4	1.257208347	0.618828678	-0.891687901	0.984349124	Elementary	19
Middle School	Lesher MS	NE	795	96.0%	22.58	0.7	1.1	-1.2	0.6	32	NE	6	1.134842491	1.584134673	-1.0415338	1.677443364	Middle School	7
Middle-High School	Timnath MHS	NE	1,474	106.0%	8.87	2.2	1.5	2.9	6.6	49	NE	12	0.707106781	0.707106781	0.707106781	2.121320344	Middle-High School	2
Middle-High School	Wellington MHS	NE	1,214	87.0%	10.37	1.6	0.7	2.4	4.7	48	NE	11	-0.707106781	-0.707106781	-0.707106781	-2.121320344	Middle-High School	1
High School	Centennial HS	NE	100	30.0%	22.25	-0.9	-1.8	-1.1	-3.8	1	NE	1	-1.239802927	-1.321361734	-1.154992055	-3.716156716	High School	1
K-12	PSD Global Academy and Options	NE	345	120.0%	14.93	-0.4	2.2	1.1	2.8	44	NE	10	-0.707106781	0.707106781	0.707106781	0.707106781	K-12	2
Elementary	Bauder Elementary	NW	374	67.0%	20.75	-0.3	-0.2	-0.7	-1.1	16	NW	10	0.420498859	-0.111803101	-0.682031994	-0.373336236	Elementary	12
Elementary	Bennett Elementary	NW	284	65.0%	15.42	-0.5	-0.2	0.9	0.2	28	NW	13	-0.283275476	-0.197759781	1.03714644	0.556111184	Elementary	17
Elementary	CLP Elementary	NW	247	56.0%	20.42	-0.6	-0.6	-0.6	-1.8	12	NW	3	-0.572604925	-0.58456484	-0.575591303	-1.732761068	Elementary	7
Elementary	Dunn Elementary	NW	364	97.0%	18.93	-0.3	1.2	-0.1	0.7	33	NW	14	0.342301711	1.177547097	-0.094995455	1.424853352	Elementary	24
Elementary	Irish Elementary	NW	272	51.0%	21.55	-0.5	-0.8	-0.9	-2.3	7	NW	1	-0.377112054	-0.799456539	-0.940070033	-2.116638627	Elementary	5
Elementary	Livermore Elementary	NW	37	46.0%	18.67	-1.1	-1.1	0.0	-2.2	8	NW	1	-2.214745041	-1.014348239	-0.011133093	-3.240226373	Elementary	2
Elementary	Putnam Elementary	NW	174	38.0%	20.50	-0.8	-1.4	-0.6	-2.8	4	NW	3	-1.143444108	-1.358174958	-0.601395107	-3.103014174	Elementary	4
Elementary	Red Feather Elementary	NW	20	25.0%	19.33	-1.1	-2.0	-0.2	-3.3	3	NW	2	-2.347680193	-1.916893377	-0.224014475	-4.488588045	Elementary	1
Elementary	Stove Prairie Elementary	NW	21	26.0%	15.58	-1.1	-1.9	0.9	-2.2	9	NW	7	-2.339860479	-1.873915037	0.985538833	-3.228236683	Elementary	3
Middle School	Blevins MS	NW	365	42.0%	16.17	-0.3	-1.2	0.7	-0.9	17	NW	11	-1.15884621	-1.430606203	1.377390714	-1.212061698	Middle School	3
Middle School	Cache La Poudre MS	NW	297	61.0%	23.42	-0.5	-0.4	-1.4	-2.3	6	NW	4	-1.521569074	-0.369864043	-1.358522348	-3.249955465	Middle School	1
Middle School	Lincoln MS	NW	501	61.0%	20.97	0.0	-0.4	-0.7	-1.2	15	NW	9	-0.433400481	-0.369864043	-0.433972417	-1.237236941	Middle School	2
High School	Poudre Community Academy	NW	93	37.0%	22.10	-1.0	-1.5	-1.1	-3.5	2	NW	1	-1.248098565	-1.027725793	-1.088570787	-3.364395146	High School	2
High School	Poudre HS	NW	1,244	57.0%	19.12	1.7	-0.6	-0.2	0.9	36	NW	15	0.115941424	-0.188765962	0.230998411	0.158173873	High School	3
K-12	Polaris ELS	NW	408	76.0%	20.02	-0.2	0.2	-0.4	-0.4	22	NW	12	0.707106781	-0.707106781	-0.707106781	-0.707106781	K-12	1
Elementary	Bacon Elementary	SE	377	73.0%	14.97	-0.3	0.1	1.1	0.9	34	SE	8	0.443958004	0.146066939	1.182292837	1.77231778	Elementary	25
Elementary	Bamford Elementary	SE	309	48.0%	9.03	-0.5	-1.0	2.8	1.4	40	SE	10	-0.087782605	-0.928391559	3.098225276	2.082051112	Elementary	27
Elementary	Bethke Elementary	SE	506	79.0%	16.28	0.0	0.4	0.7	1.0	38	SE	9	1.452701218	0.403936978	0.759755549	2.616393744	Elementary	29
Elementary	Kruse Elementary	SE	337	74.0%	17.55	-0.4	0.2	0.3	0.1	26	SE	6	0.13116941	0.189045279	0.350120162	0.67033485	Elementary	18
Elementary	Linton Elementary	SE	243	53.0%	19.95	-0.6	-0.8	-0.4	-1.8	11	SE	1	-0.603883785	-0.71349986	-0.423993955	-1.741377599	Elementary	6
Elementary	Shepardson Elementary	SE	400	100.0%	20.50	-0.2	1.3	-0.6	0.5	31	SE	7	0.623811445	1.306482116	-0.601395107	1.328898454	Elementary	23
Elementary	Timnath Elementary	SE	424	95.0%	24.28	-0.2	1.0	-1.7	-0.8	18	SE	2	0.811484601	1.07624101	-1.820624841	0.06710077	Elementary	14
Elementary	Traut Core Knowledge	SE	438	110.0%	17.50	-0.2	1.7	0.3	1.9	41	SE	11	0.920960609	1.736265515	0.366247539	3.023473663	Elementary	30
Elementary	Werner Elementary	SE	361	76.0%	20.60	-0.3	0.2	-0.6	-0.7	19	SE	3	0.318842566	0.275001958	-0.633649862	-0.039805337	Elementary	13
Elementary	Zach Elementary	SE	520	100.0%	16.52	0.0	1.3	0.6	1.9	43	SE	13	1.562177225	1.306482116	0.682344137	3.551003479	Elementary	31
Middle School	Boltz MS	SE	567	64.0%	18.03	0.1	-0.3	0.2	0.0	25	SE	5	-0.081345936	-0.202378438	0.675487501	0.391763126	Middle School	5
Middle School	Kinard Core Knowledge MS	SE	782	89.0%	17.02	0.6	0.8	0.4	1.9	42	SE	12	1.065498414	1.19333493	1.056628493	3.315461837	Middle School	8
Middle School	Preston MS	SE	612	54.0%	19.04	0.2	-0.7	-0.1	-0.6	21	SE	4	0.158691253	-0.760663786	0.294346509	-0.307626024	Middle School	4
High School	Fort Collins HS	SE	1,748	80.0%	17.35	2.8	0.4	0.4	3.6	46	SE	15	0.713227397	0.776037844	1.014769378	2.504034618	High School	5
High School	Fossil Ridge HS	SE	1,795	81.0%	20.03	2.9	0.5	-0.4	3.0	45	SE	14	0.768926684	0.817985835	-0.171957284	1.414955236	High School	4
Elementary	Beattie Elementary	SW	231	58.0%	14.00	-0.6	-0.5	1.3	0.2	27	SW	5	-0.697720363	-0.49860816	1.49516396	0.298835437	Elementary	16
Elementary	Johnson Elementary	SW	281	56.0%	21.17	-0.5	-0.6	-0.8	-1.9	10	SW	1	-0.306734621	-0.58456484	-0.817501965	-1.708801425	Elementary	8
Elementary	Lopez Elementary	SW	289	58.0%	20.75	-0.5	-0.5	-0.7	-1.7	14	SW	3	-0.244176902	-0.49860816	-0.682031994	-1.424817056	Elementary	10
Elementary	McGraw Elementary	SW	349	79.0%	17.28	-0.4	0.4	0.4	0.4	30	SW	6	0.225005988	0.403936978	0.437208	1.066150966	Elementary	20
Elementary	Olander Elementary	SW	268	61.0%	21.17	-0.6	-0.4	-0.8	-1.7	13	SW	2	-0.408390914	-0.36967314	-0.817501965	-1.595566018	Elementary	9
Middle School	Webber MS	SW	739	74.0%	21.33	0.5	0.2	-0.8	-0.1	24	SW	4	0.836129544	0.355906909	-0.569824651	0.622211801	Middle School	6
High School	Rocky Mountain HS	SW	1,897	84.0%	17.00	3.2	0.6	0.5	4.2	47	SW	7	0.889805988	0.94382981	1.169752337	3.003388135	High School	6

Q1	25th Percentile or Below
Q2	50th Percentile of Below
Q3	75th Percentile or Below
Q4	75th to 99th Percentile

RED FEATHER
EN 20
NSC 25%

LIVERMORE
EN 37
NSC 46%

Red Feather

Livermore

EYESTONE
EN 458
NSC 41%

RICE
EN 388
NSC 76%

Eyestone

Cache La Poudre

STOVE PRAIRIE
EN 21
NSC 26%

Stove Prairie

Rice

Mountain Schools

Cache La Poudre

CLP ES
EN 247
NSC 56%

TAVELLI
EN 481
NSC 84%

Tavelli

IRISH
EN 272
NSC 51%

Irish

PUTNAM
EN 174
NSC 38%

Putnam

HARRIS
EN 305
NSC 117%

Laurel

POLARIS
EN 408
NSC 76%

Dunn

LAUREL
EN 376
NSC 85%

DUNN
EN 364
NSC 97%

PGA
EN 345
NSC 120%

Timnath

BAUDER
EN 374
NSC 67%

Bauder

Riffenburgh

BENNETT
EN 284
NSC 65%

Bennett

O'DEA
EN 382
NSC 83%

O'Dea

RIFFENBURGH
EN 411
NSC 81%

BEATTIE
EN 231
NSC 58%

Beattie

SHEPARDSON
EN 400
NSC 100%

Olander

OLANDER
EN 268
NSC 61%

JOHNSON
EN 281
NSC 56%

Johnson

LOPEZ
EN 289
NSC 58%

Lopez

Shepardson

LINTON
EN 243
NSC 53%

TIMNATH ES
EN 424
NSC 95%

KRUSE
EN 337
NSC 74%

Kruse

Linton

TRAUT
EN 438
NSC 110%

BETHKE
EN 506
NSC 79%

MCGRAW
EN 349
NSC 79%

WERNER
EN 361
NSC 76%

McGraw

Werner

ZACH
EN 520
NSC 100%

Zach

Bethke

BACON
EN 377
NSC 73%

Bacon

Bamford

BAMFORD
EN 309
NSC 48%

Utilization Percentage (NSC)

- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 30% - 50%

POUDRE SCHOOL DISTRICT

Elementary School Utilization/ Enrollment

In Poudre School District

Date Produced: 6/17/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

WELLINGTON MHS
EN 1214
NSC 87%

Wellington Middle-High School

Cache La Poudre

CLP MS
EN 297
NSC 61%

LINCOLN
EN 501
NSC 61%

Lincoln

POLARIS
EN 408
NSC 76%

PGA
EN 345
NSC 120%

LESHER
EN 795
NSC 96%

TIMNATH MHS
EN 1474
NSC 106%

Timnath Middle-High School

Lesher

BLEVINS
EN 365
NSC 42%

Blevins

BOLTZ
EN 567
NSC 64%

WEBBER
EN 739
NSC 74%

Boltz

PRESTON MS
EN 612
NSC 54%

KINARD MS
EN 782
NSC 89%

Webber

Preston

Utilization Percentage (NSC)

- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 40% - 50%

POUDRE SCHOOL DISTRICT

Middle School Utilization/ Enrollment

In Poudre School District

Date Produced: 6/17/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

WELLINGTON MHS
EN 1214
NSC 87%

Wellington
Middle-High
School

Poudre

PCA
EN 93
NSC 37%

POLARIS
EN 408
NSC 76%

POUDRE
EN 1244
NSC 57%

CENTENNIAL
EN 100
NSC 30%

PGA
EN 345
NSC 120%

TIMNATH MHS
EN 1474
NSC 106%

Timnath
Middle-High
School

Fort Collins

ROCKY MOUNTAIN
EN 1897
NSC 84%

FORT COLLINS
EN 1748
NSC 80%

FOSSIL RIDGE
EN 1795
NSC 81%

Rocky
Mountain

Fossil Ridge

Utilization Percentage (NSC)

- 91% - 100%
- 81% - 90%
- 71% - 80%
- 61% - 70%
- 50% - 60%

POUDRE SCHOOL DISTRICT

High School Utilization/ Enrollment

In Poudre School District

Date Produced: 6/17/2026

Author: MC

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PLANNING,
DESIGN,
& CONSTRUCTION

Mountain Schools

RED FEATHER
EN 20
NSC 25%

LIVERMORE
EN 37
NSC 46%

20.4 Miles

Red Feather

Livermore

12.3 Miles
To CLP ES

18.2 Miles

14 Miles

Cache La Poudre

STOVE PRAIRIE
EN 21
NSC 26%

11.3 Miles
To CLP ES

Stove Prairie

11.3 Miles
To Stove Prairie

To Livermore
12.3 Miles

CLP ES
EN 247
NSC 56%

4.6 Miles

4.6 Miles

TAVELLI
EN 481
NSC 84%

Cache La Poudre

2.5 Miles

2.9 Miles

Irish

PUTNAM
EN 174
NSC 38%

Putnam

1.1 Miles

IRISH
EN 272
NSC 51%

1.3 Miles

1.1 Miles

0.9 Miles

DUNN
EN 364
NSC 97%

LAUREL
EN 376
NSC 85%

POLARIS
EN 408
NSC 76%

1 Miles

0.9 Miles

Dunn

1.6 Miles

1.3 Miles

HARRIS
EN 305
NSC 117%

BAUDER
EN 374
NSC 67%

0.9 Miles

BENNETT
EN 284
NSC 65%

1.6 Miles

1.2 Miles

1.7 Miles

Bennett

PGA
EN 345
NSC 120%

1.7 Miles

1.7 Miles

Bauder

2.3 Miles

1.9 Miles

O'DEA
EN 382
NSC 83%

BEATTIE
EN 231
NSC 58%

OLANDER
EN 268
NSC 61%

PSD Boundary

Utilization Percentage

- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 30% - 50%

POUDRE SCHOOL DISTRICT

Site:

PSD Northwest Section- Elementary

Title:

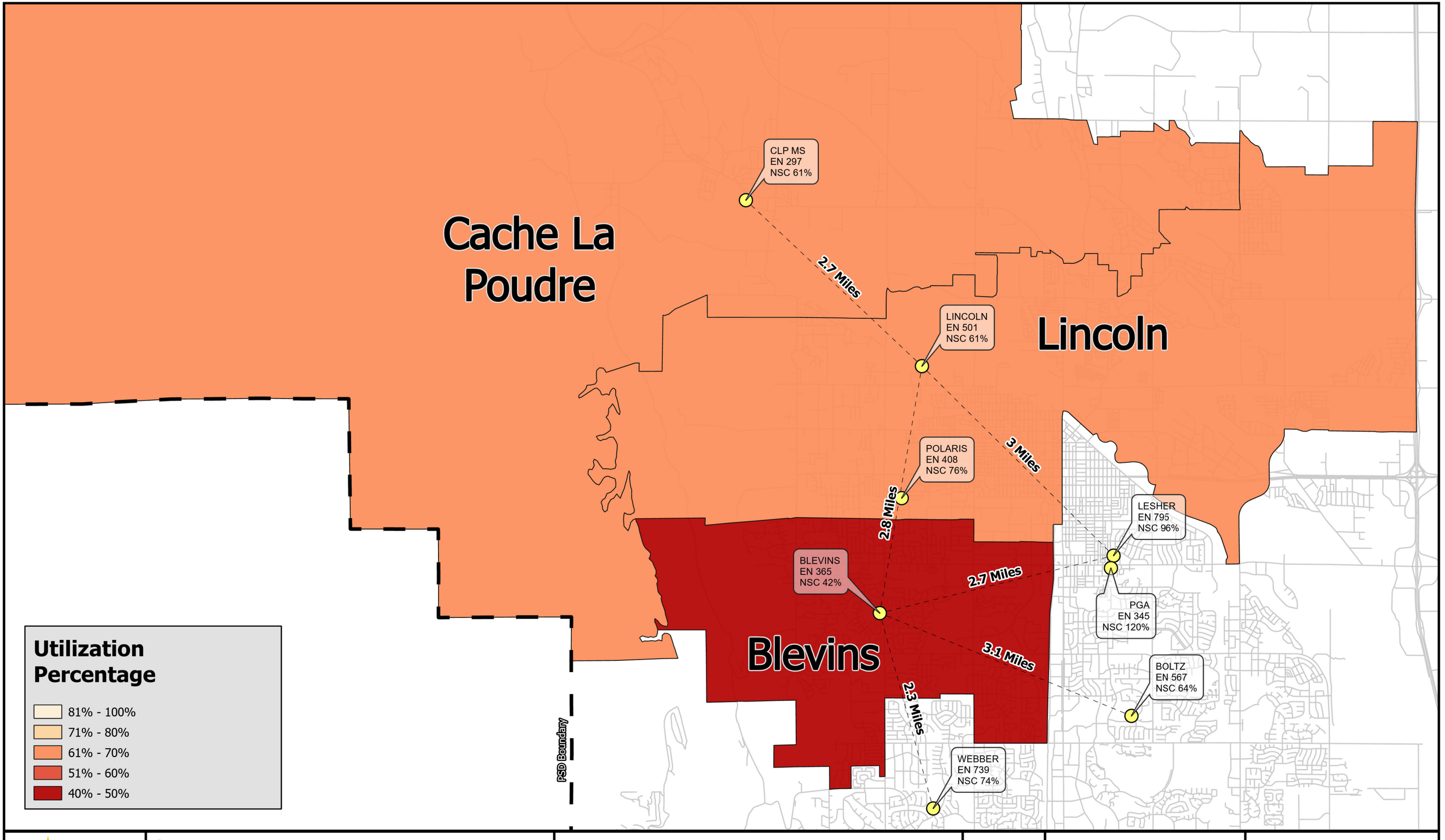
Room Utilization and Enrollment

Date Produced: 6/17/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION



POUDRE SCHOOL DISTRICT

Site:

PSD Northwest Section- Middle

Title:

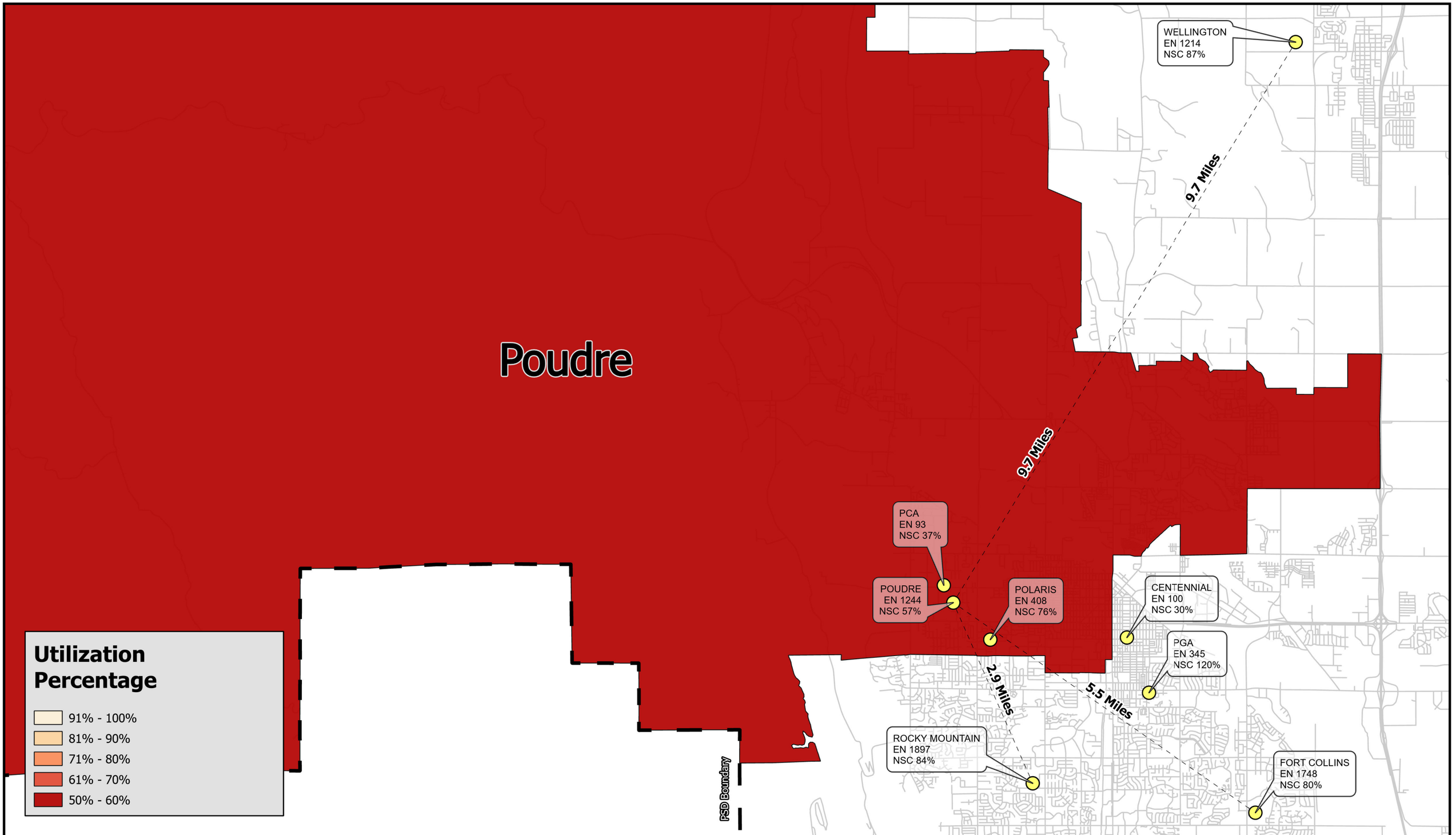
Room Utilization and Enrollment

Date Produced: 6/17/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION



POUDRE SCHOOL DISTRICT

Site:

PSD Northwest Section- High

Title:

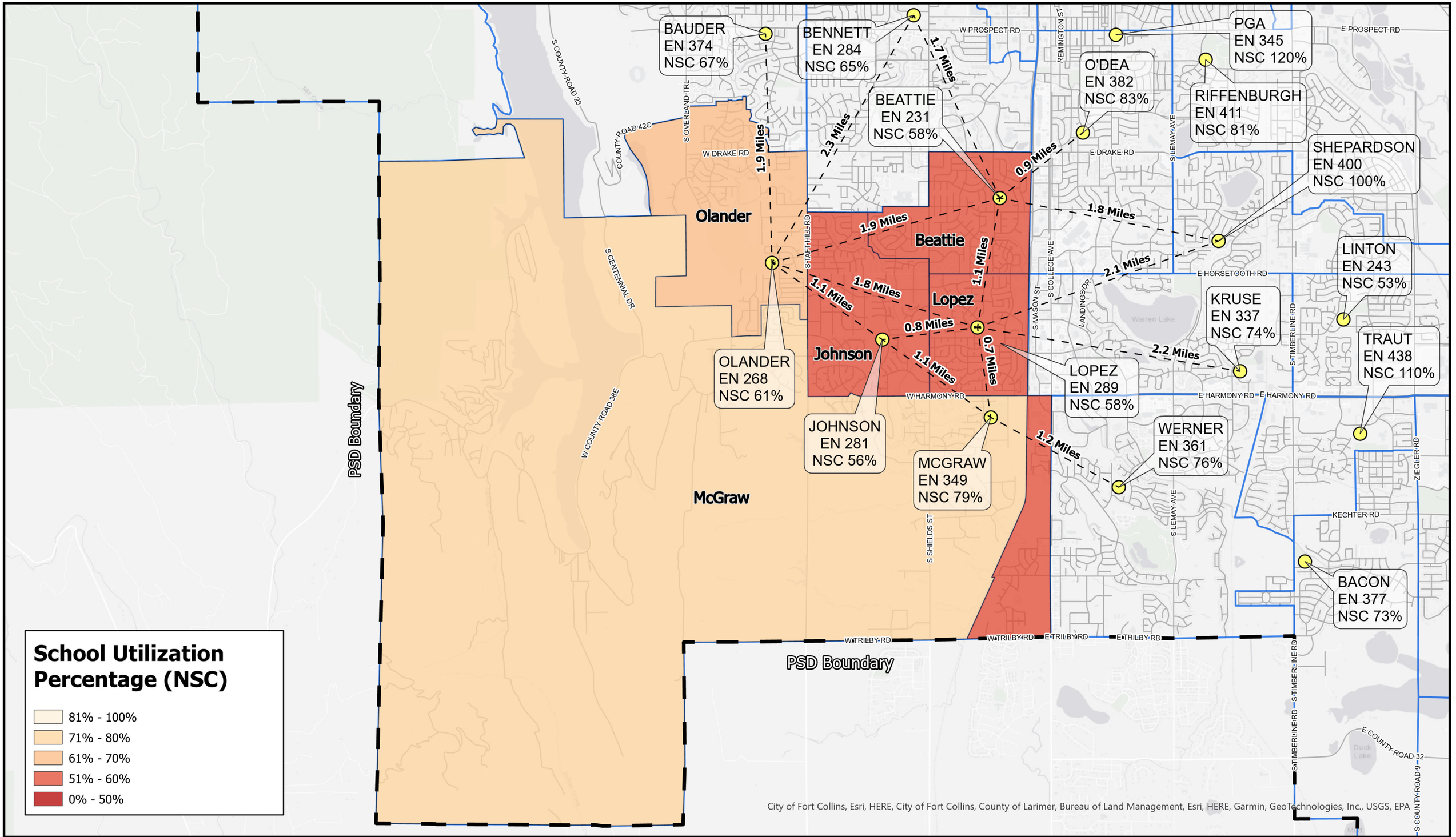
Room Utilization and Enrollment

Date Produced: 6/17/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION



POUDRE SCHOOL DISTRICT

Site:

PSD Southwest Region- Elementary

Title:

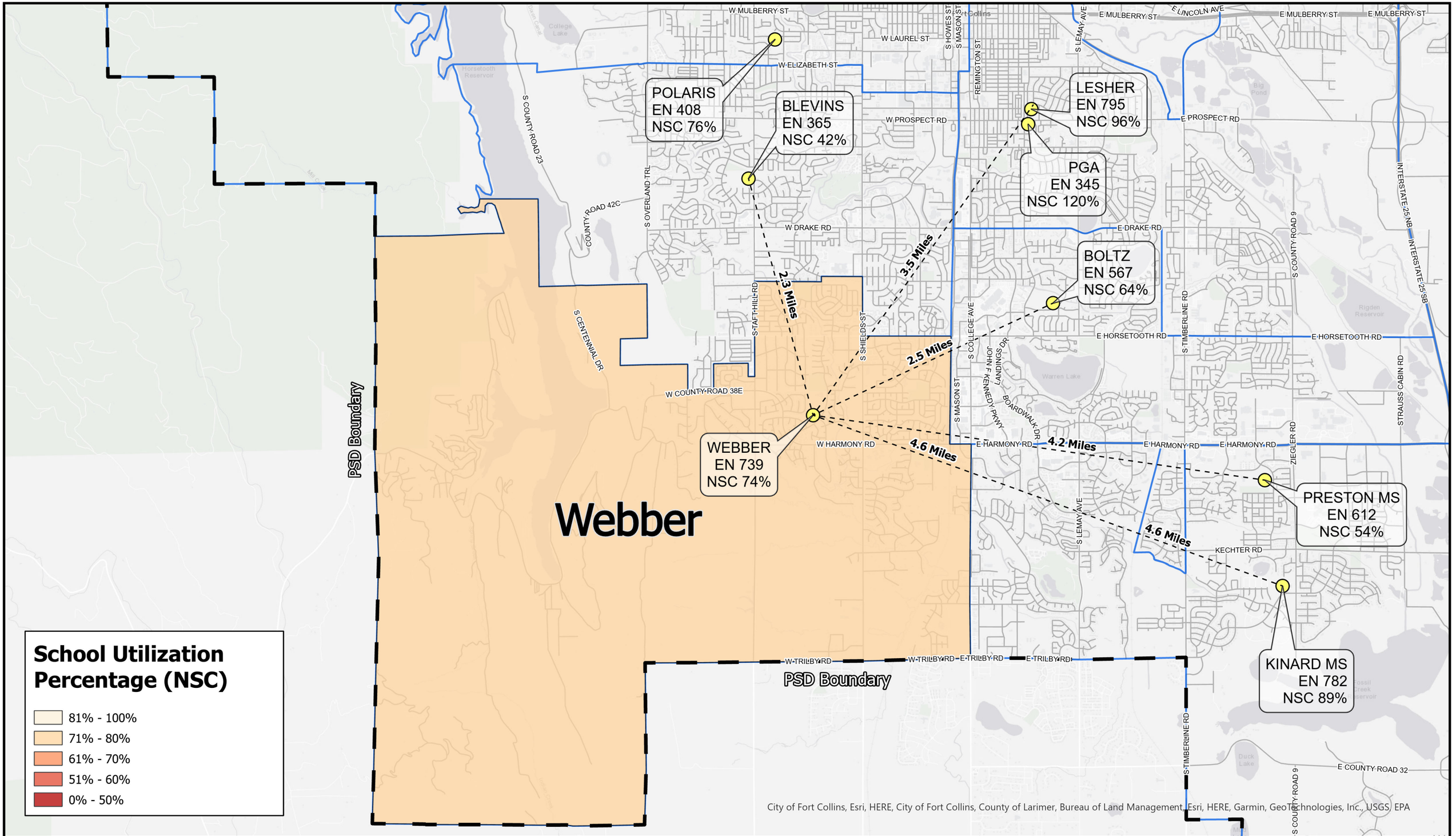
Room Utilization and Enrollment

Date Produced: 7/10/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION



School Utilization Percentage (NSC)

- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 0% - 50%

POUDRE SCHOOL DISTRICT

Site: PSD Southwest Region- Middle School

Title: Room Utilization and Enrollment

Date Produced: 7/10/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

PCA
EN 93
NSC 37%

POUDRE
EN 1244
NSC 57%

CENTENNIAL
EN 100
NSC 30%

TIMNATH MHS
EN 1474
NSC 106%

PGA
EN 345
NSC 120%

ROCKY MOUNTAIN
EN 1897
NSC 84%

FORT COLLINS
EN 1748
NSC 80%

FOSSIL RIDGE
EN 1795
NSC 81%

2.9 Miles

3.3 Miles

5.0 Miles

5.0 Miles

Rocky Mountain

PSD Boundary

PSD Boundary

LAPORTE AVE
N SHIELDS ST
W MOUNTAIN AVE
N MASON ST
N COLLEGE AVE
W MULBERRY ST
Fort Collins
W LAUREL ST
E MULBERRY ST
E MULBERRY ST
W ELIZABETH ST
S COUNTY ROAD 23
S OVERLAND TRL
REMINGTON ST
W PROSPECT RD
E PROSPECT RD
S LEMAY AVE
W DRAKE RD
E DRAKE RD
S CENTENNIAL DR
S TAFT HILL RD
S SHIELDS ST
S TIMBERLINE RD
S COUNTY ROAD 5
E HORSETOOTH RD
E HORSETOOTH RD
E COUNTY ROAD 40
S MASON ST
S COLLEGE AVE
JOHN F KENNEDY PKWY
BOARDWALK DR
Timnath
4TH AVE
MAIN ST
W HARMONY RD
E HARMONY RD
E HARMONY RD
ZIEGLER RD
STRAUSS CABIN RD
INTERSTATE 25 NB
INTERSTATE 25 SB
W COUNTY ROAD 38E
S LEMAY AVE
KECHTER RD
S COUNTY ROAD 7
E COUNTY ROAD 36
S COUNTY ROAD 5
E COUNTY ROAD 34C
W TRILBY RD
W TRILBY RD
E TRILBY RD
S TIMBERLINE RD
E COUNTY ROAD 32E
E COUNTY ROAD 32
HIGHWAY 392
S COUNTY ROAD 9
Mill Creek
Warren Lake
Fossil Creek Reservoir

School Utilization Percentage (NSC)

- 91% - 100%
- 81% - 90%
- 71% - 80%
- 61% - 70%
- 0% - 60%

Esri, HERE, City of Fort Collins, County of Larimer, Bureau of Land Management, Esri, HERE, Garmin, GeoTechnologies, Inc., USGS, EPA

POUDRE SCHOOL DISTRICT

Site:
PSD Southwest Region- High School

Title:
Room Utilization and Enrollment

Date Produced: 7/13/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

Elementary School Utilization/ Enrollment

Southeast Region

TAVELLI
EN 481
NSC 84%

LAUREL
EN 376
NSC 85%

RIFFENBURGH
EN 411
NSC 81%

O'DEA
EN 382
NSC 83%

BEATTIE
EN 231
NSC 58%

SHEPARDSON
EN 400
NSC 100%

LINTON
EN 243
NSC 53%

TIMNATH ES
EN 424
NSC 95%

BETHKE
EN 506
NSC 79%

TRAUT
EN 438
NSC 110%

KRUSE
EN 337
NSC 74%

Lopez
EN 289
NSC 58%

MCGRAW
EN 349
NSC 58%

WERNER
EN 361
NSC 76%

ZACH
EN 520
NSC 100%

BACON
EN 377
NSC 73%

BAMFORD
EN 309
NSC 48%

Timnath

Bethke

Shepardson

Kruse

Linton

Werner

Zach

Bacon

Bamford

1.5 miles
1.4 miles
2.4 miles
1.2 miles
1.1 miles
2.5 miles
1 miles
2.2 miles
2.1 miles
1.7 miles
2 miles
1.4 miles
3 miles
1.6 miles
4 miles
3.4 miles
4.9 miles

Utilization Percentage (NSC)

- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 0% - 50%

POUDRE SCHOOL DISTRICT

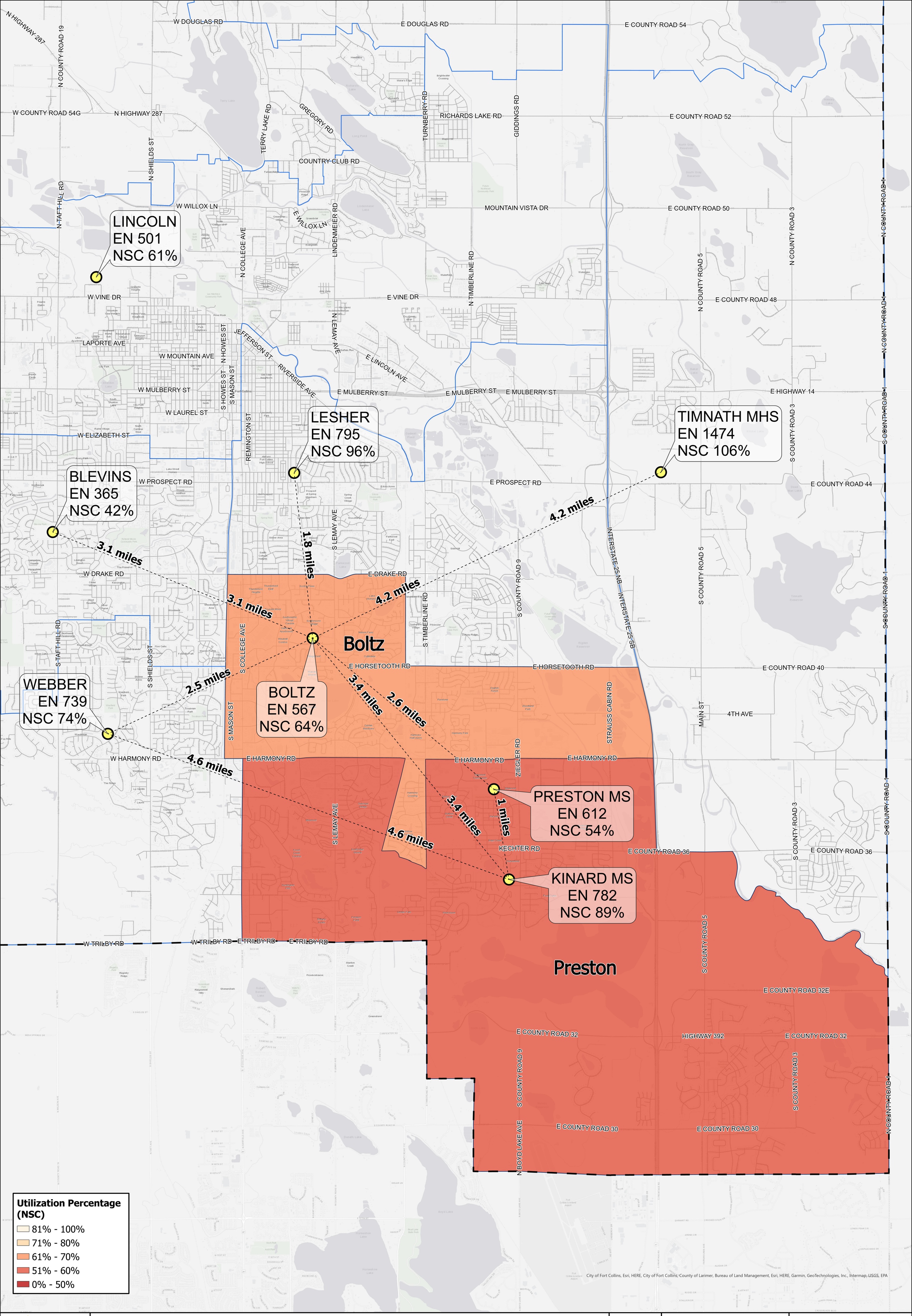
Date Produced: 8/21/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

City of Fort Collins, Esri, HERE, City of Fort Collins, County of Larimer, Bureau of Land Management, Esri, HERE, Garmin, GeoTechnologies, Inc., Intermap, USGS, EPA



POUDRE SCHOOL DISTRICT

Middle School Utilization/ Enrollment

Southeast Region

Date Produced: 8/13/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

POUDRE
EN 1244
NSC 57%

ROCKY MOUNTAIN
EN 1897
NSC 84%

FORT COLLINS
EN 1748
NSC 80%

TIMNATH MHS
EN 1474
NSC 106%

FOSSIL RIDGE
EN 1795
NSC 81%

5.5 miles
5.5 miles
3.3 miles
3.3 miles
3.1 miles
3.1 miles
4 miles
4 miles
2.1 miles

Fort Collins

Fossil Ridge

Utilization Percentage (NSC)
- 91% - 100%
- 81% - 90%
- 71% - 80%
- 61% - 70%
- 0% - 60%

City of Fort Collins, Esri, HERE, City of Fort Collins, County of Larimer, Bureau of Land Management, Esri, HERE, Garmin, GeoTechnologies, Inc., Intermap, USGS, EPA

POUDRE SCHOOL DISTRICT

High School Utilization/ Enrollment

Southeast Region

Date Produced: 8/13/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

Elementary School Utilization/ Enrollment

Northeast Region

EYESTONE
EN 458
NSC 41%

RICE
EN 388
NSC 76%

CLP ES
EN 247
NSC 56%

TAVELLI
EN 481
NSC 84%

PUTNAM
EN 174
NSC 38%

DUNN
EN 364
NSC 97%

HARRIS
EN 305
NSC 117%

PGA
EN 345
NSC 120%

RIFFENBURGH
EN 411
NSC 81%

BENNETT
EN 284
NSC 65%

BEATTIE
EN 231
NSC 58%

O'DEA
EN 382
NSC 83%

SHEPARDSON
EN 400
NSC 100%

LAUREL
EN 376
NSC 85%

LINTON
EN 243
NSC 53%

KRUSE
EN 337
NSC 74%

TIMNATH ES
EN 424
NSC 95%

Eyestone
Rice
Tavelli
Laurel
Riffenburgh
O'Dea

Utilization Percentage (NSC)
- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 0% - 50%

POUDRE SCHOOL DISTRICT

Date Produced: 8/27/2026

Author: MC

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PLANNING, DESIGN, & CONSTRUCTION

HERE, City of Fort Collins, County of Larimer, Bureau of Land Management, Esri, HERE, Garmin, GeoTechnologies, Inc., USGS, EPA

Middle School Utilization/ Enrollment

Northeast Region

WELLINGTON MHS
EN 1214
NSC 87%

LINCOLN
EN 501
NSC 61%

LESHER
EN 795
NSC 96%

PGA
EN 345
NSC 120%

BOLTZ
EN 567
NSC 64%

PRESTON MS
EN 612
NSC 54%

TIMNATH MHS
EN 1474
NSC 106%

Wellington Middle-High School

Lesher

Timnath Middle-High School

8.5 miles
9.7 miles
6.5 miles
4 miles
4.2 miles
3.9 miles
4.1 miles
3 miles
1.8 miles

Utilization Percentage (NSC)

- 81% - 100%
- 71% - 80%
- 61% - 70%
- 51% - 60%
- 0% - 50%

POUDRE SCHOOL DISTRICT

Date Produced: 8/17/2026

Author: MC

Disclaimer: This map is for cartographic use only and may contain information that is no longer current. Poudre School District assumes no responsibility of any kind for use of this map. Please contact the Planning, Design, and Construction Department with any questions.

PLANNING, DESIGN, & CONSTRUCTION

City of Fort Collins, County of Larimer, Bureau of Land Management, Esri, HERE, Garmin, GeoTechnologies, Inc, USGS, EPA

High School Utilization/ Enrollment

Northeast Region

WELLINGTON MHS
EN 1214
NSC 87%

Wellington Middle-High School

POUDRE
EN 1244
NSC 57%

CENTENNIAL
EN 100
NSC 30%

PGA
EN 345
NSC 120%

FORT COLLINS
EN 1748
NSC 80%

FOSSIL RIDGE
EN 1795
NSC 81%

TIMNATH MHS
EN 1474
NSC 106%

Timnath Middle-High School

9.7 miles

3.1 miles

4 miles

Utilization Percentage (NSC)

- 91% - 100%
- 81% - 90%
- 71% - 80%
- 61% - 70%
- 0% - 60%

POUDRE SCHOOL DISTRICT

Date Produced: 8/17/2026

Author: MC

Disclaimer: This map is for cartographic use only and may contain information that is no longer current. Poudre School District assumes no responsibility of any kind for use of this map. Please contact the Planning, Design, and Construction Department with any questions.

PLANNING, DESIGN, & CONSTRUCTION

City of Fort Collins, County of Larimer, Bureau of Land Management, Esri, HERE, Garmin, GeoTechnologies, Inc., Intermap, USGS, EPA

Final Recommended Scenarios

Comprehensive Planning Committee (CPC) Final Recommended Scenarios Summarized

Poudre School District Scenarios Summarized

Comprehensive Planning Committee (CPC) Final Recommended Scenarios

Table of Contents

Purpose 2

Scenario Review Outcome 2

Poudre School District Regions Summarized 3

Northwest Region 5

- NW3c: Close Putnam Elementary into Tavelli and Dunn. 5
- Close Irish Elementary into Cache La Poudre Elementary and Bauder Elementary 5
- NW5b: Close Blevins MS into Lincoln MS and Webber MS 8
- NW7b: Consolidate Poudre Community Academy and Centennial High School into Unknown Building 11
- NW8: Close PSD Mountain Schools into Cache La Poudre Elementary 12

Southwest Region 14

- SW5: Close Beattie Elementary into Bennett and Lopez. 14
- Close Johnson Elementary into McGraw and Olander. 14

Southeast Region 17

- SE3: Close Timnath Elementary into Bamford Elementary and Linton Elementary. 17
- Reassign Grid Code 1254 from Bamford to Bacon. 17
- Reassign Grid Codes 1313 and 1314 from Werner to Bacon. 17

Northeast Region 20

Purpose

Within the context of the Identification Criteria outlined in FCB-R – School Closure, Consolidation, and/or Relocation Implementation Processes and Procedures the Scenario Development Teams reviewed potential enrollment and facility scenarios to identify options for final consideration. These scenarios are intended to support long-range planning and will undergo further evaluation by the action teams using the district's established modeling criteria.

Scenario Review Outcome

During the Northwest Region Scenario meeting

- A total of 14 scenarios were reviewed
- 6 scenarios were selected to advance for additional analysis by the action teams and CPC feedback

During the Southwest Region Scenario meeting

- A total of 8 scenarios were reviewed
- 4 scenarios were selected to advance for additional analysis by the action teams and CPC feedback

During the West Combined Region Scenario meeting

- 3 Combined Scenarios from the Northwest and 4 mutually exclusive Scenarios from the Southwest were considered to develop a viable combined scenario for the two west regions.
- 2 West Combined Scenarios were selected, one of the two scenarios were found to be viable.
- An additional southwest scenario was developed to replace the non-viable scenario and move to consideration by the larger CPC team.

During the Southeast Region Scenario meeting

- A total of 3 scenarios were reviewed
- 2 scenarios were combined into one scenario. The combined scenario and the third scenario were selected to advance for additional analysis by the action teams and the CPC decision making process.

Following discussion and initial evaluation of identification criteria per District policy FCB-R – SCHOOL CLOSURE, CONSOLIDATION, AND/OR RELOCATION IMPLEMENTATION PROCESSES AND PROCEDURES

Poudre School District Regions Summarized

Northwest Region							
Scenario	School Being Closed	Receiving School	2025-2026 October Count Enrollment after Closure	2025-2026 NSC Utilization	2026-2027 Enrollment after Closure (6/25/2026)	2026-2027 NSC Utilization	Receiving Building FCA
NW3c	Irish	CLPE	358	81.36%	330	75.00%	20.42
NW3c	Irish	Bauder	469	83.75%	437	78.04%	20.75
NW3c	Putnam	Tavelli	574	99.83%	575	100.00%	21.40
NW3c	Putnam	Dunn	437	116.53%	427	113.87%	18.93
NW5b	Blevins	Lincoln	642	77.82%	638	77.33%	20.97
NW5b	Blevins	Webber	906	90.60%	996	99.60%	21.33
NW8	Mountain Schools	CLPE	325	73.86%	304	69.09%	20.42
Scenario	School Being Consolidated	Receiving School	2025-2026 October Count Enrollment with Consolidation	2025-2026 NSC Utilization	2026-2027 Enrollment with Consolidation (6/25/2026)	2026-2027 NSC Utilization	Receiving Building FCA
NW7b	PCA + Centennial	TBD	193		192		

Southwest Region							
Scenario	School Being Closed	Receiving School	2025-2026 Enrollment after Closure	2025-2026 NSC Utilization	2026-2027 Enrollment after Closure (6/25/2026)	2026-2027 NSC Utilization	Receiving Building FCA
SW5	Beattie	Bennett	414	94.09%	385	87.50%	15.42
SW5	Beattie	Lopez	421	84.20%	379	75.80%	20.75
SW5	Johnson	McGraw	433	98.41%	400	90.91%	17.28
SW5	Johnson	Olander	405	92.05%	370	84.09%	21.17

Southeast Region							
Scenario	School Being Closed	Receiving School	2025-2026 Enrollment with after Closure	2025-2026 NSC Utilization	2026-2027 Enrollment with after Closure (6/25/2026)	2026-2027 NSC Utilization	Receiving Building FCA
SE3	Timnath	Bamford	435	67.97%	447	69.84%	9.03
SE3	Timnath	Linton	480	104.35%	434	94.35%	19.95
SE3	Grid Code 1254 – From Bamford Grid Codes 1313 and 1314 – From Werner	Bacon	469	90.19%	461	88.65%	14.97

Northeast Region							
Scenario	School Being Closed	Receiving School	2025-2026 Enrollment with after Closure	2025-2026 NSC Utilization	2026-2027 Enrollment with after Closure (6/25/2026)	2026-2027 NSC Utilization	Receiving Building FCA
NA							

Northwest Region

NW3c: Close Putnam Elementary into Tavelli and Dunn.

Close Irish Elementary into Cache La Poudre Elementary and Bauder Elementary

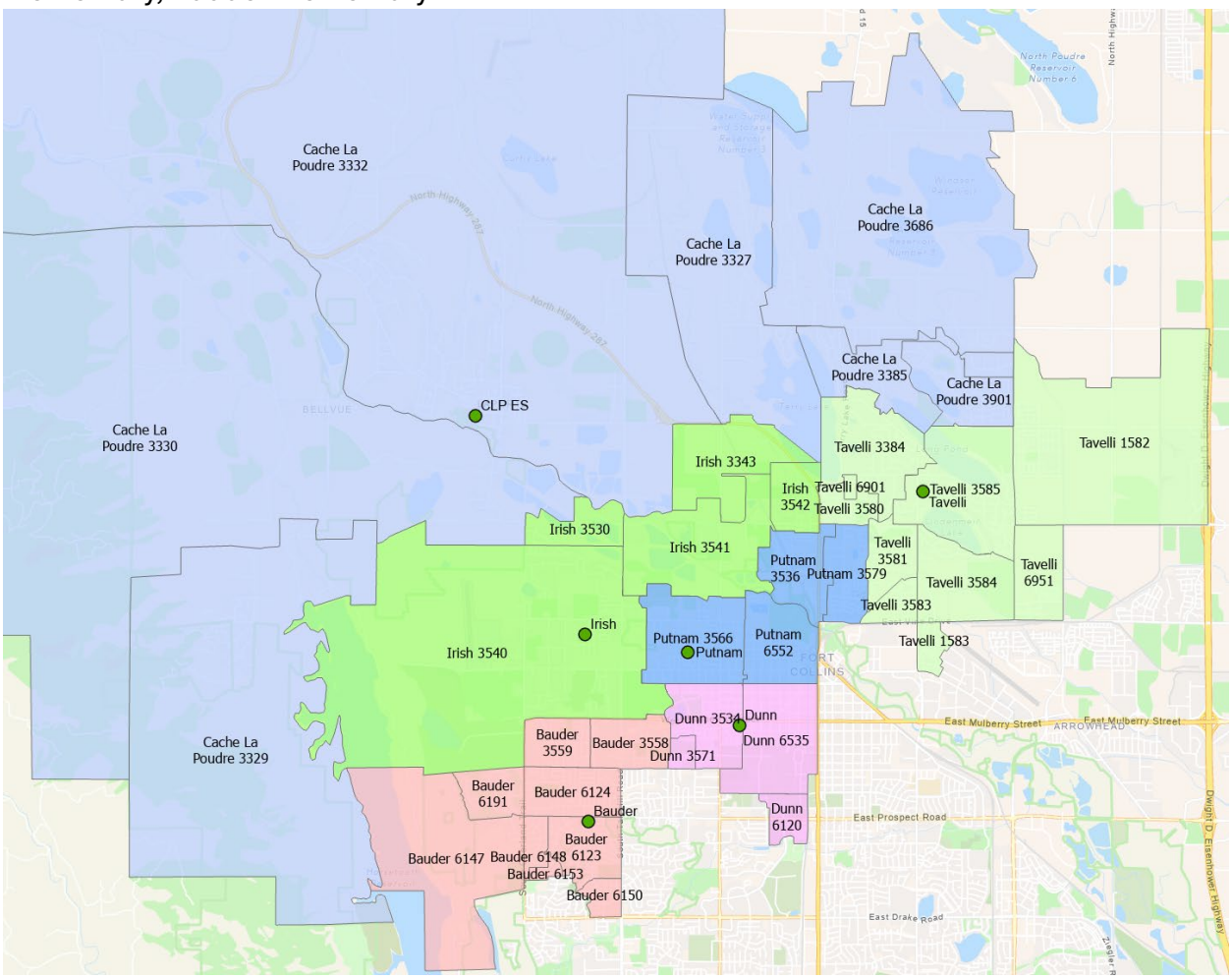
Proposed Boundary
Tavelli Elementary:
Grid Codes 3536 and 3579 become part of Tavelli Elementary School's boundary.

Dunn Elementary:
Gride Codes 3566 and 6552 become part of Dunn Elementary School's boundary.

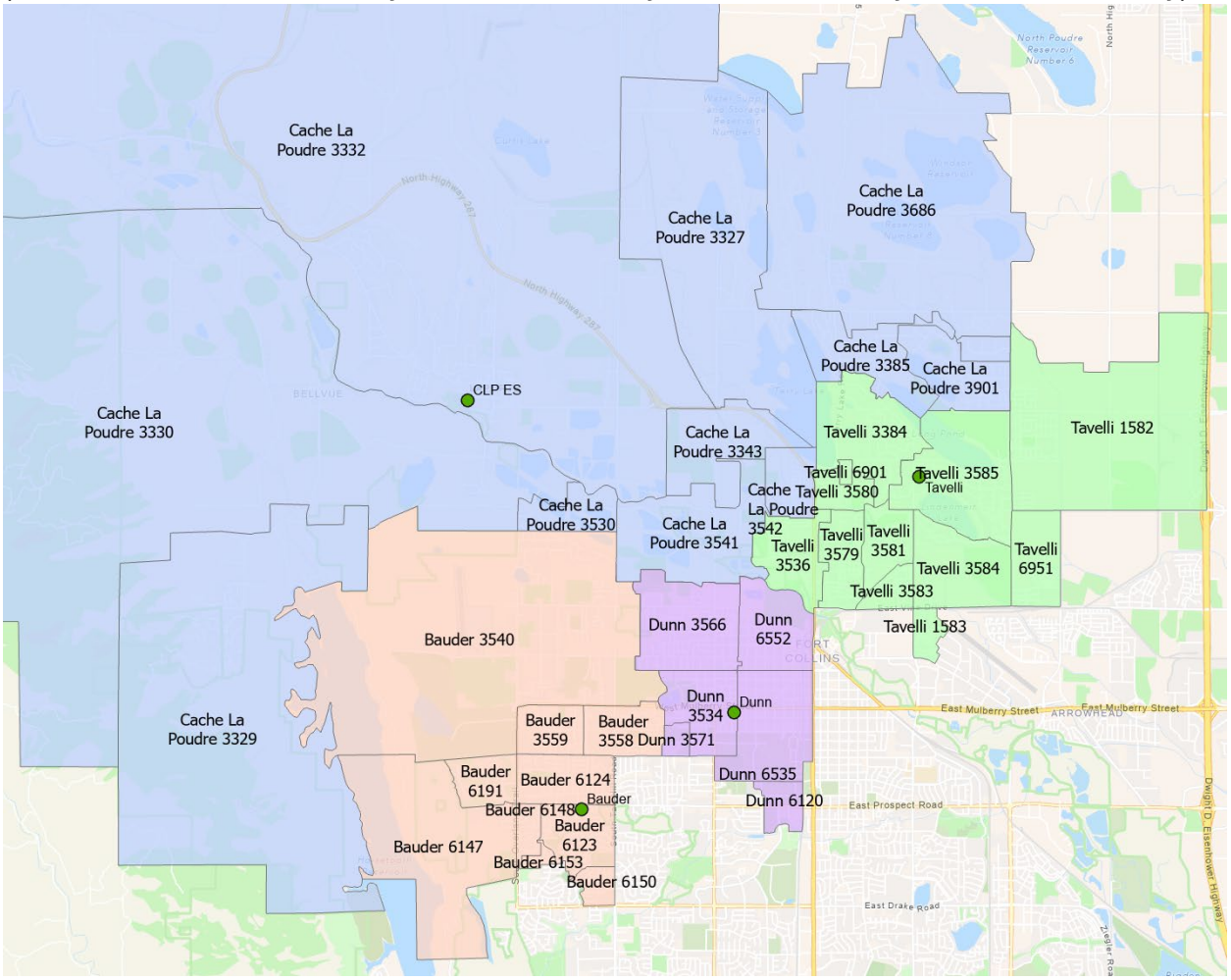
Bauder Elementary:
Grid Code 3540 becomes part of Bauder Elementary School's boundary.

CLP Elementary:
Grid Codes 3530, 3541, 3542, and 3343 become part of Cache La Poudre Elementary School's boundary.

Current Boundaries
(Irish Elementary, Putnam Elementary, Cache La Poudre Elementary, Tavelli Elementary, Dunn Elementary, Bauder Elementary



New Boundaries
(Cache La Poudre Elementary, Tavelli Elementary, Dunn Elementary, Bauder Elementary)



NW5b: Close Blevins MS into Lincoln MS and Webber MS

Proposed Boundary

Grid Code Subdivisions:
The northern portions of the divided grid codes will retain their designation and become part of the Lincoln Middle School boundary area. The southern portions will receive a new designation and become part of the Webber Middle School boundary area.

Grid code 6161 will be split. The southern portion of 6161 will be identified as 8001 for this scenario.

Grid Code 6113 will be split by Prospect Road. The southern portion will be identified as 8002 for this scenario.

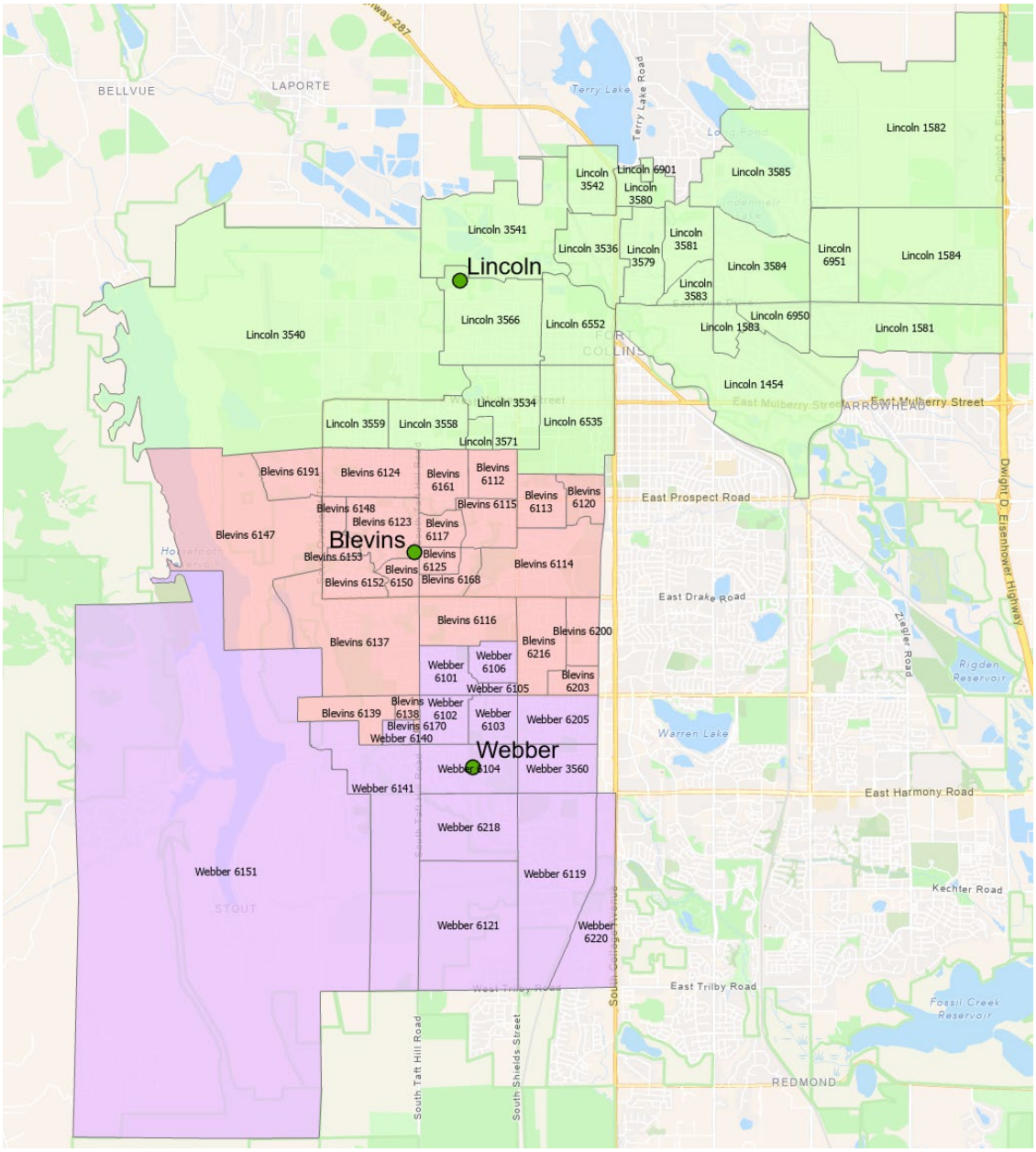
Grid Code 6120 will be split by Prospect Road. The southern portion will be identified as 8003 for this scenario.

Grid code 6123 will be split. South of West Stuart Street and the Ryeland Lane cul-de-sac. The Southern Portion of 6123 will be identified as 8004 for this scenario.

Lincoln Middle School:
Grid Codes 6191,6124,6161,6112,6113,6120 North of Prospect Road will become part of Lincoln Middle School's boundary. Grid codes 6147, 6148, 6153, and 6123 will also become part of Lincoln Middle School's boundary.

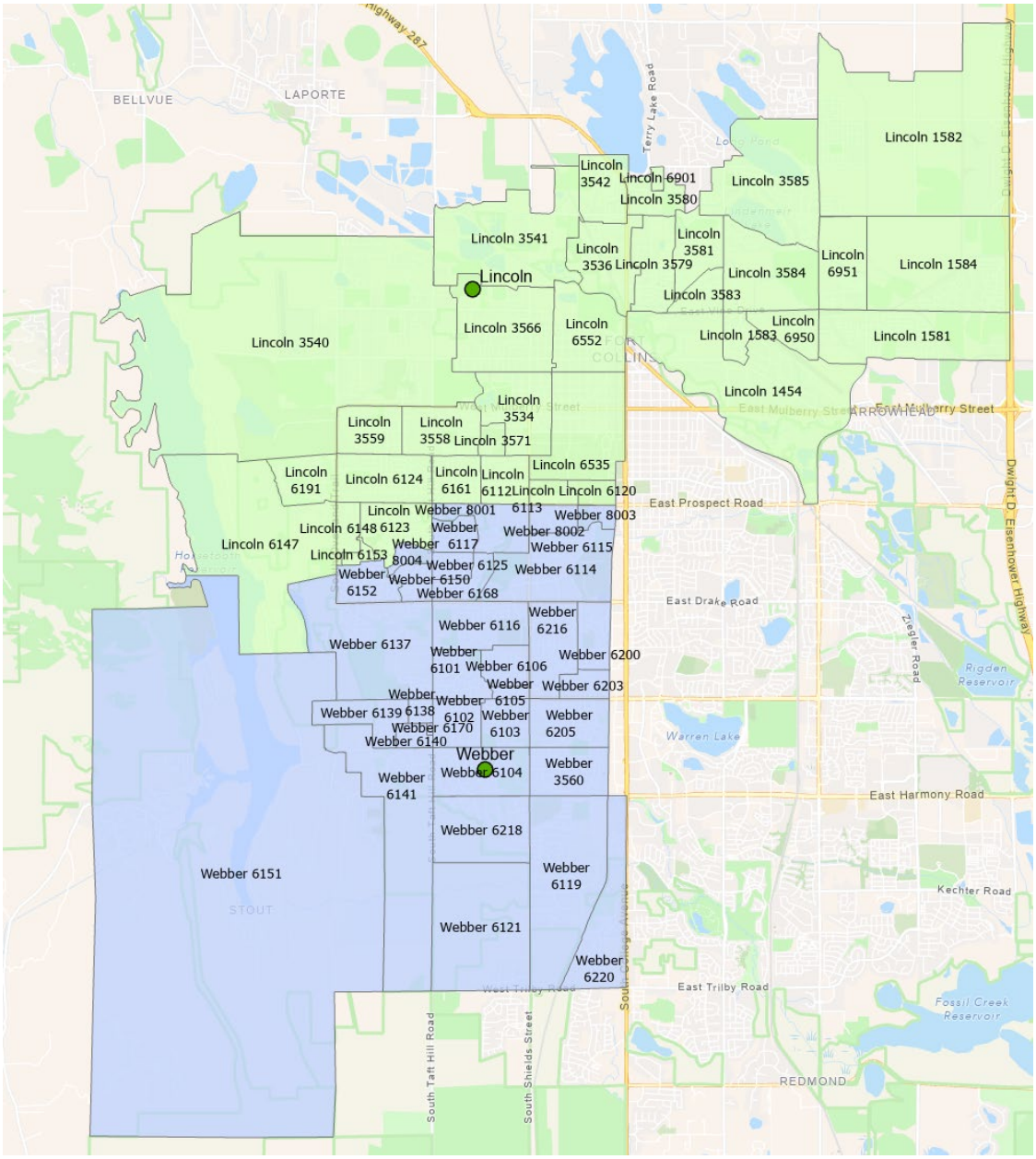
Webber Middle School:
All other grid codes south of Prospect Road including grid codes 8001 – 8004 will become part of the Webber Middle School boundary area.

Current Boundaries
Blevins Middle School, Lincoln Middle School and Webber Middle School Boundaries



New Boundaries

Lincoln Middle School and Webber Middle School Boundaries



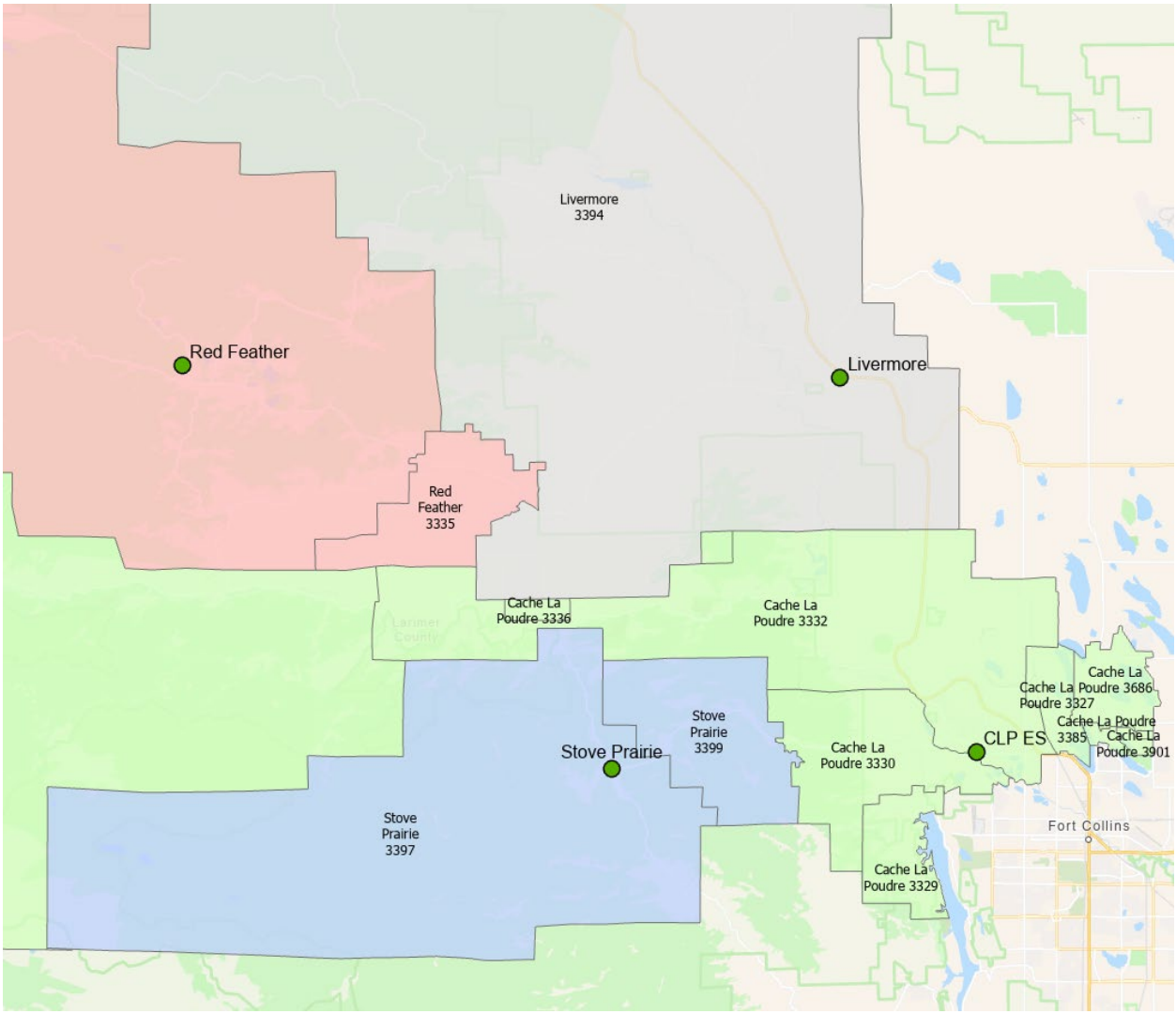
NW7b: Consolidate Poudre Community Academy and Centennial High School into Unknown Building

Proposed Boundary
PCA and Centennial do not have boundaries and are based on placement

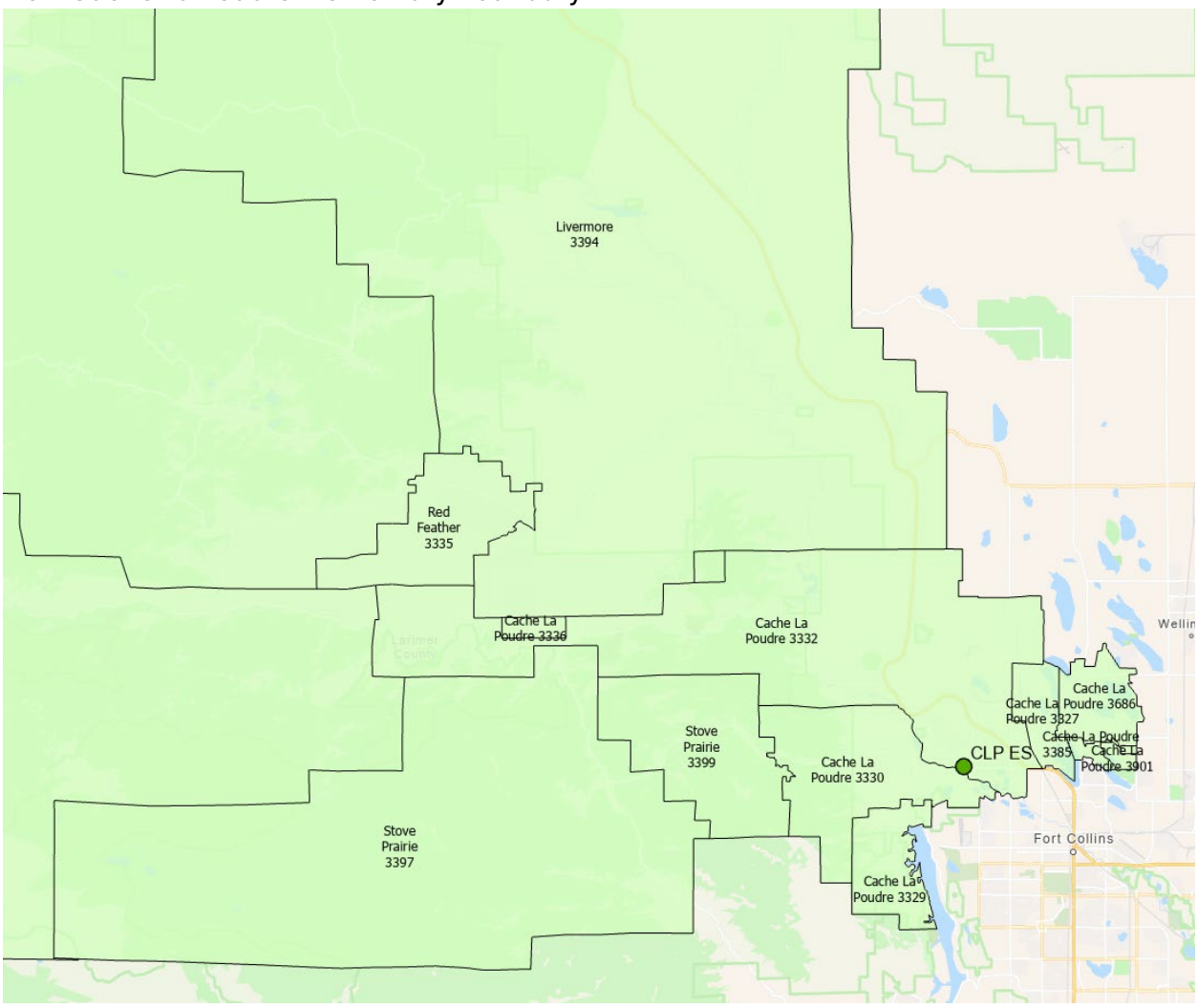
NW8: Close PSD Mountain Schools into Cache La Poudre Elementary

Proposed Boundary
Red Feather, Livermore, and Stove Prairie Elementary Schools are merged into Cache La Poudre Elementary

Current Boundaries



New Cache La Poudre Elementary Boundary



Southwest Region

SW5: Close Beattie Elementary into Bennett and Lopez.

Close Johnson Elementary into McGraw and Olander.

Proposed Boundary

Grid Code Subdivisions:
Grid Code 6216 will be split along W Swallow Road, which runs through the boundary area from West to East. The northern portion will remain designated as 6216. The southern portion will be designated 8010 for this scenario.

Bennett Elementary

Grid Codes 6106 and 6216 from Beattie Elementary School will become part of the Bennett Elementary School Boundary.

Lopez Elementary

Grid codes 6200, 6203, and 8010 from Beattie Elementary School will become part of the Lopez Elementary School Boundary.

McGraw Elementary

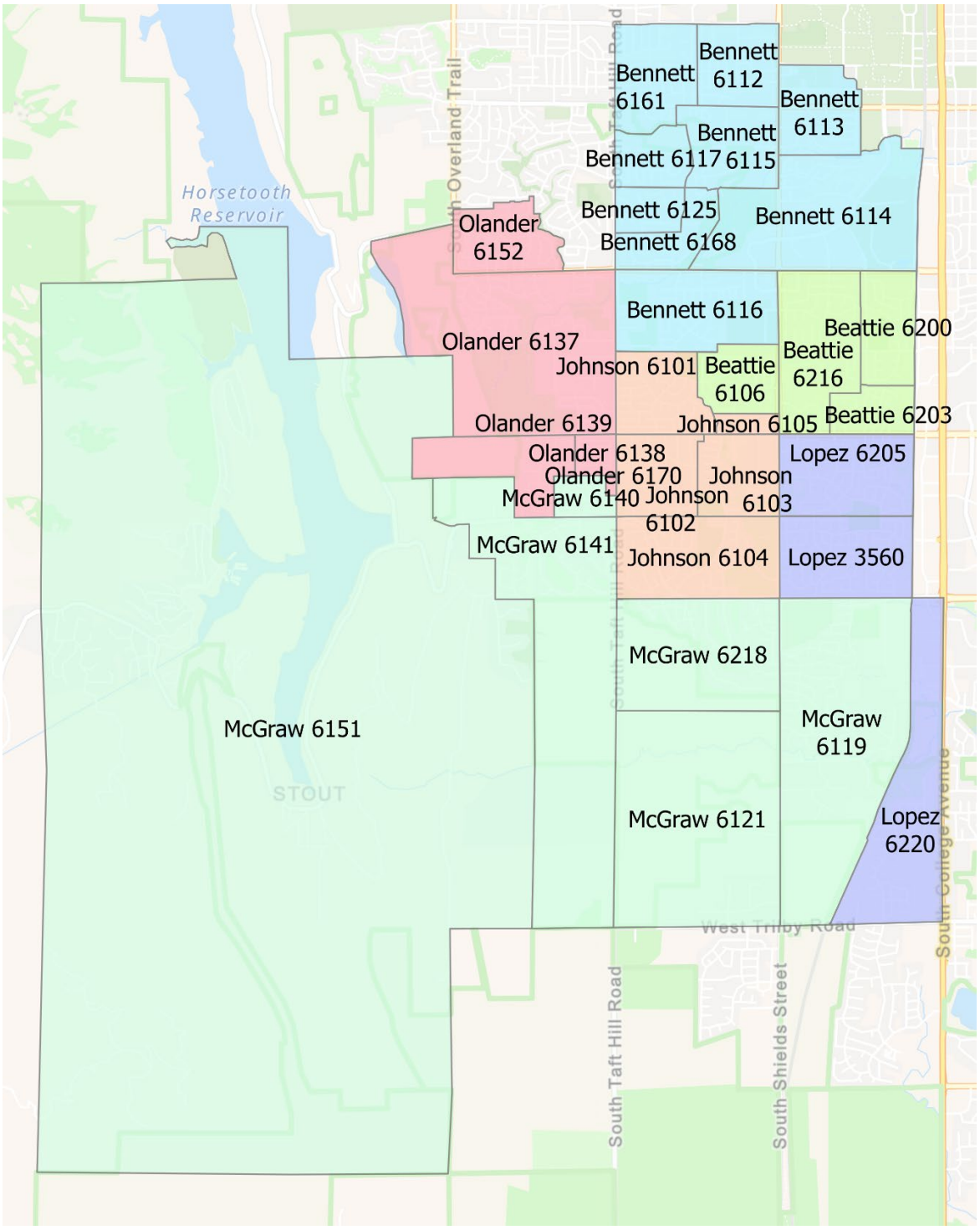
Grid code 6104 from Johnson Elementary School will become part of the McGraw Elementary School Boundary.

Olander Elementary

Grid codes 6101, 6102, 6103, and 6105 will become part of the Olander Elementary School Boundary.

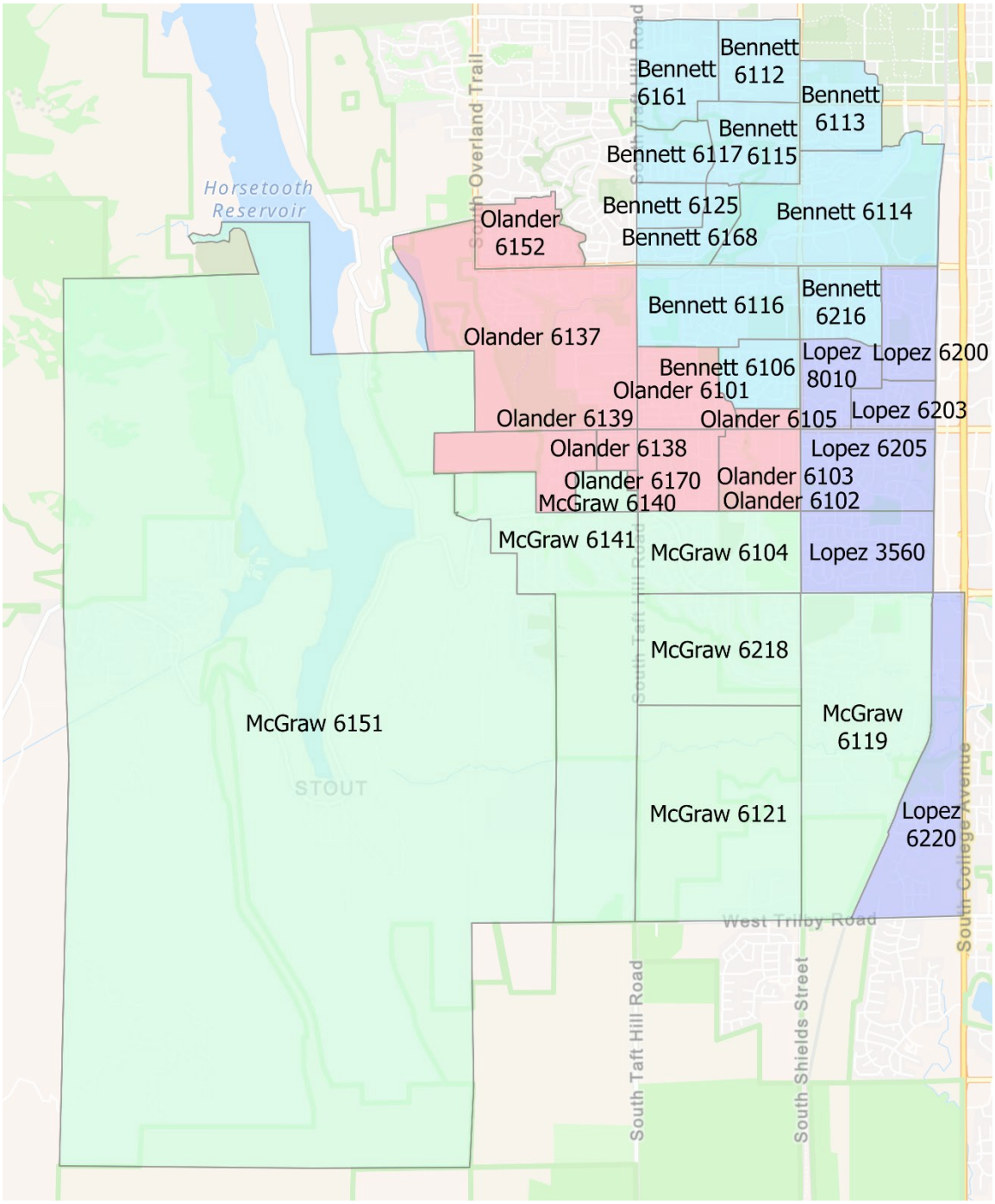
Existing Boundaries

Beattie Elementary, Johnson Elementary, Bennet Elementary, Lopez Elementary, McGraw Elementary, Olander Elementary



Proposed Boundaries

Bennet Elementary, Lopez Elementary, McGraw Elementary, Olander Elementary



Southeast Region

SE3: Close Timnath Elementary into Bamford Elementary and Linton Elementary.

Reassign Grid Code 1254 from Bamford to Bacon.

Reassign Grid Codes 1313 and 1314 from Werner to Bacon.

Proposed Boundary

Grid Code Subdivisions:

Grid Code 1288 will be split from north to south roughly along Timnath Reservoir and downtown Timnath. The western portion will be designated as 8008 for this scenario. The eastern portion will remain as 1288.

Bacon Elementary

Grid Code 1254 will become part of Bacon Elementary School's boundary.

Grid Code 1313 and 1314 from Werner Elementary will become part of Bacon Elementary School's boundary. Grid Codes 1313 and 1314 are bordered by S Timberline Road and are adjacent to the Bacon Elementary School property.

Bamford Elementary

Grid Codes 1288 and 1291 will become part of Bamford Elementary School's boundary.

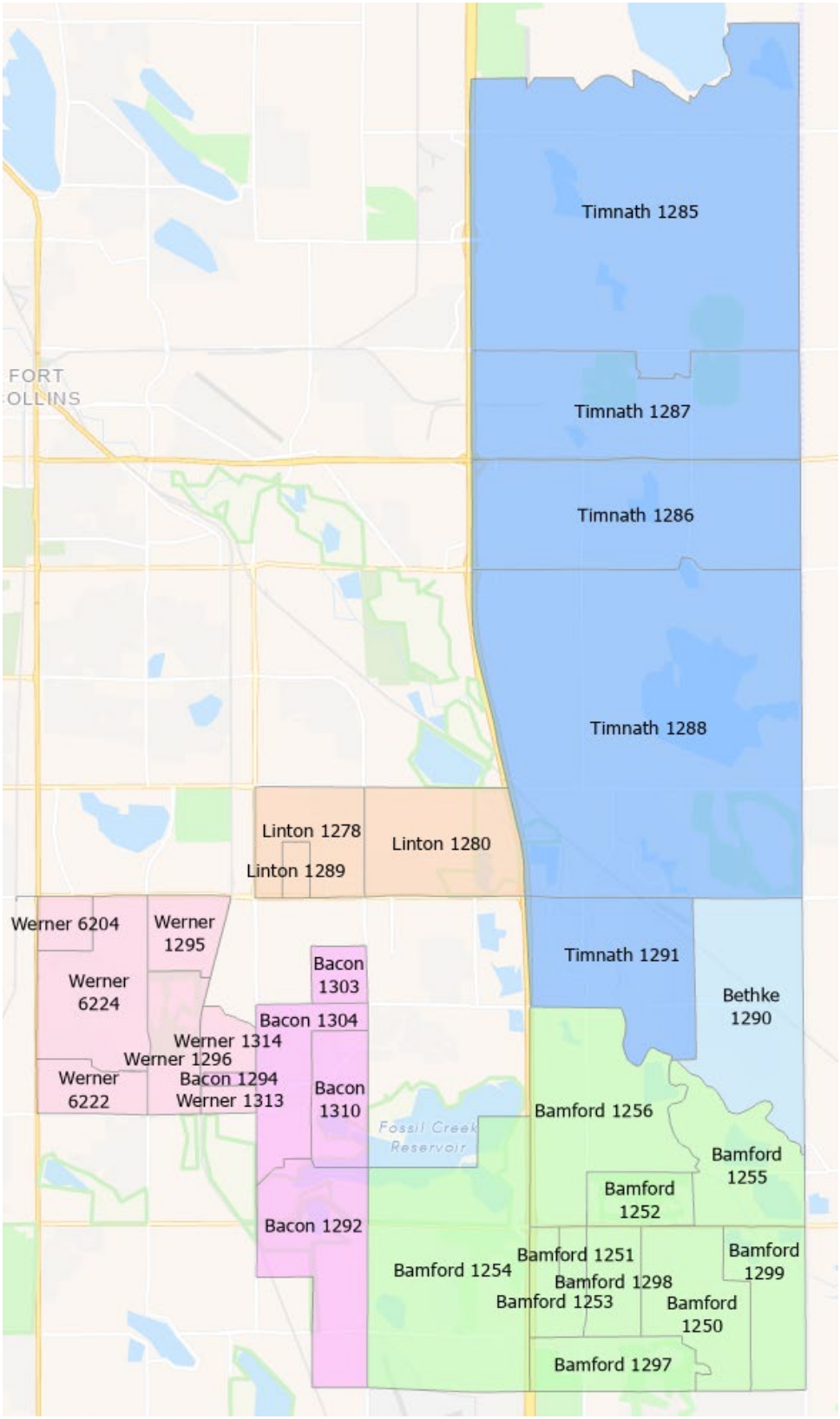
Linton Elementary

Grid Codes 8008, 1285, 1286, 1287 become part of Linton Elementary School's boundary.

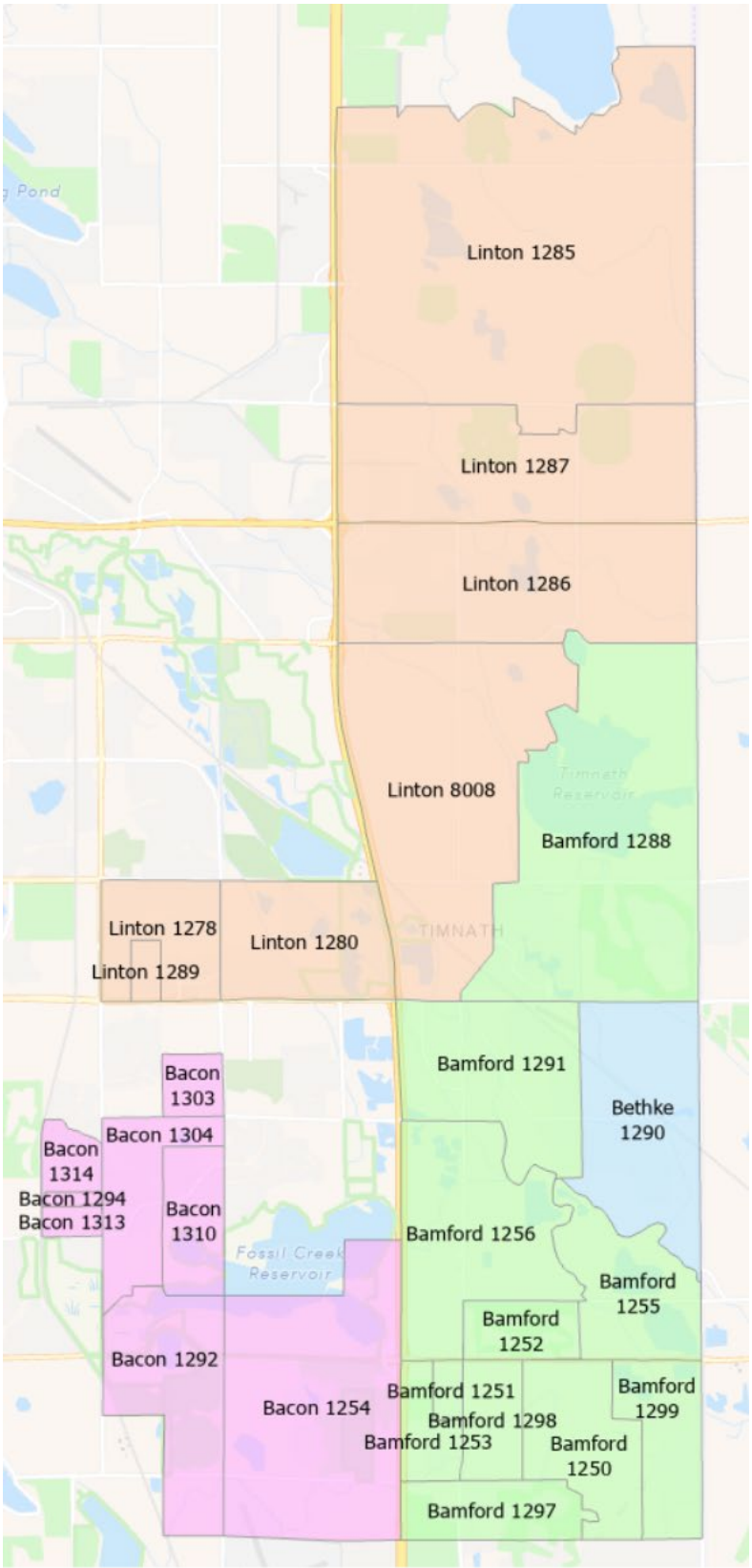
Existing Boundaries

Timnath Elementary, Bamford Elementary, Linton Elementary

Bacon Elementary, Werner Elementary



Proposed Boundaries
Bamford Elementary, Linton Elementary, Bacon Elementary



Northeast Region

After a review of the enrollment, utilization, and facilities data and implementation considerations, no scenarios were identified for development by the Northeast Scenario Design Team.

Poudre School District Scenarios Summarized

Comprehensive Planning Committee (CPC) Final Recommended Scenarios Additional Maps

Table of Contents

Northwest Region 2

NW3c: Close Putnam Elementary into Tavelli Elementary and Dunn Elementary 2

Close Irish Elementary into Cache La Poudre Elementary and Bauder Elementary 2

NW5b: Close Blevins Middle School into Lincoln Middle School and Webber Middle School 11

NW8: Close PSD Mountain Schools into Cache La Poudre Elementary 16

Southwest Region 20

SW5: Close Beattie Elementary into Bennett Elementary and Lopez Elementary 20

Close Johnson Elementary into McGraw Elementary and Olander Elementary 20

Southeast Region 29

SE3: Close Timnath Elementary into Bamford Elementary and Linton Elementary 29

Reassign Grid Code 1254 from Bamford Elementary to Bacon Elementary 29

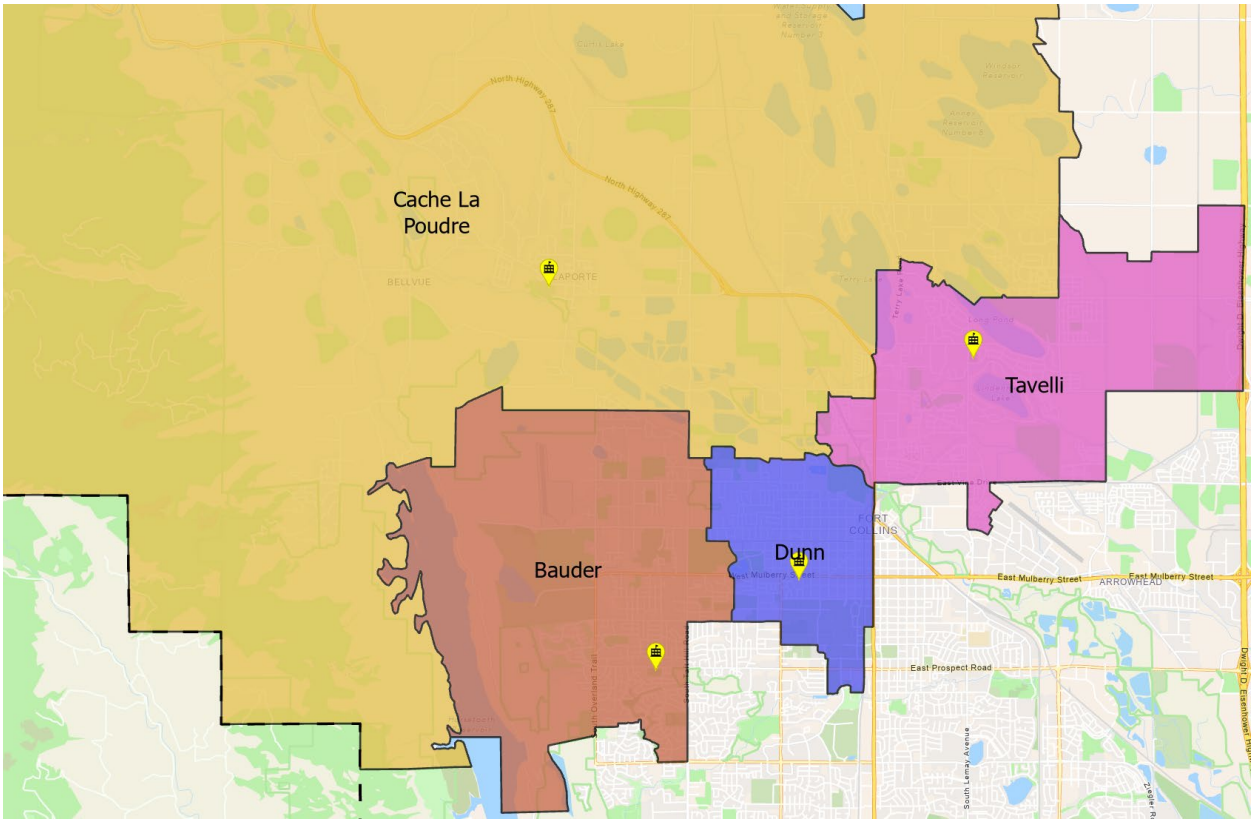
Reassign Grid Codes 1313 and 1314 from Werner Elementary to Bacon Elementary 29

Northwest Region

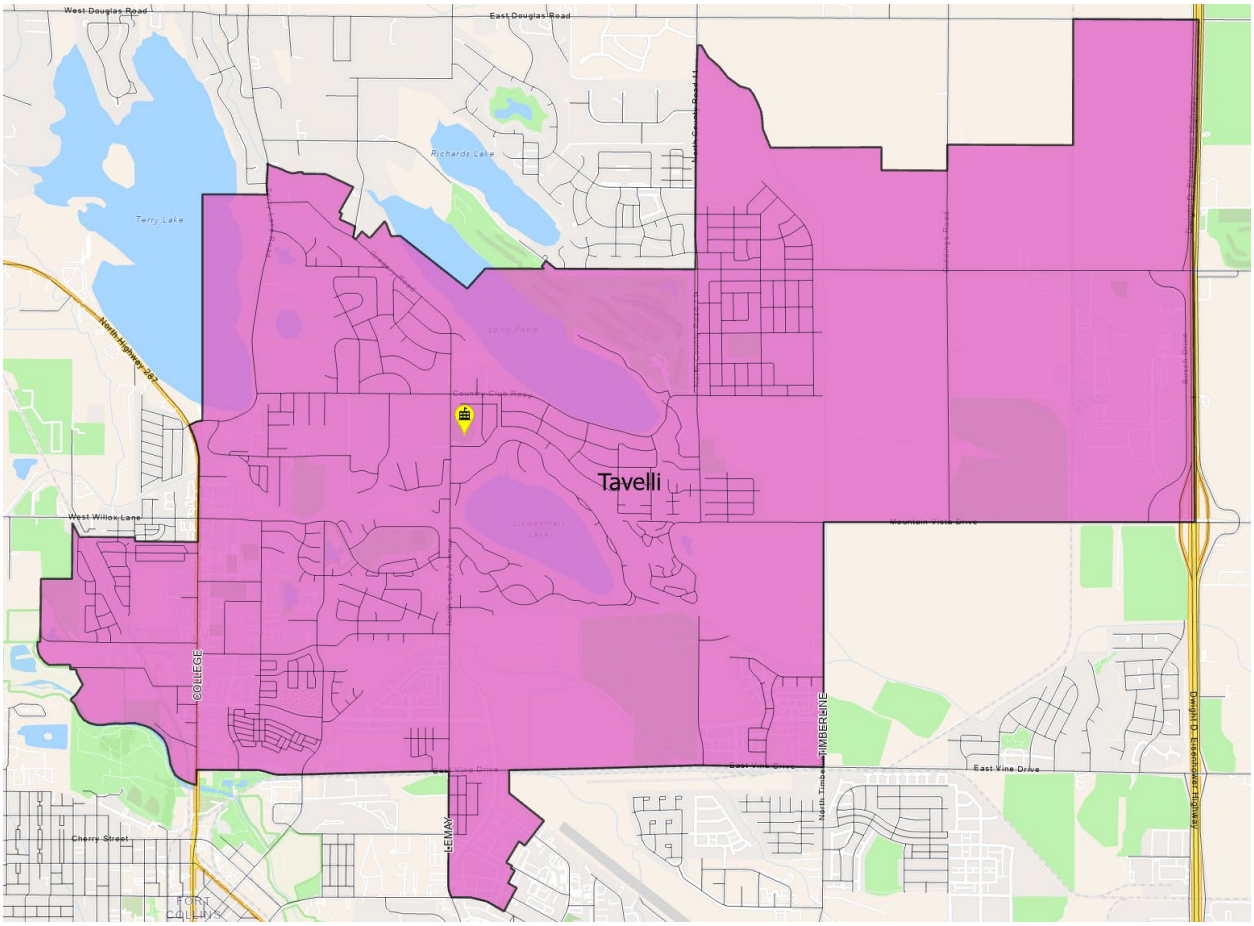
NW3c: Close Putnam Elementary into Tavelli Elementary and Dunn Elementary

Close Irish Elementary into Cache La Poudre Elementary and Bauder Elementary

Proposed Boundaries:



New Tavelli Elementary Boundary



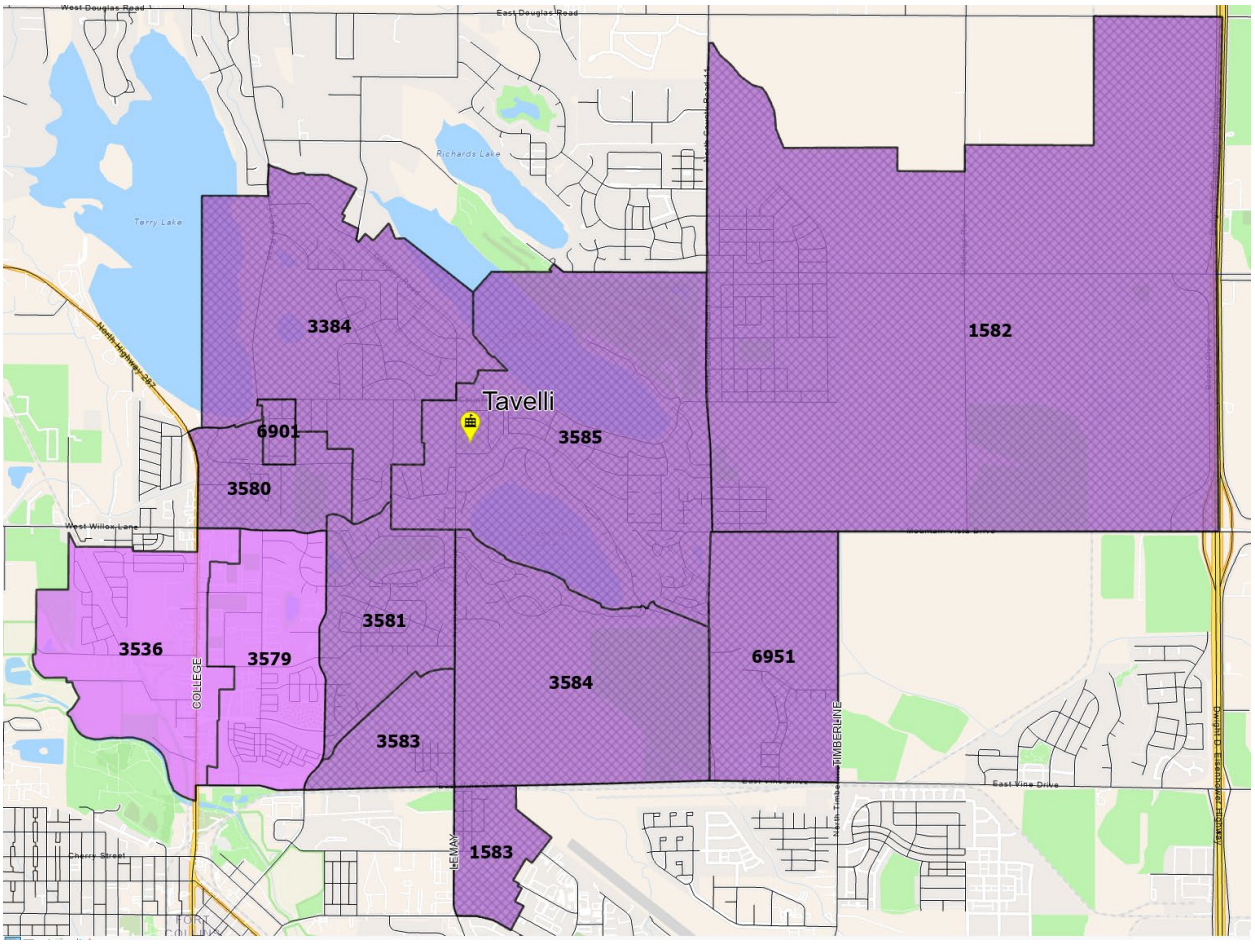
East Boundary: Interstate 25

South Boundary: East Vine Dr. and portion of Cache La Poudre River

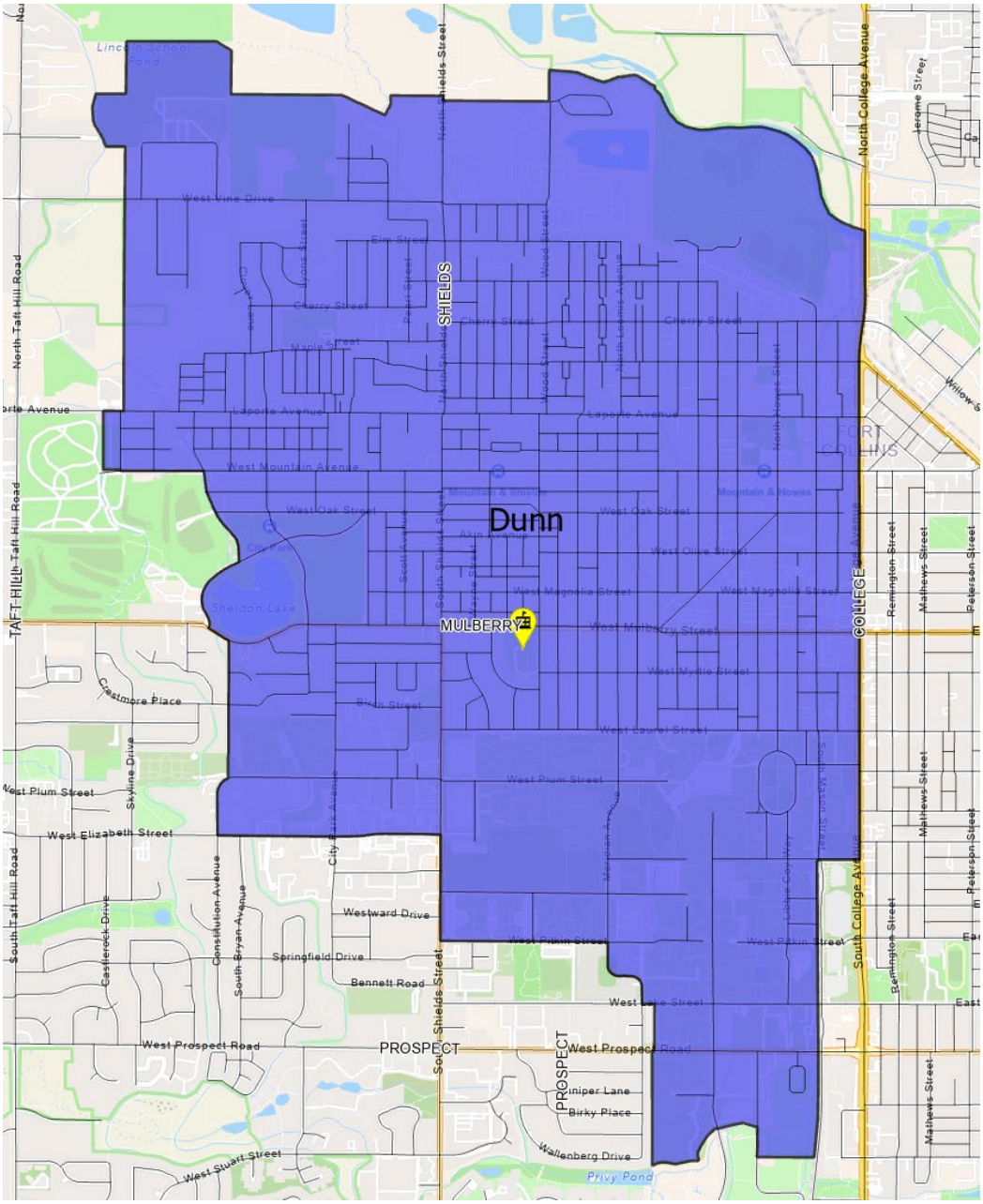
West Boundary: Hickory Village Neighborhood and portion of College Ave/ Hwy. 287

North Boundary: Northern rural parcels and along Richards Lake Rd extension to Terry Lake

New Tavelli Elementary Boundary with grid codes (The hatched area indicates the current boundary of Tavelli Elementary)



New Dunn Elementary Boundary



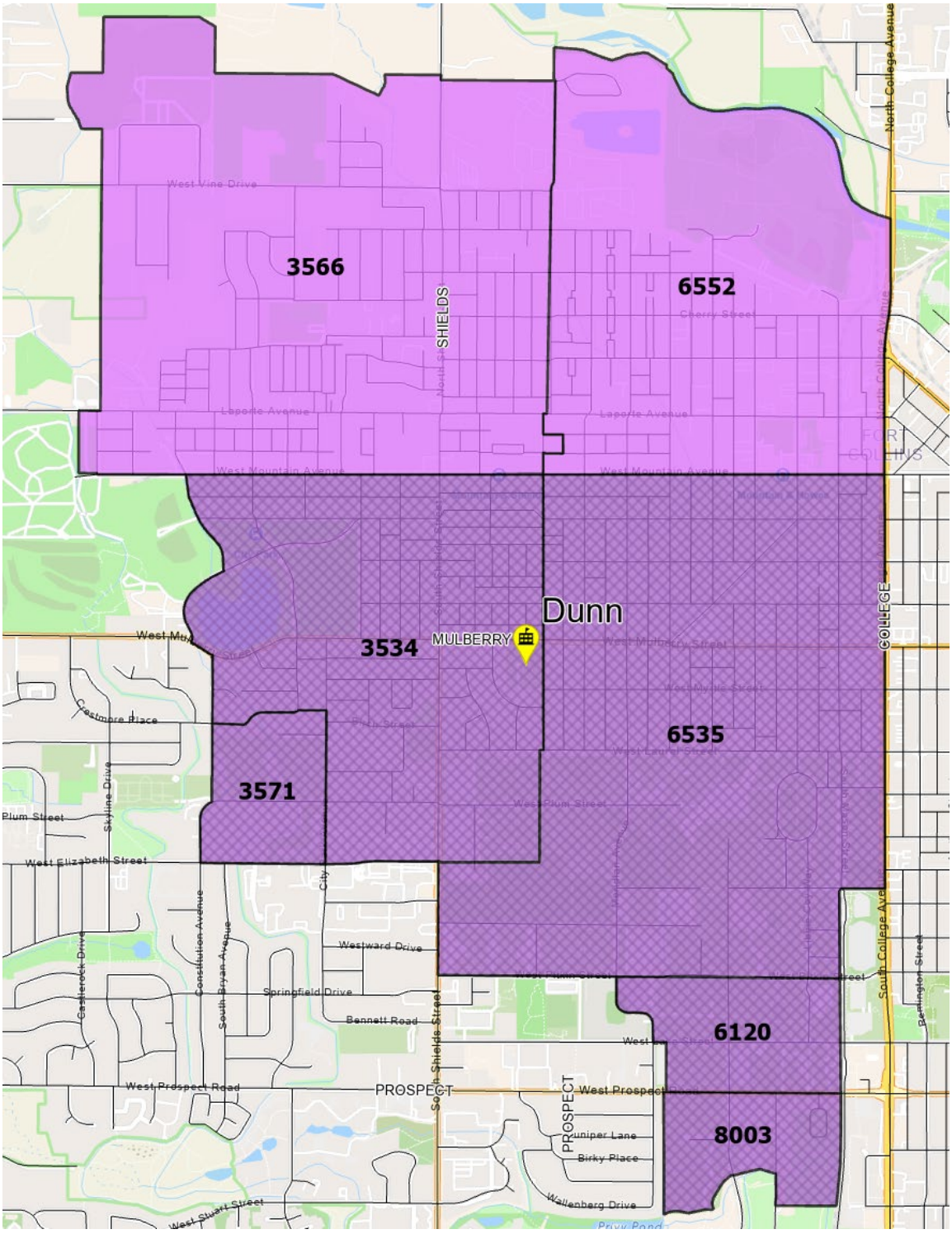
East Boundary: College Ave. and Maxline/ Mason Trail

South Boundary: W. Elizabeth St/ W. Pitkin St/ South Whitcomb St.

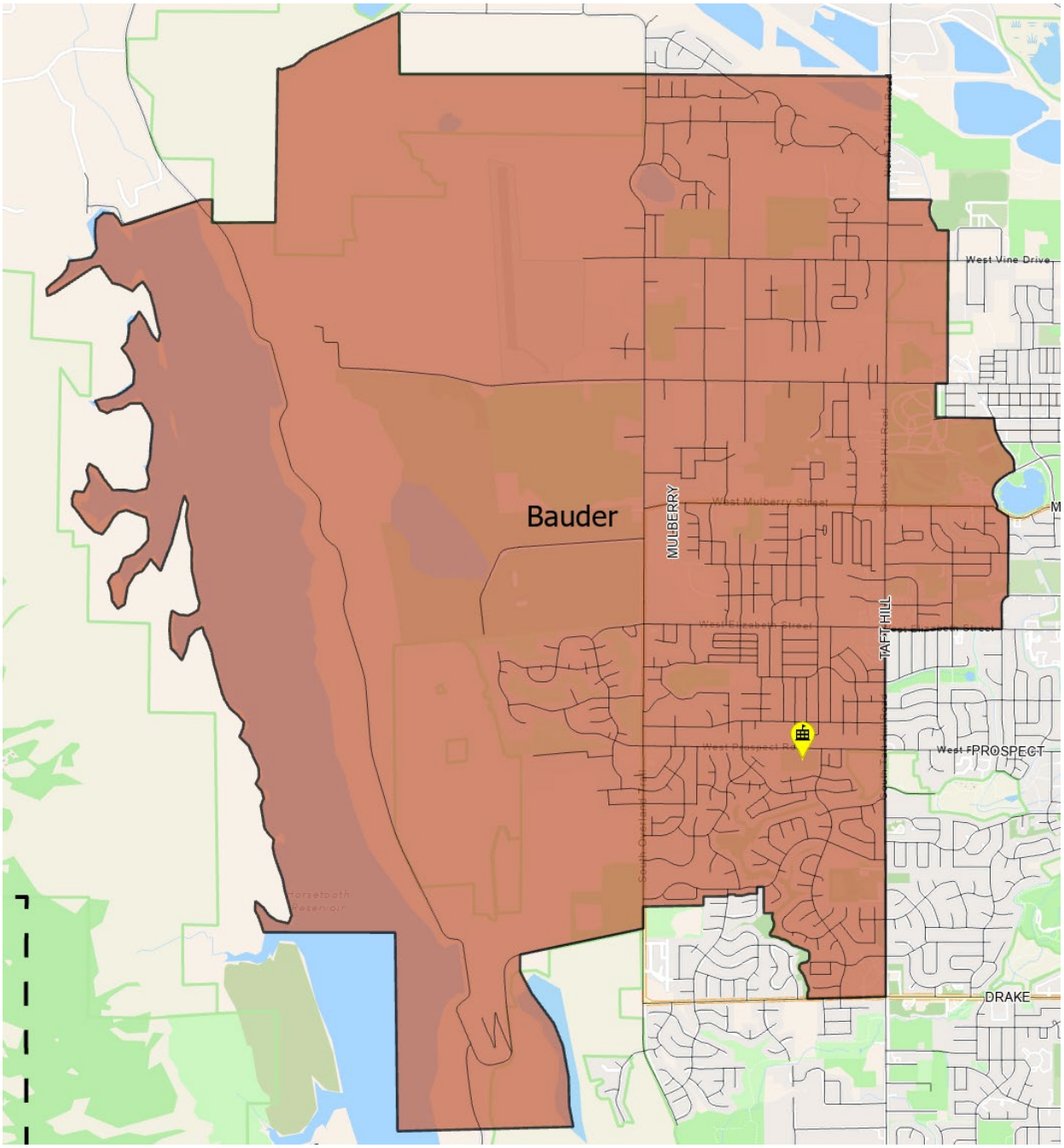
West Boundary: S. Bryan Ave./ City Park

North Boundary: CLP River/ Northern City Parcels

New Dunn Elementary Boundary with grid codes (The hatched area indicates the current boundary of Dunn Elementary)



New Bauder Elementary Boundary



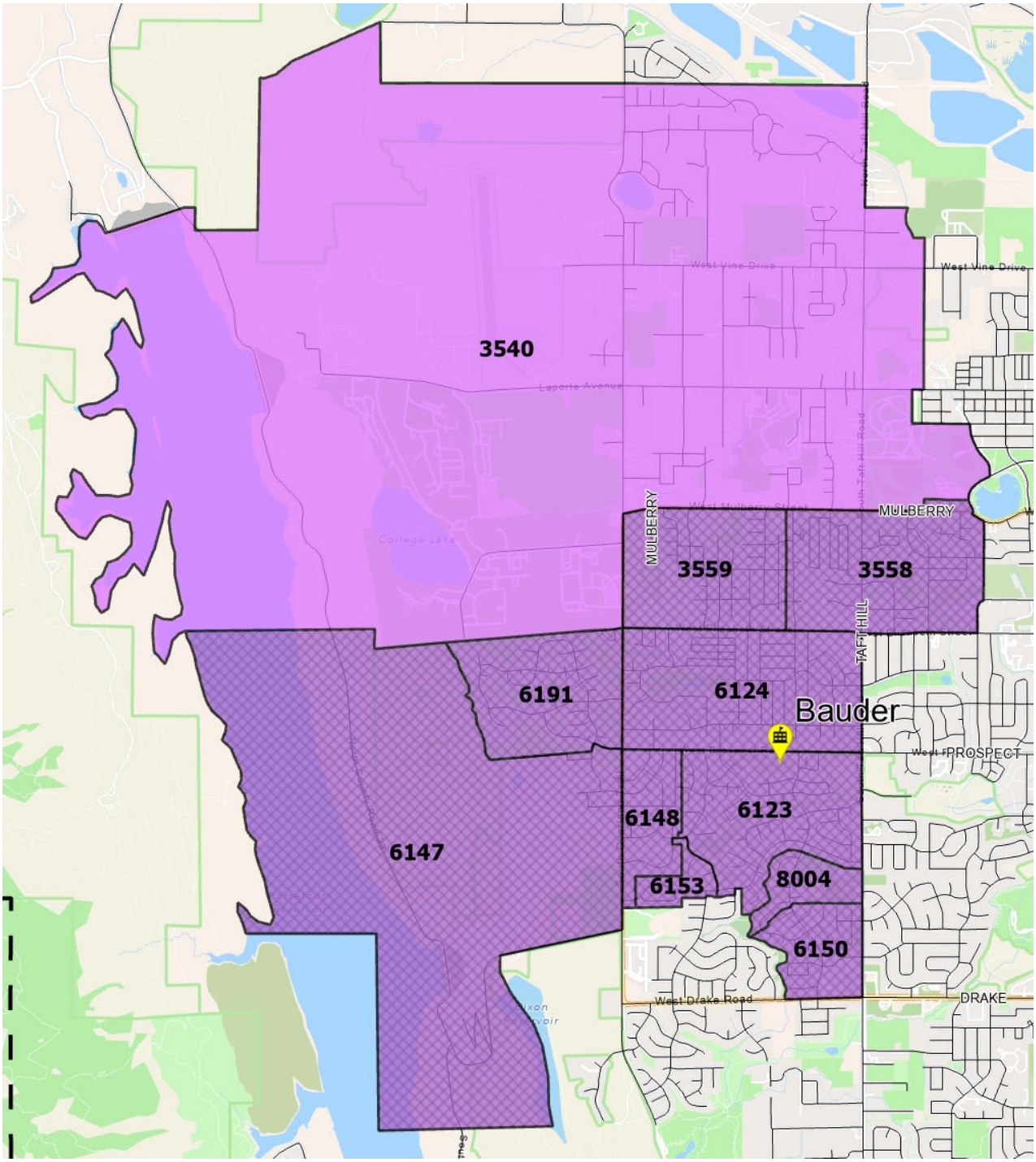
East Boundary: S. Taft Hill Rd and S. Bryan Ave.

South Boundary: W. Drake Rd/ Canal/ Horsetooth Reservoir

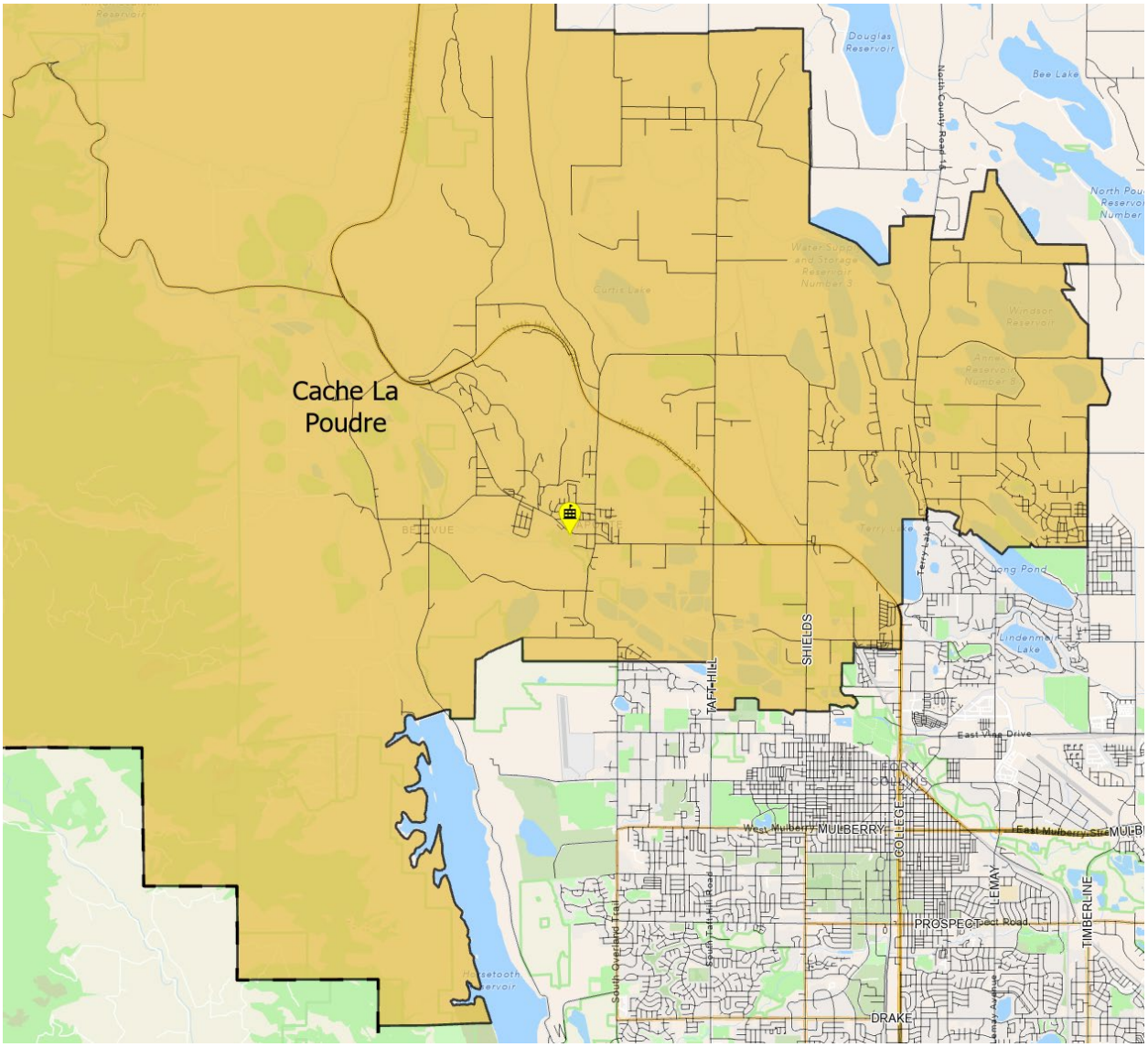
West Boundary: Horsetooth Reservoir

North Boundary: Rural Parcels West of Taft Hill Rd/ Reservoir Ridge Natural Area

New Bauder Elementary Boundary with grid codes (The hatched area indicates the current boundary of Bauder Elementary)



New CLP Elementary Boundary



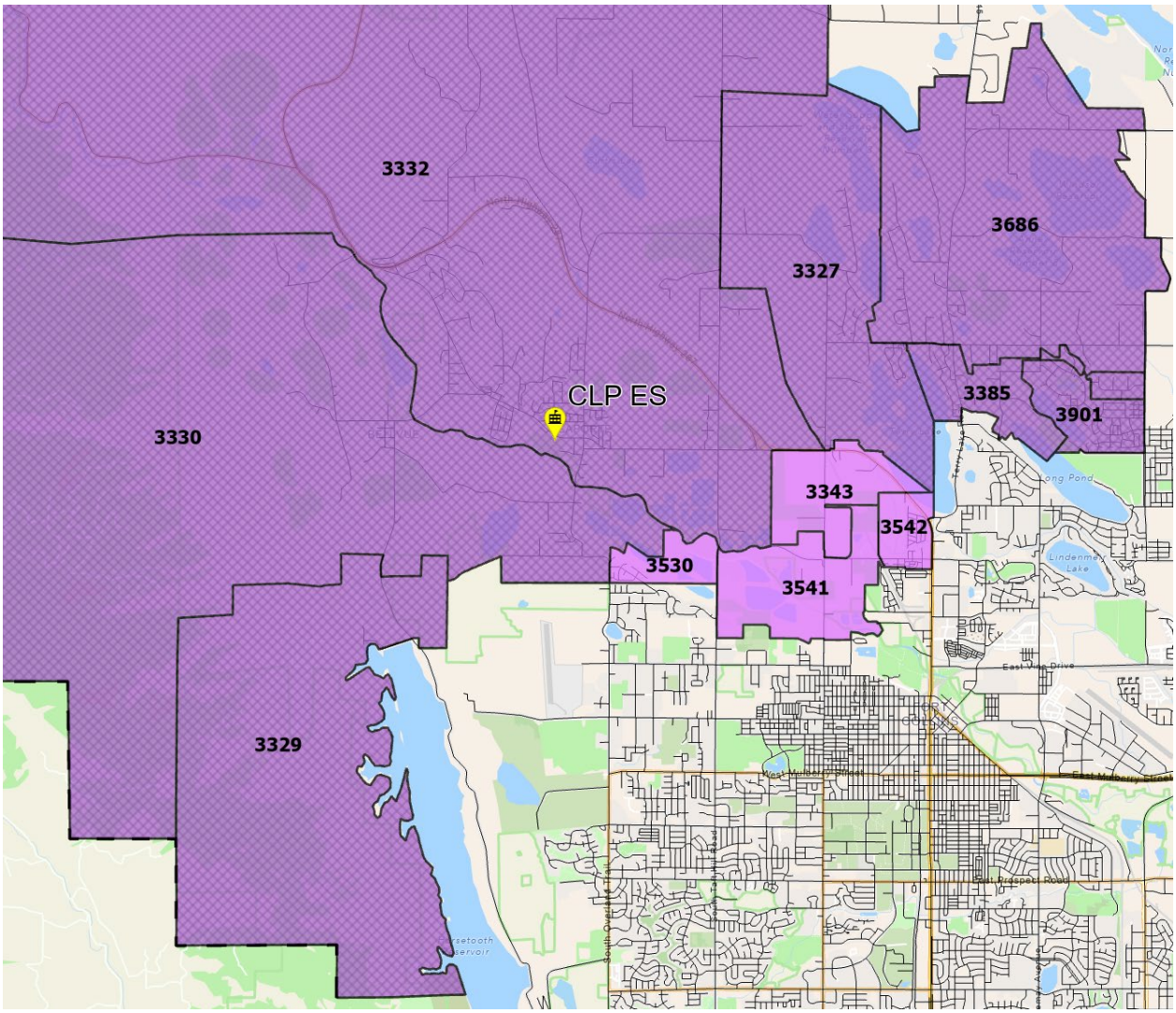
East Boundary: North Rural parcels/ N. County Road 11/ Turnberry Rd.

South Boundary: Richards Lake Rd./ CLP River/ Northern Rural Parcels/ Horsetooth Reservoir/ Southern PSD Boundary

West Boundary: PSD Boundary

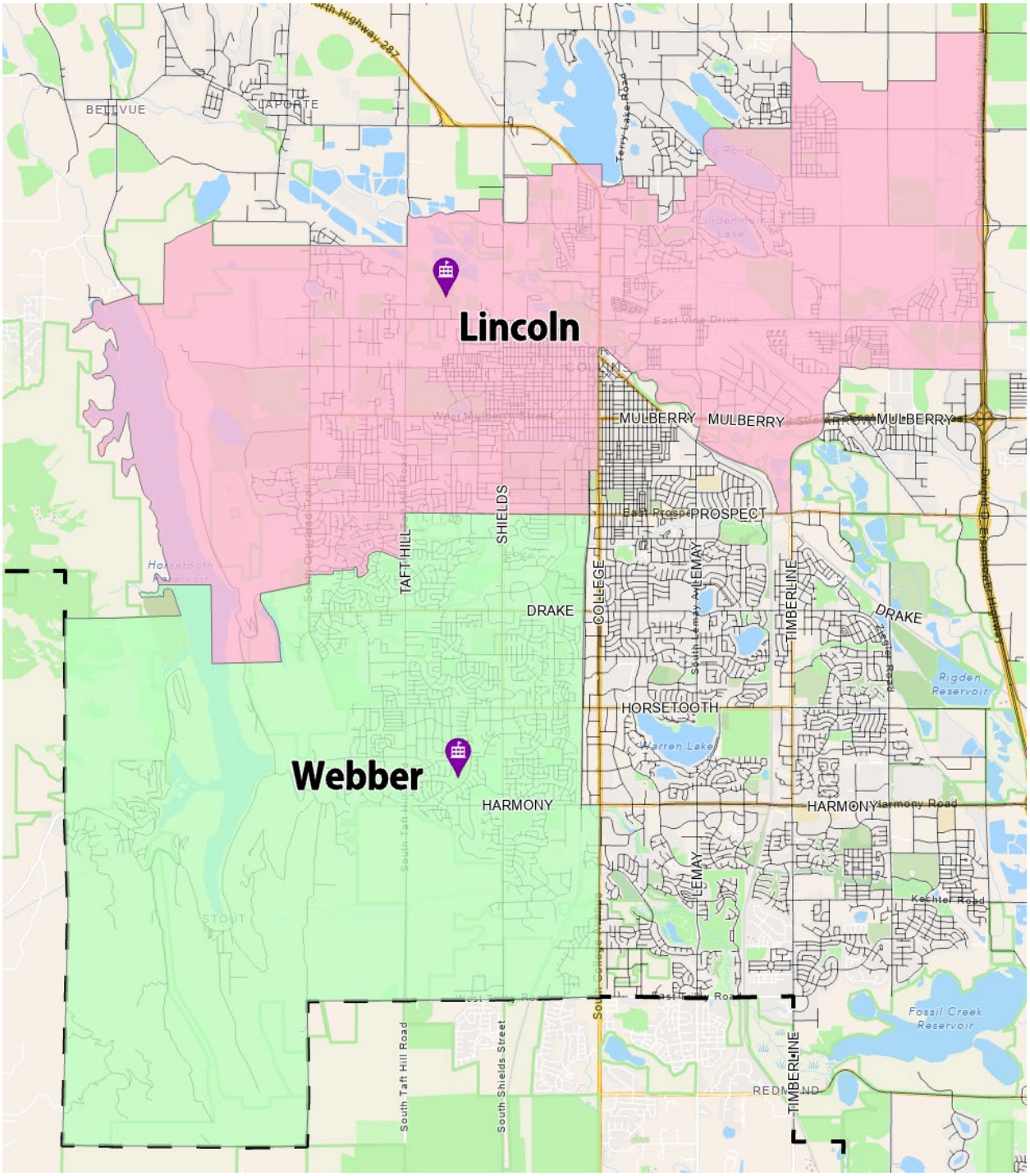
North Boundary: PSD Boundary/ Wyoming border

New CLP Elementary Boundary with grid codes (The hatched area indicates the current boundary of CLP Elementary)

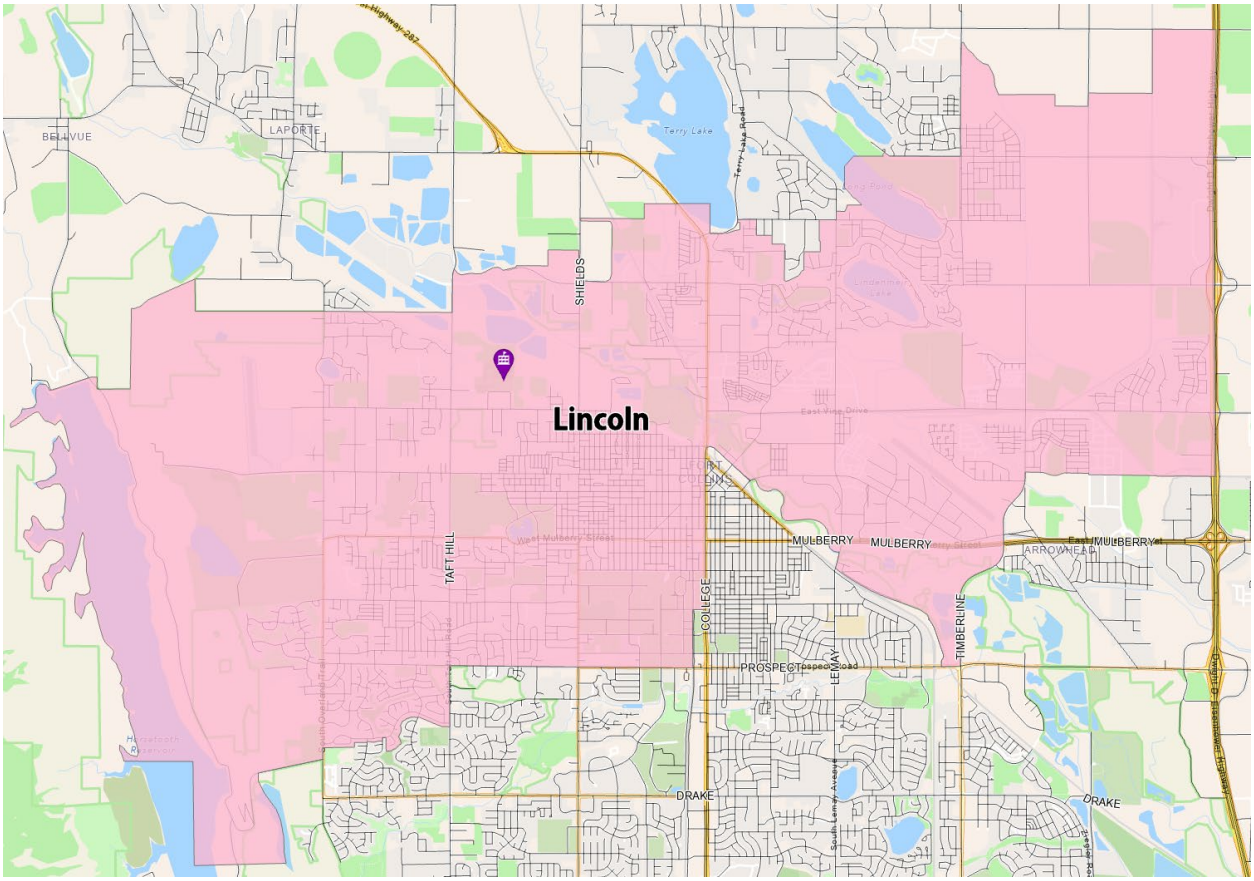


NW5b: Close Blevins Middle School into Lincoln Middle School and Webber Middle School

Proposed Boundaries:



New Lincoln Middle School Boundary:



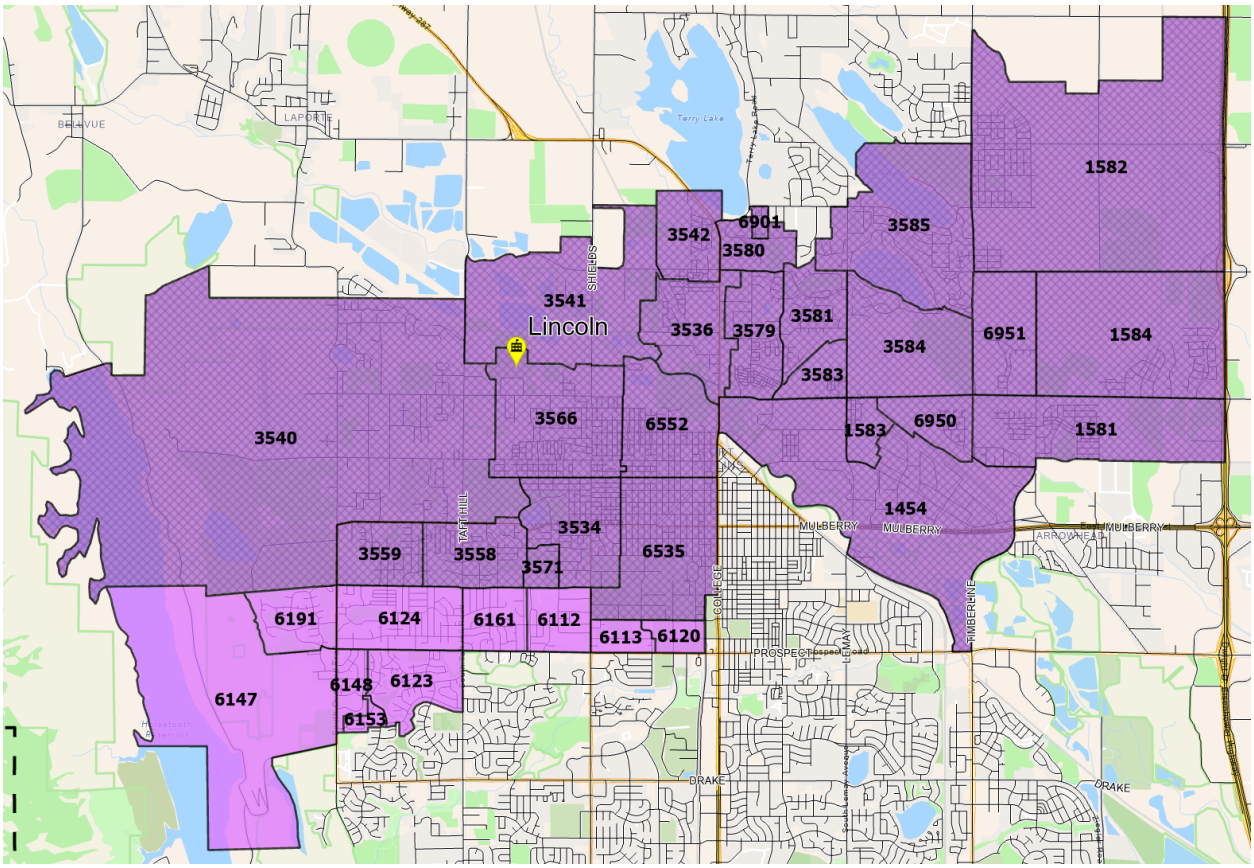
East Boundary: Interstate 25

South Boundary: Timberline Dr./ Railway/ CLP River/ College Ave./ Prospect Ave/ Taft Hill Rd./ W. Stuart St./ Horsetooth Reservoir

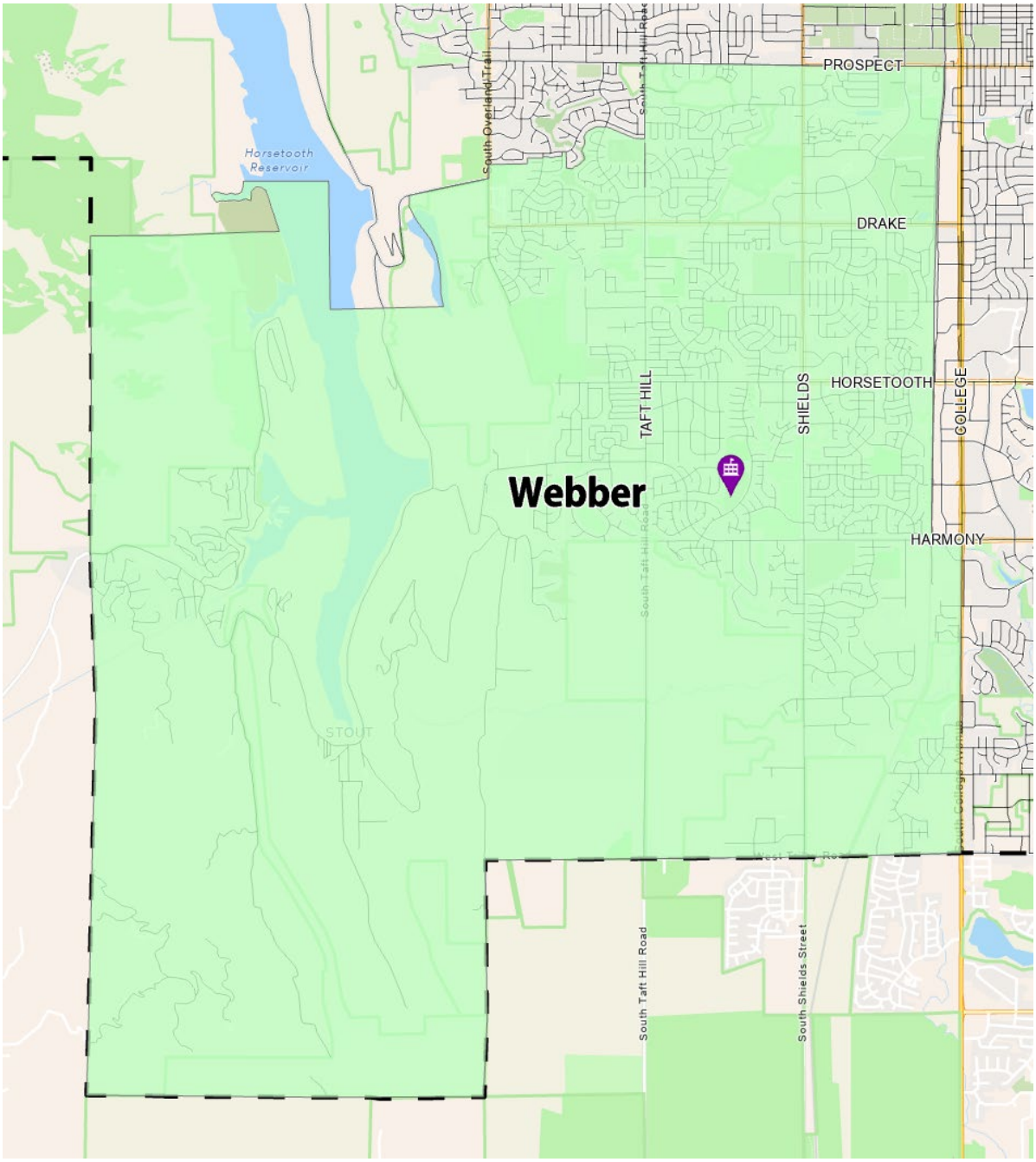
West Boundary: Horsetooth Reservoir

North Boundary: Laporte Rural Parcels to Richards Lake Rd./ Turnberry Rd./ No. 8 canal/ Douglas Rd.

New Lincoln Middle School Boundary with grid codes (The hatched area indicates the current boundary of Lincoln Middle School)



New Webber Middle School Boundary:



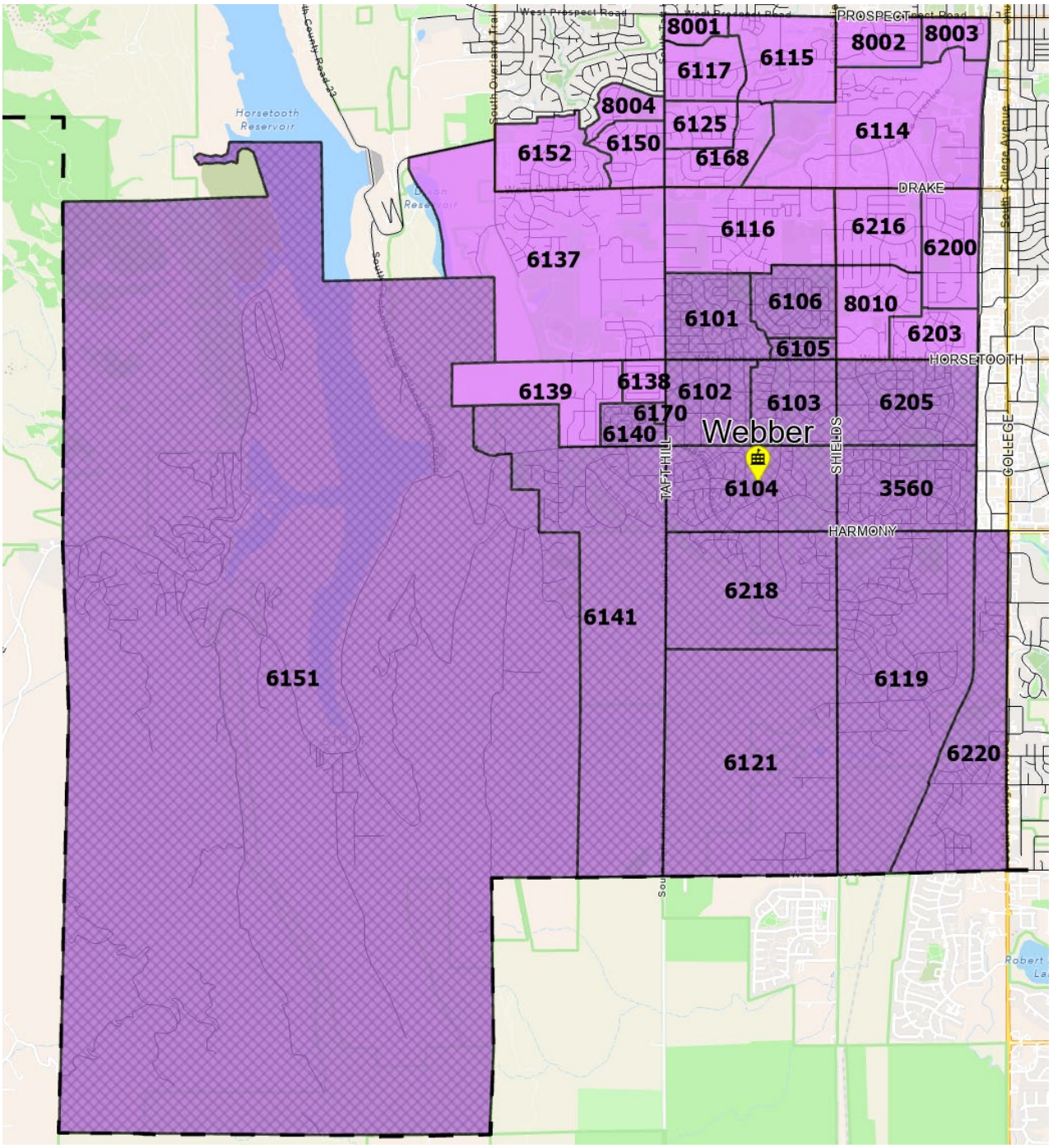
East Boundary: Railroad/ College Ave.

South Boundary: W. Trilby Rd./ PSD Boundary

West Boundary: PSD Boundary

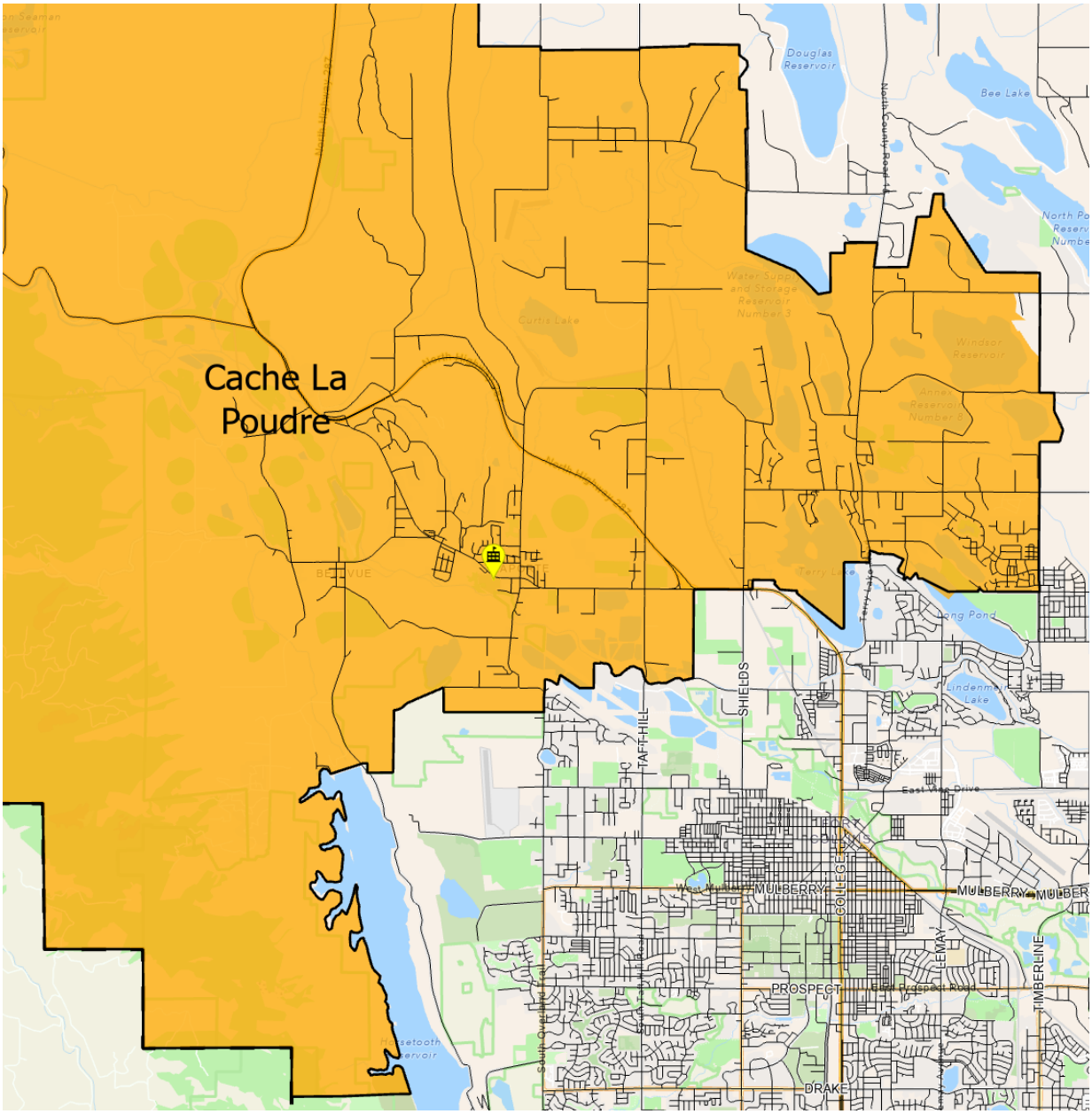
North Boundary: W. Prospect Rd/ W. Stuart St./ Dixon Canyon Rd./ Horsetooth Reservoir

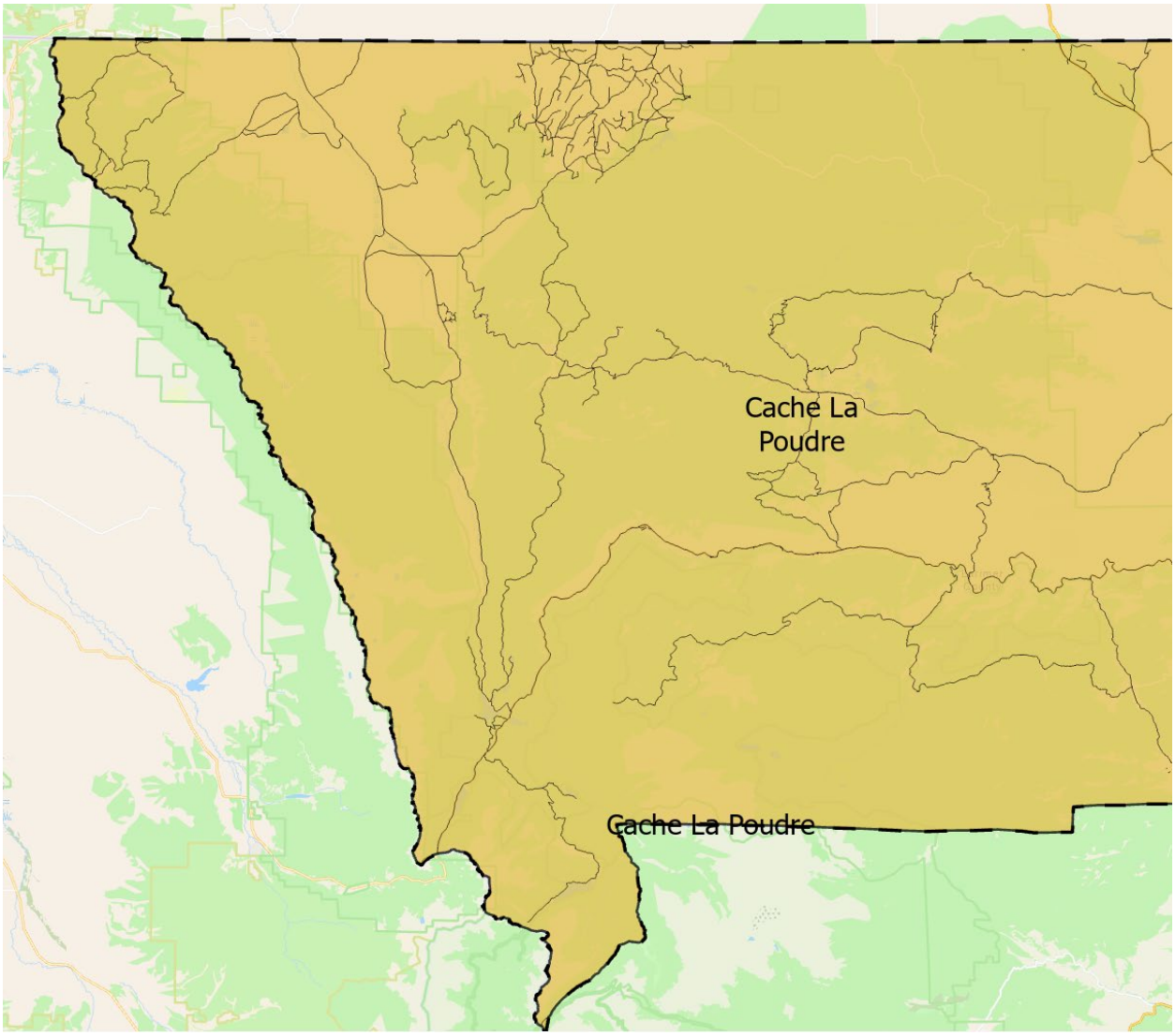
New Webber Middle School Boundary with grid codes (The hatched area indicates the current boundary of Webber Middle School)



NW8: Close PSD Mountain Schools into Cache La Poudre Elementary

New Proposed CLP Elementary Boundary





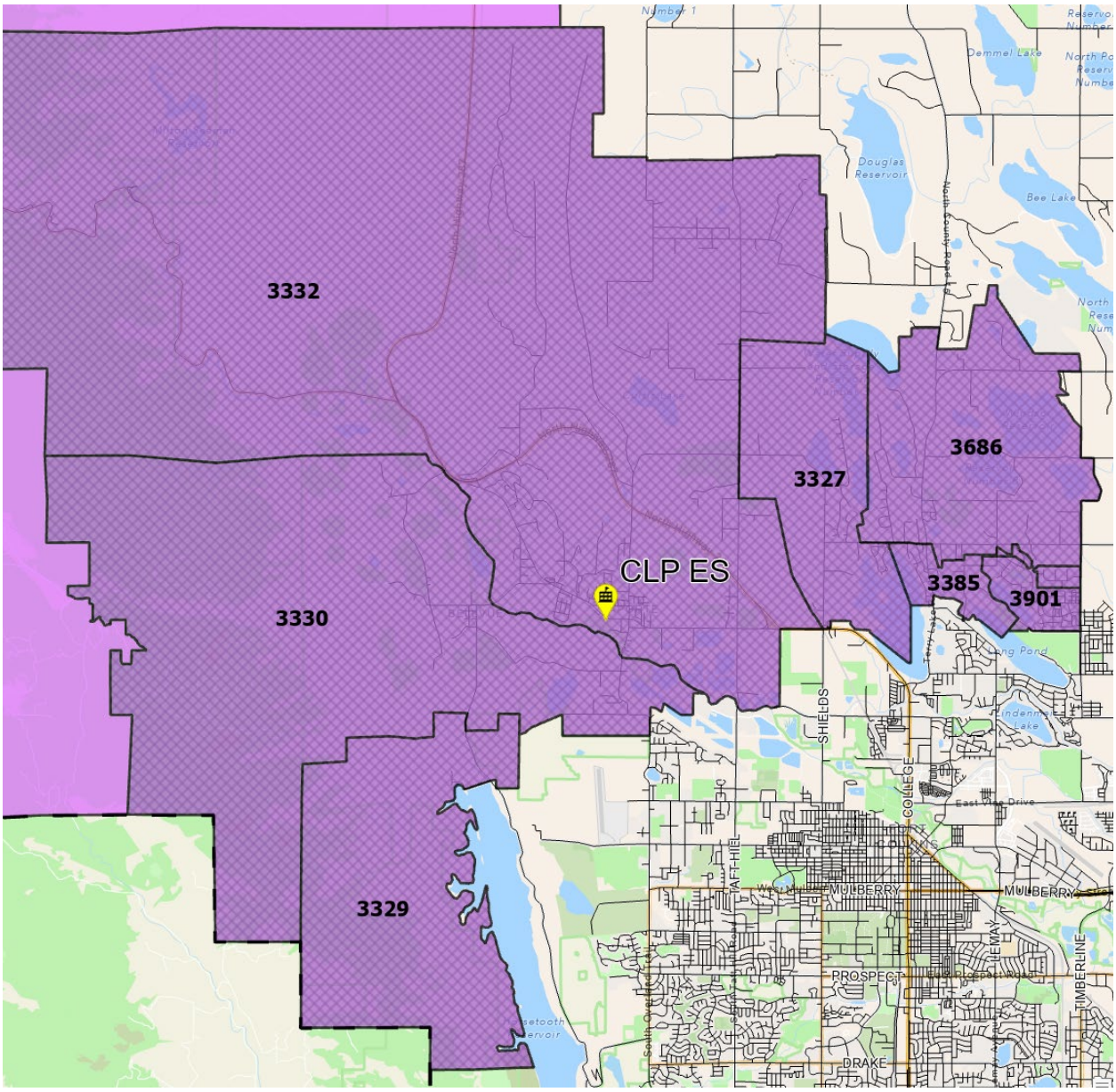
East Boundary: PSD Boundary/ Wyoming Border

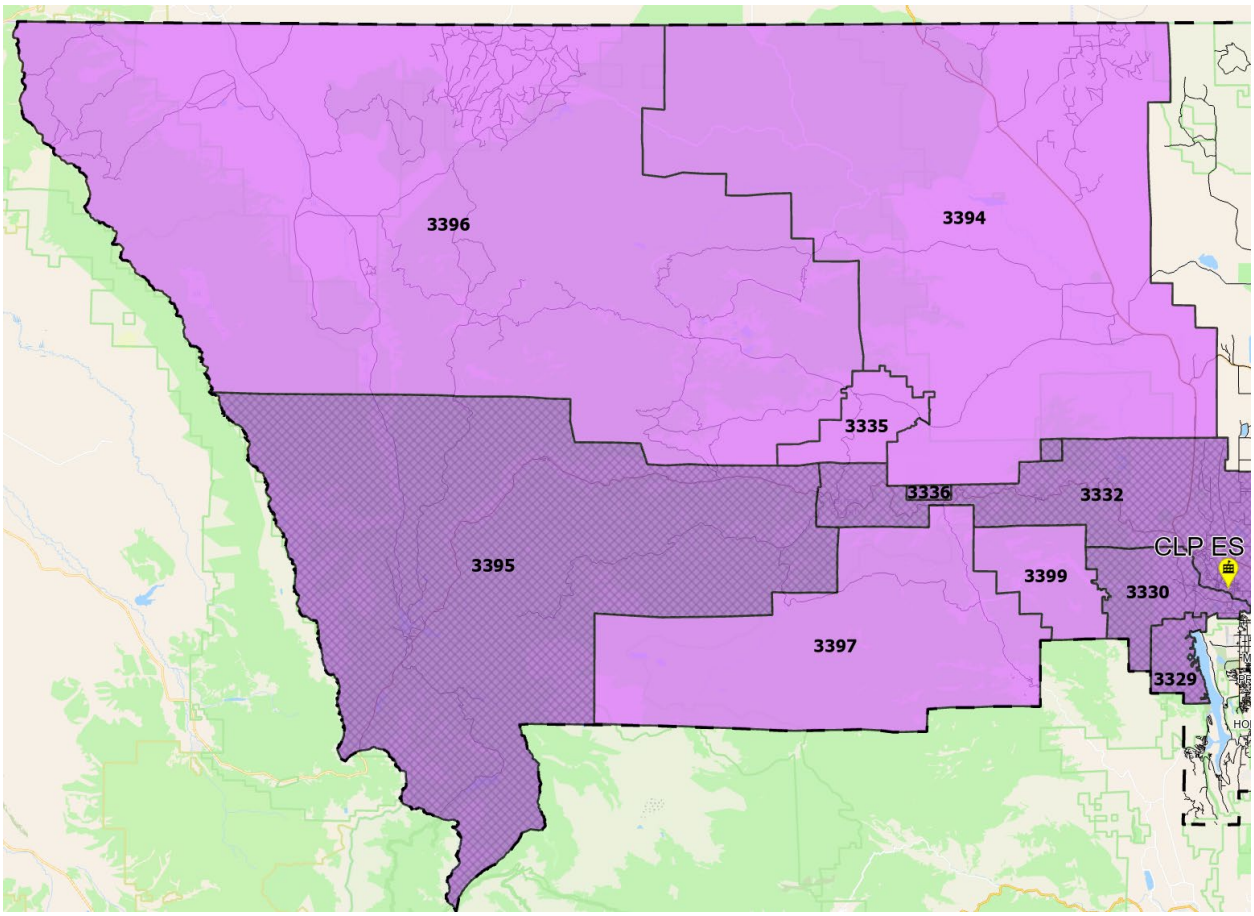
South Boundary: Richards Lake Rd./ CLP River/ Northern Rural Parcels/ Horsetooth Reservoir/ PSD Boundary

West Boundary: PSD Boundary

North Boundary: PSD Boundary/ Wyoming Border

New CLP Elementary Boundary with grid codes (The hatched area indicates the current boundary of CLP Elementary School)



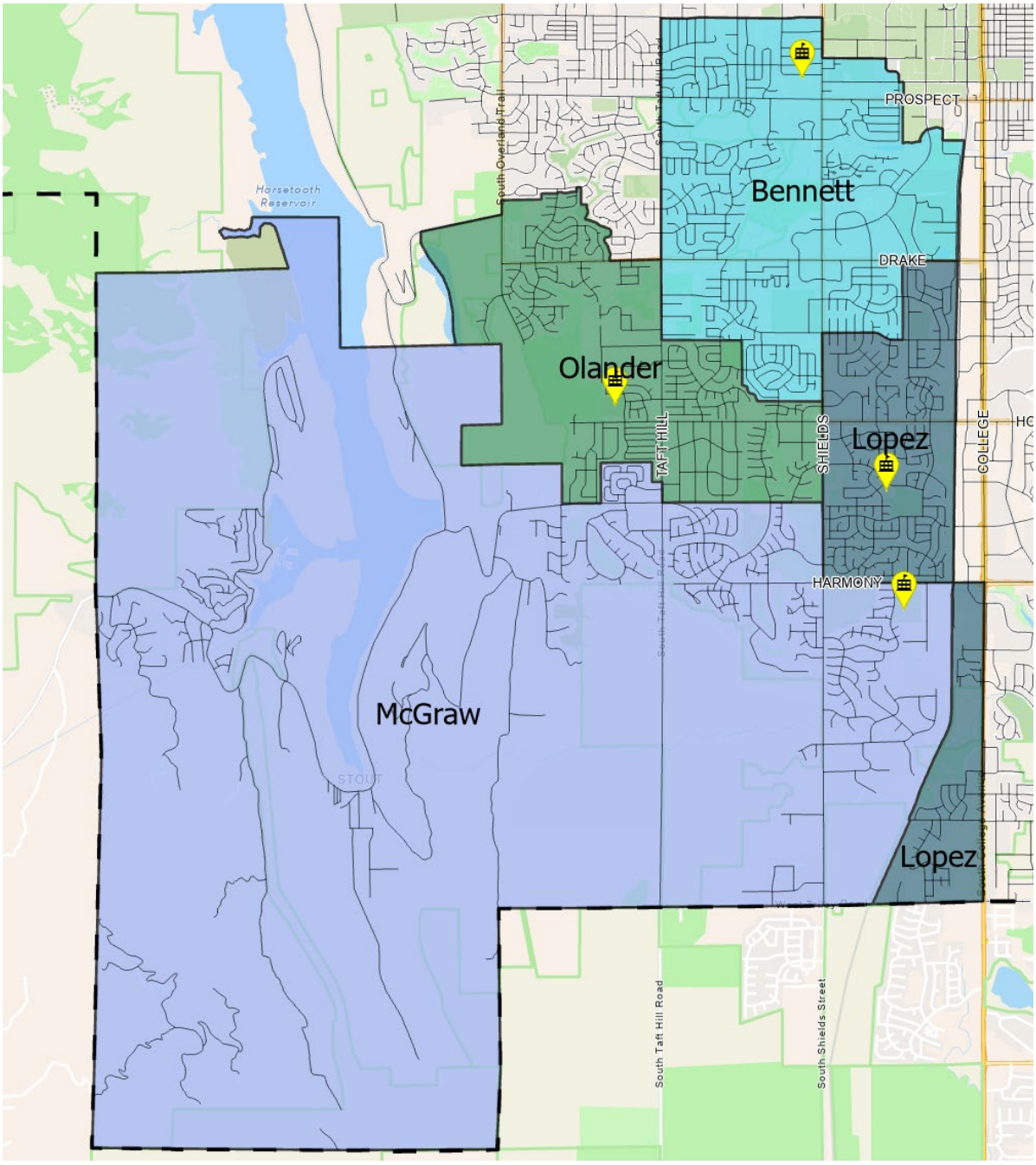

3396
3394
3335
3336
3332
3395
3399
3330
CLP ES
3397
3329

Southwest Region

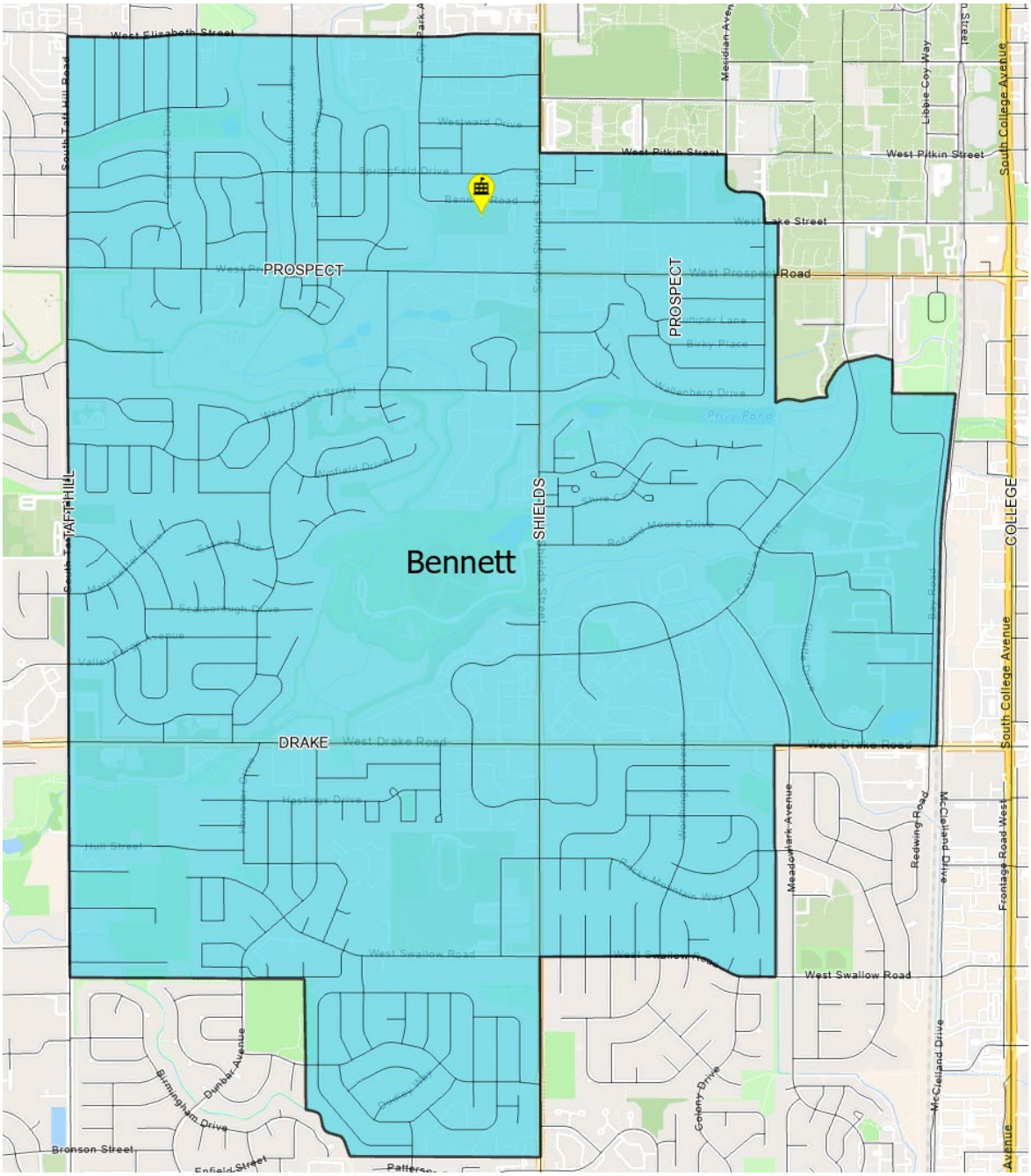
SW5: Close Beattie Elementary into Bennett Elementary and Lopez Elementary

Close Johnson Elementary into McGraw Elementary and Olander Elementary

Proposed Boundaries:



New Bennett Elementary Boundary



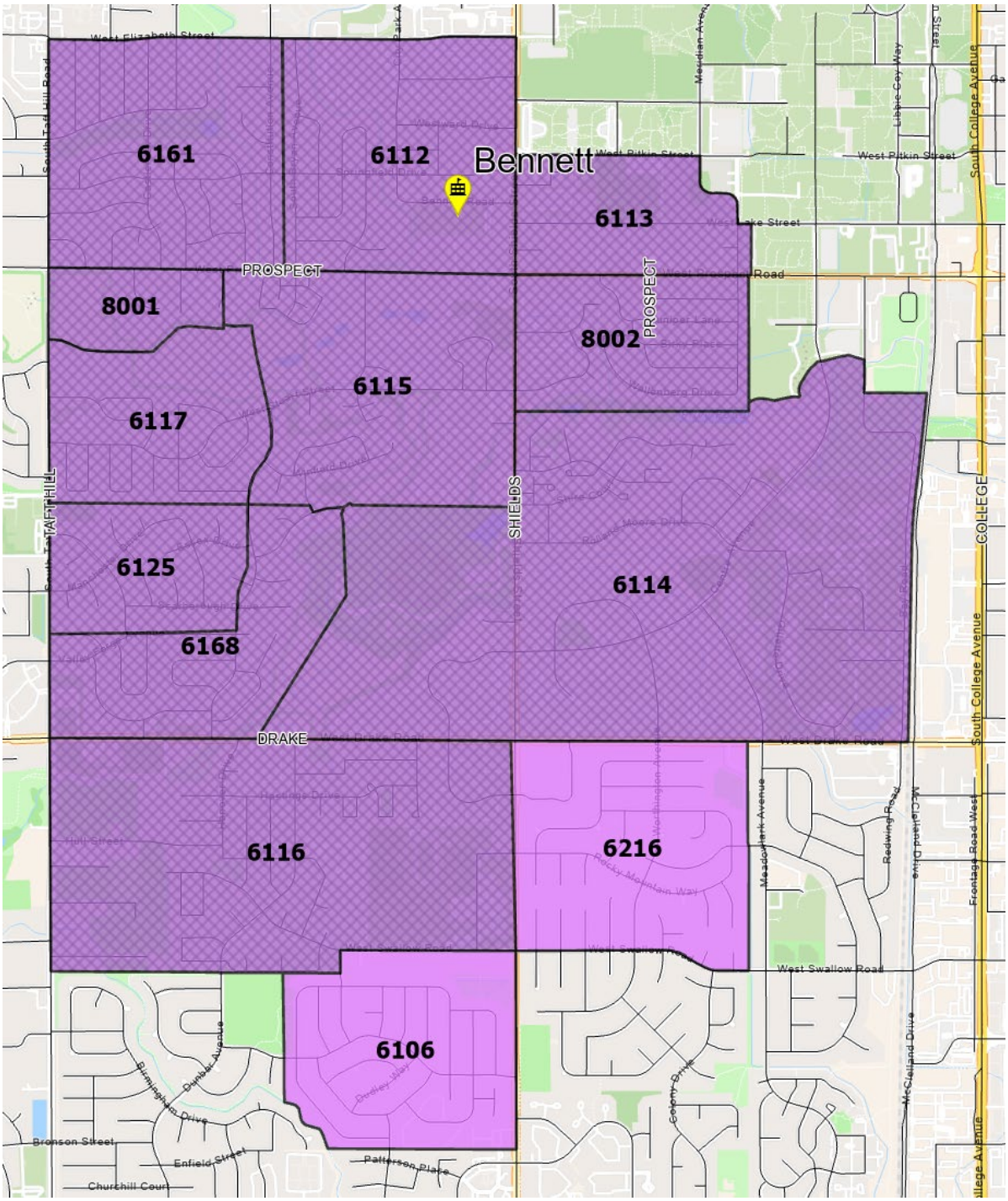
East Boundary: Railroad/ Mercer Ditch/ Shields St.

South Boundary: W. Drake Rd./ W. Swallow Rd./ Pleasant Valley Canal (Generally)

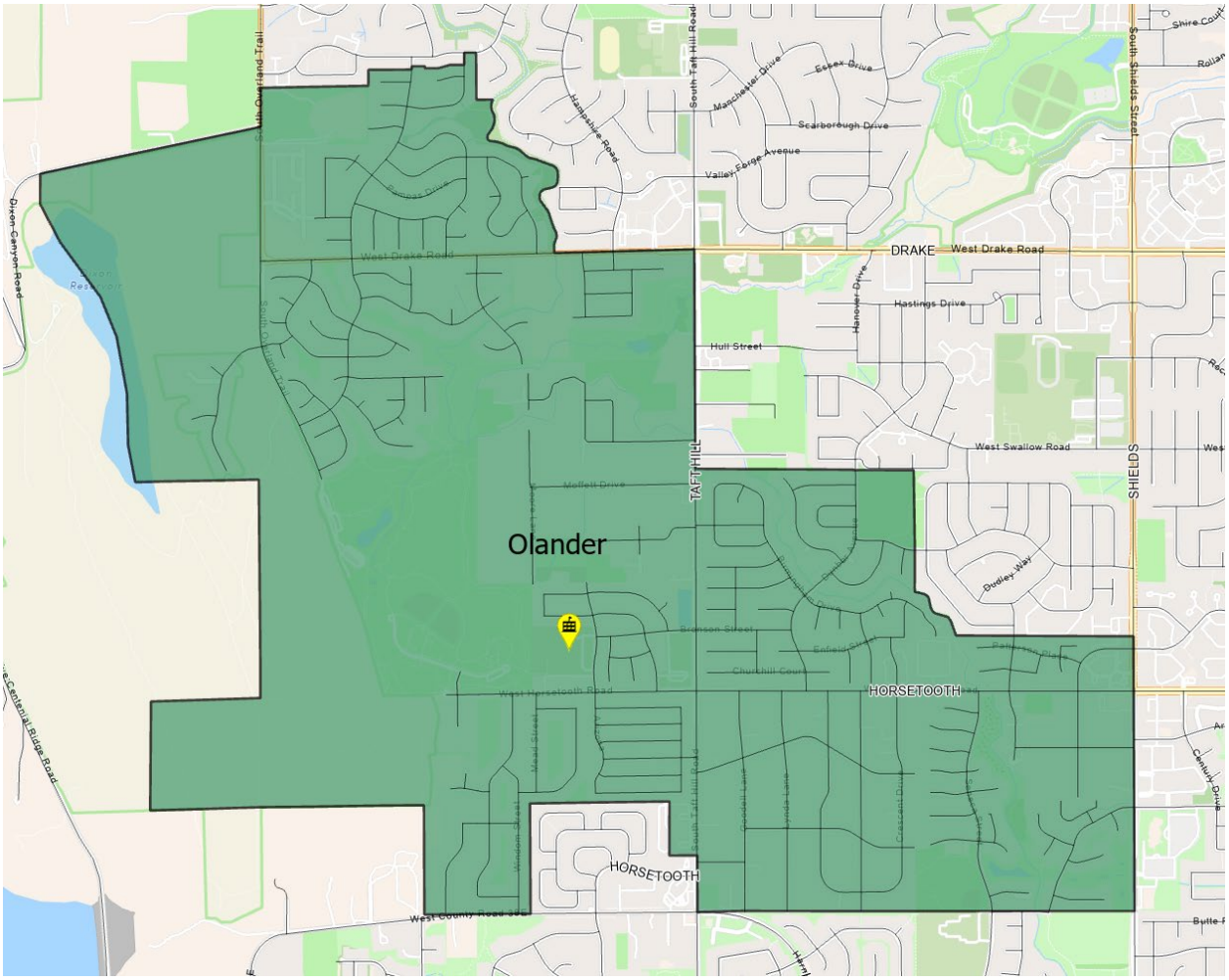
West Boundary: Taft Hill Rd.

North Boundary: W. Elizabeth St./ W. Pitkin St./ Spring Creek

New Bennett Elementary Boundary with grid codes (The hatched area indicates the current boundary of Bennett Elementary)



New Olander Elementary Boundary



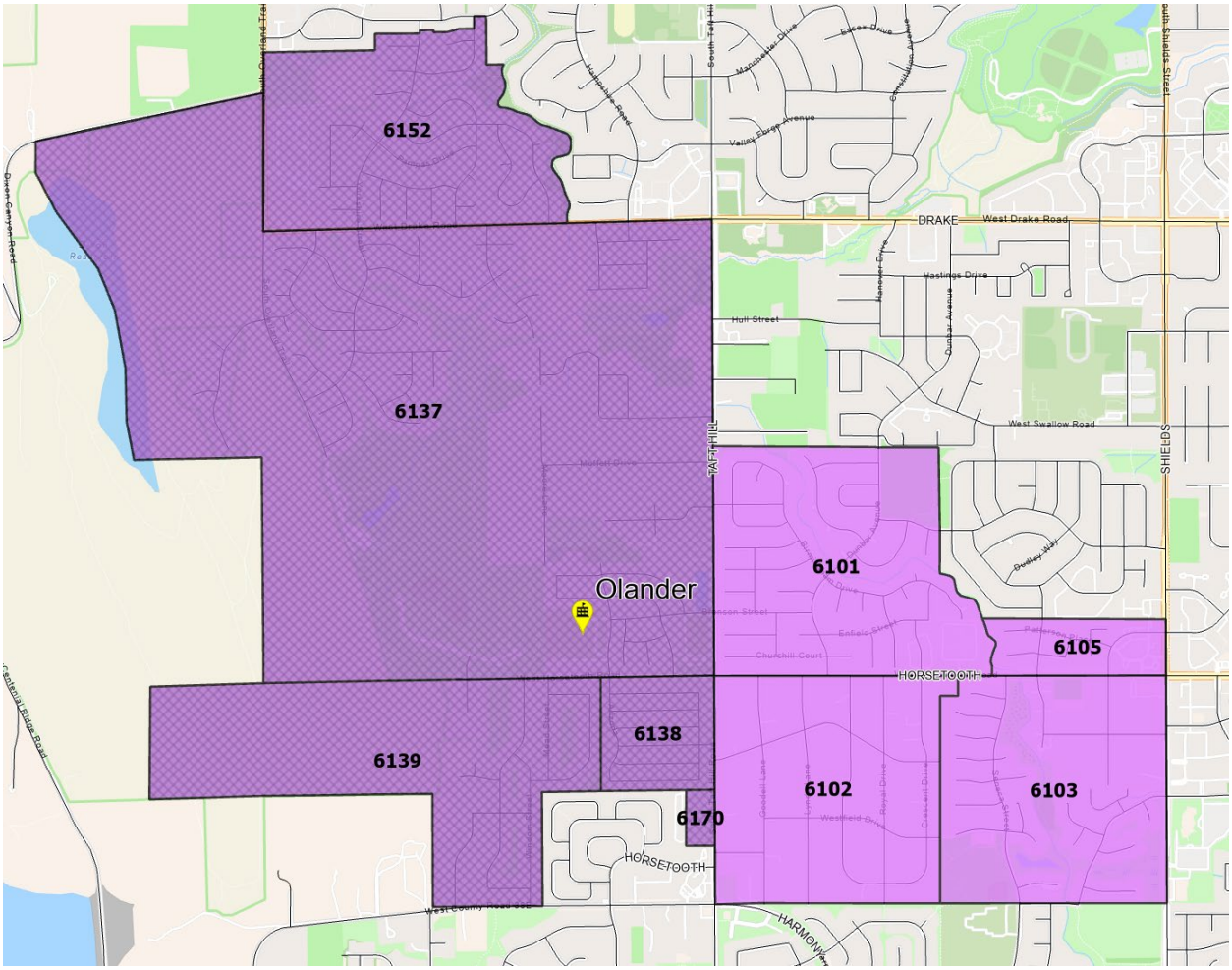
East Boundary: S. Taft Hill Rd./ Pleasant Valley Canal/ S. Shields St.

South Boundary: Troutman Pkwy./ W. County Rd. 38 E./

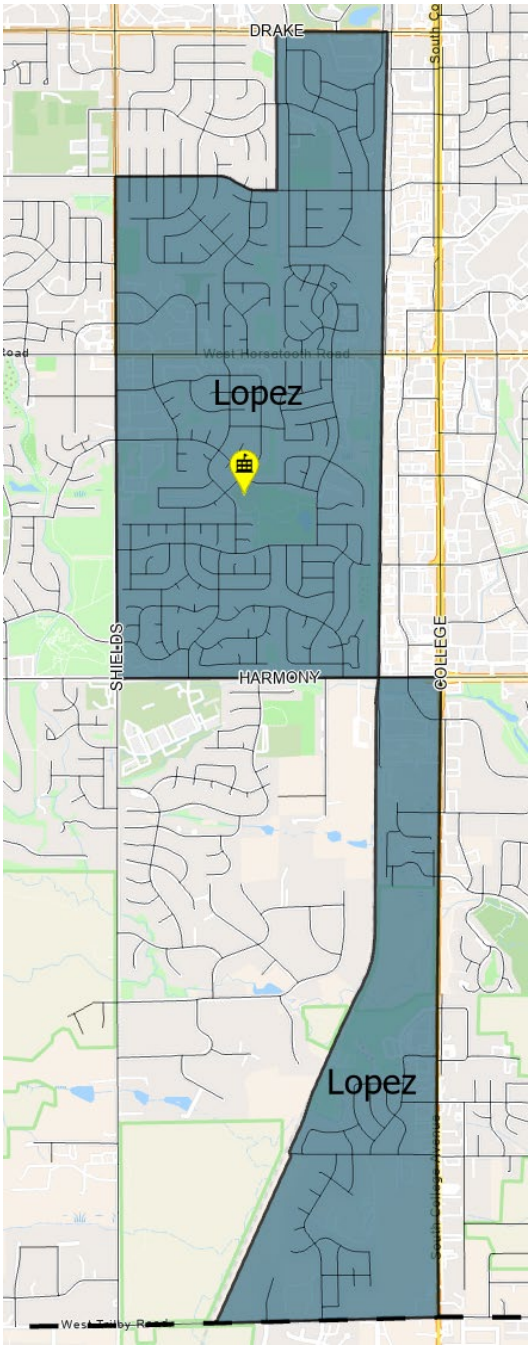
West Boundary: Pineridge Natural Area/ Horsetooth Reservoir

North Boundary: Dixon Canyon Rd./ W. Stuart St./ Pleasant Valley Canal/ W. Drake Rd.

New Olander Elementary Boundary with grid codes (The hatched area indicates the current boundary of Olander Elementary)



New Lopez Elementary Boundary



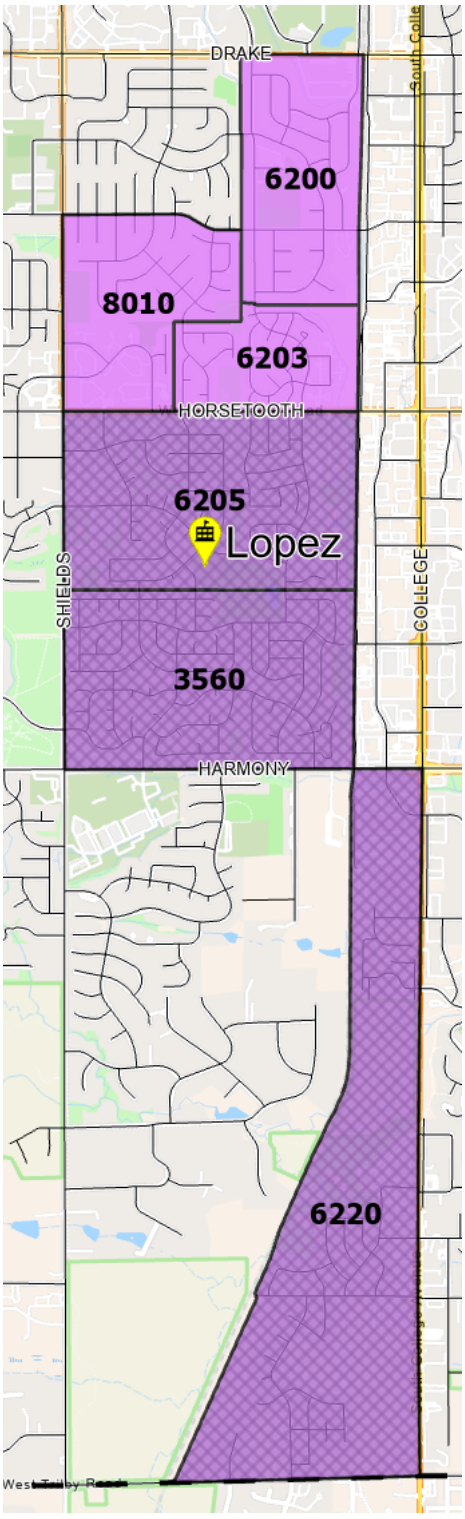
East Boundary: Railway (Mason Trail)/ S. College Ave. (Boot)

South Boundary: W. Harmony Rd./ PSD Boundary (Boot)

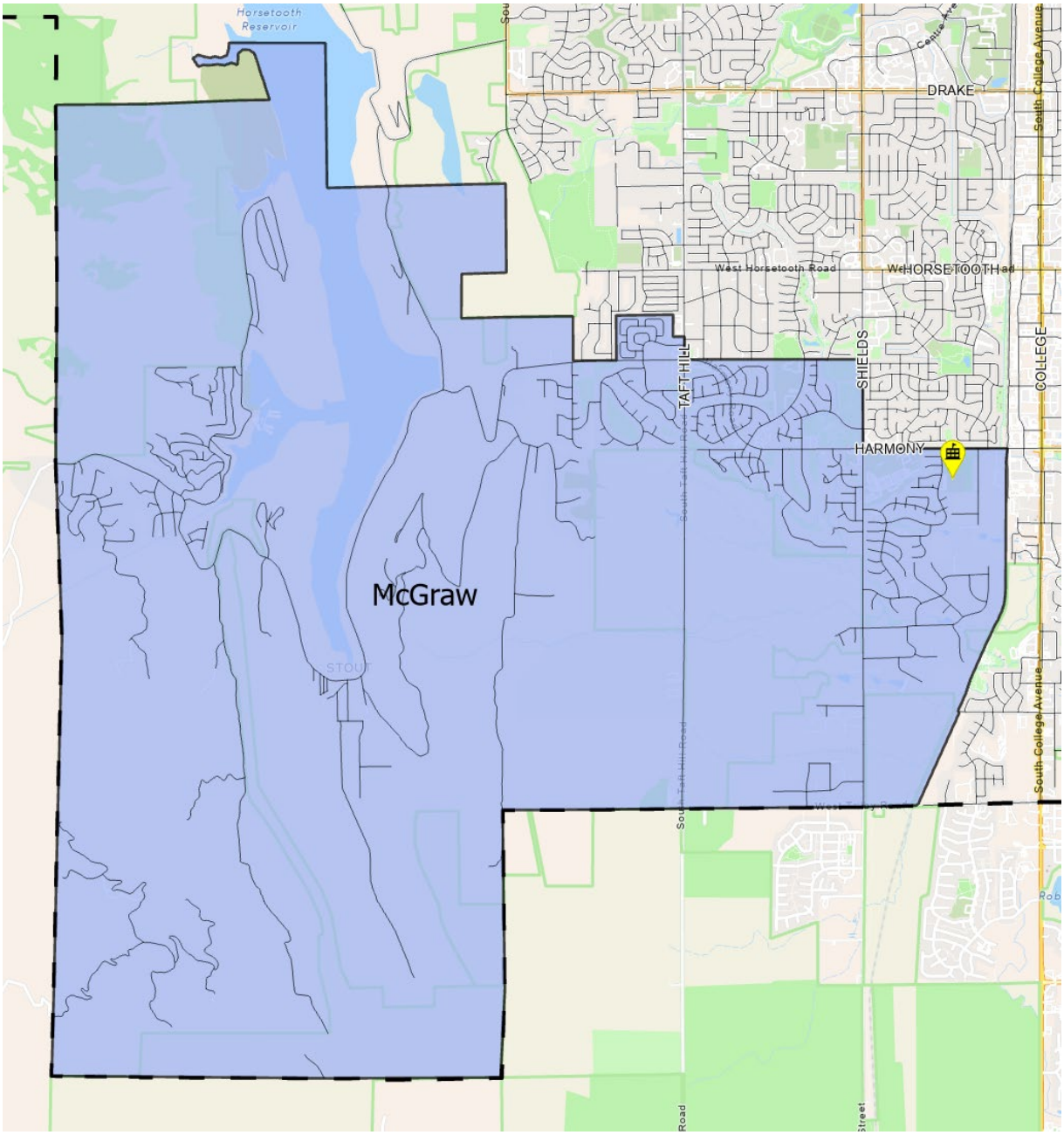
West Boundary: S. Shields St./ Railroad (Boot)

North Boundary: W. Drake Rd./ W. Swallow Rd./ W. Harmony Rd. (Boot)

New Lopez Elementary Boundary with grid codes (The hatched area indicates the current boundary of Lopez Elementary)



New McGraw Elementary Boundary



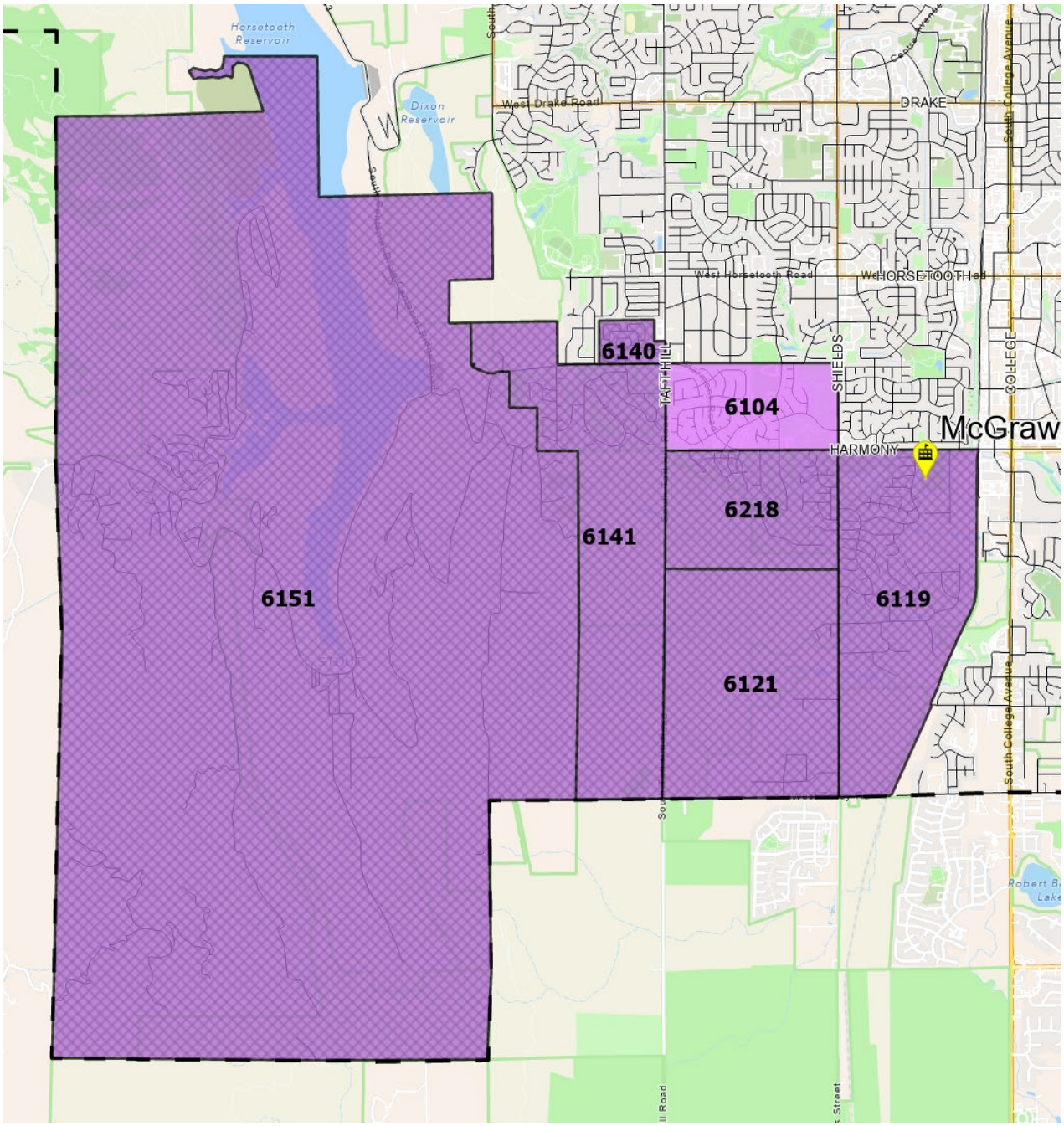
East Boundary: Railroad

South Boundary: PSD Boundary

West Boundary: PSD Boundary

North Boundary: Horsetooth Reservoir/ W. Harmony Rd./ W. County Rd. 38 E/ Timberidge Community

New McGraw Elementary Boundary with grid codes (The hatched area indicates the current boundary of McGraw Elementary)

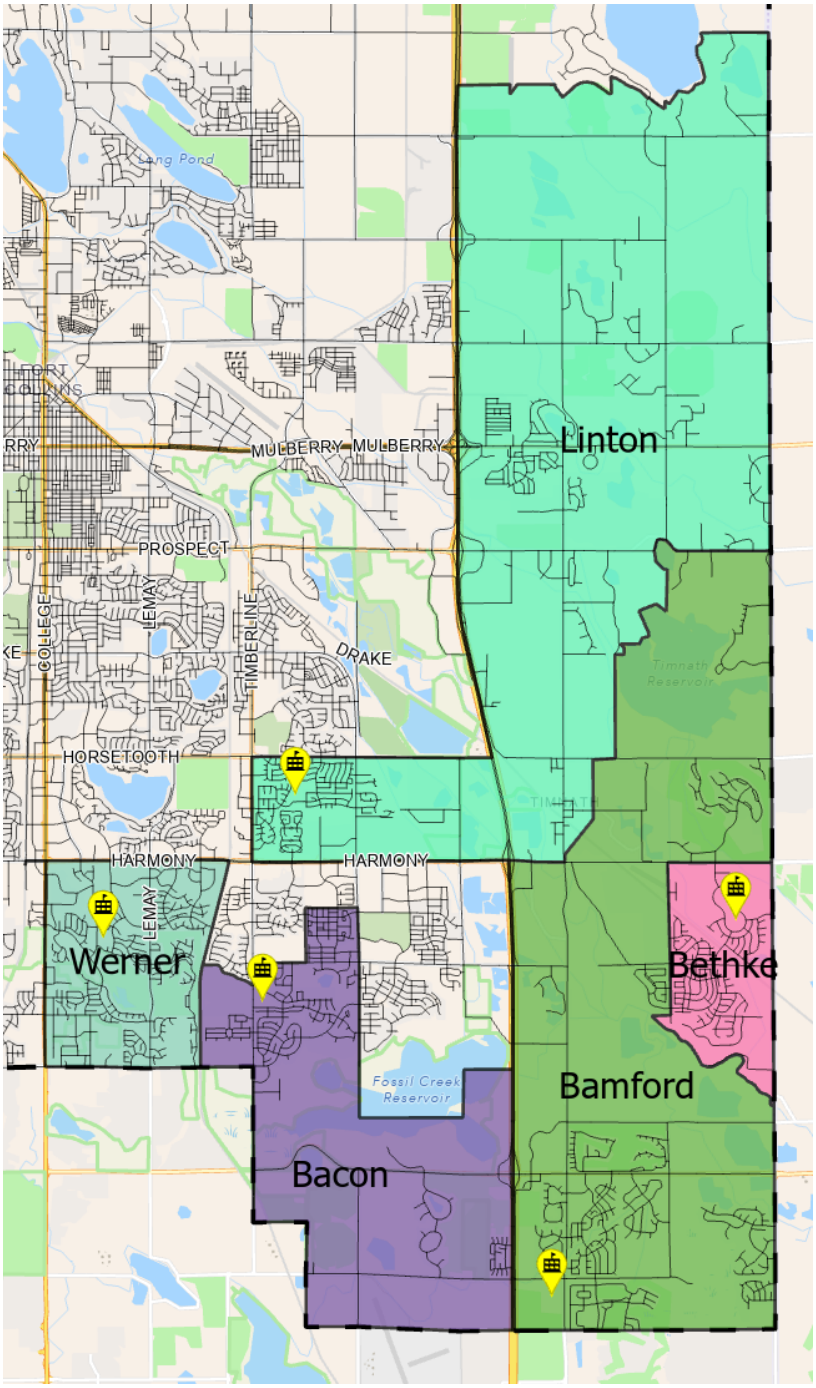


Southeast Region

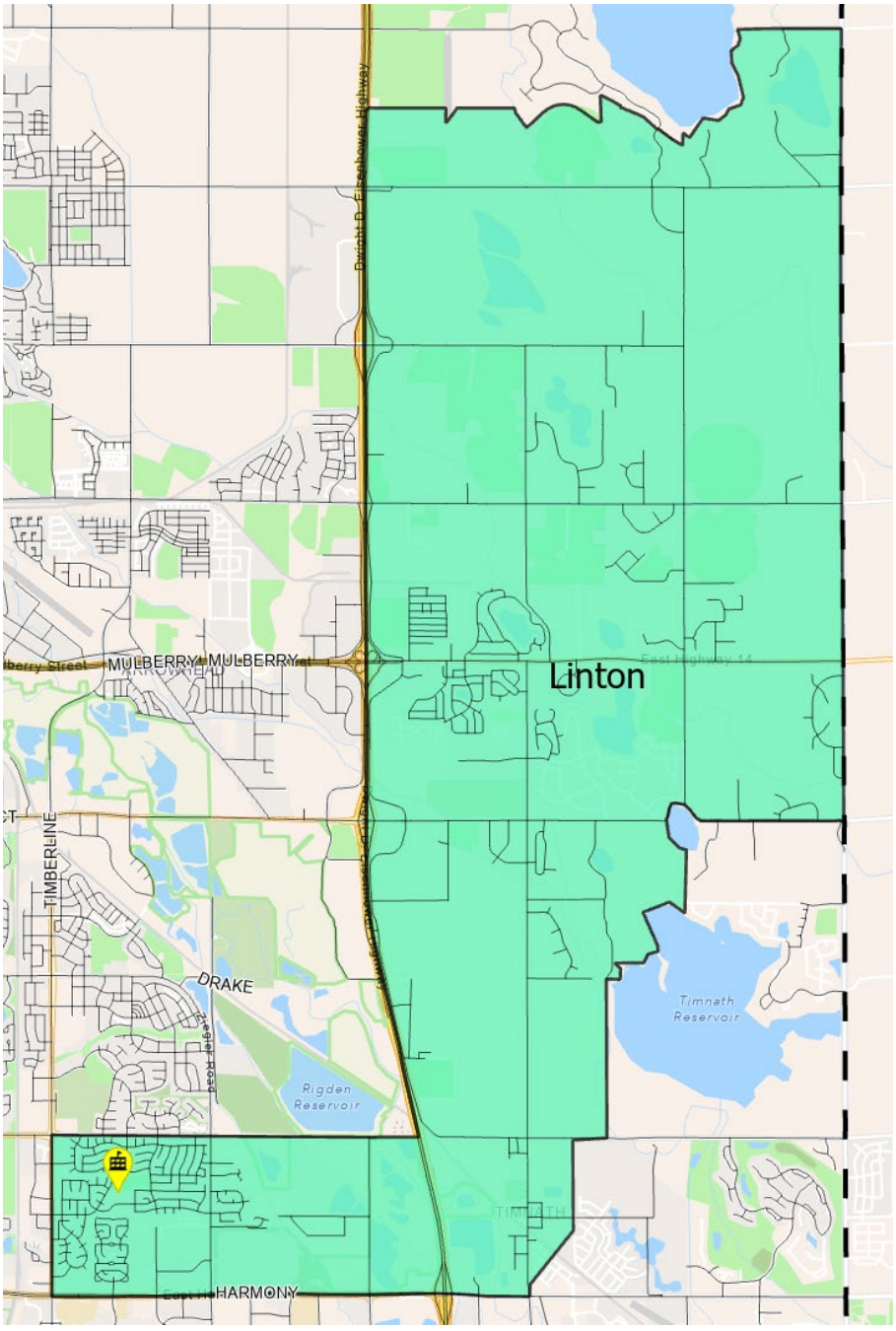
SE3: Close Timnath Elementary into Bamford Elementary and Linton Elementary

Reassign Grid Code 1254 from Bamford Elementary to Bacon Elementary

Reassign Grid Codes 1313 and 1314 from Werner Elementary to Bacon Elementary



New Linton Elementary Boundary



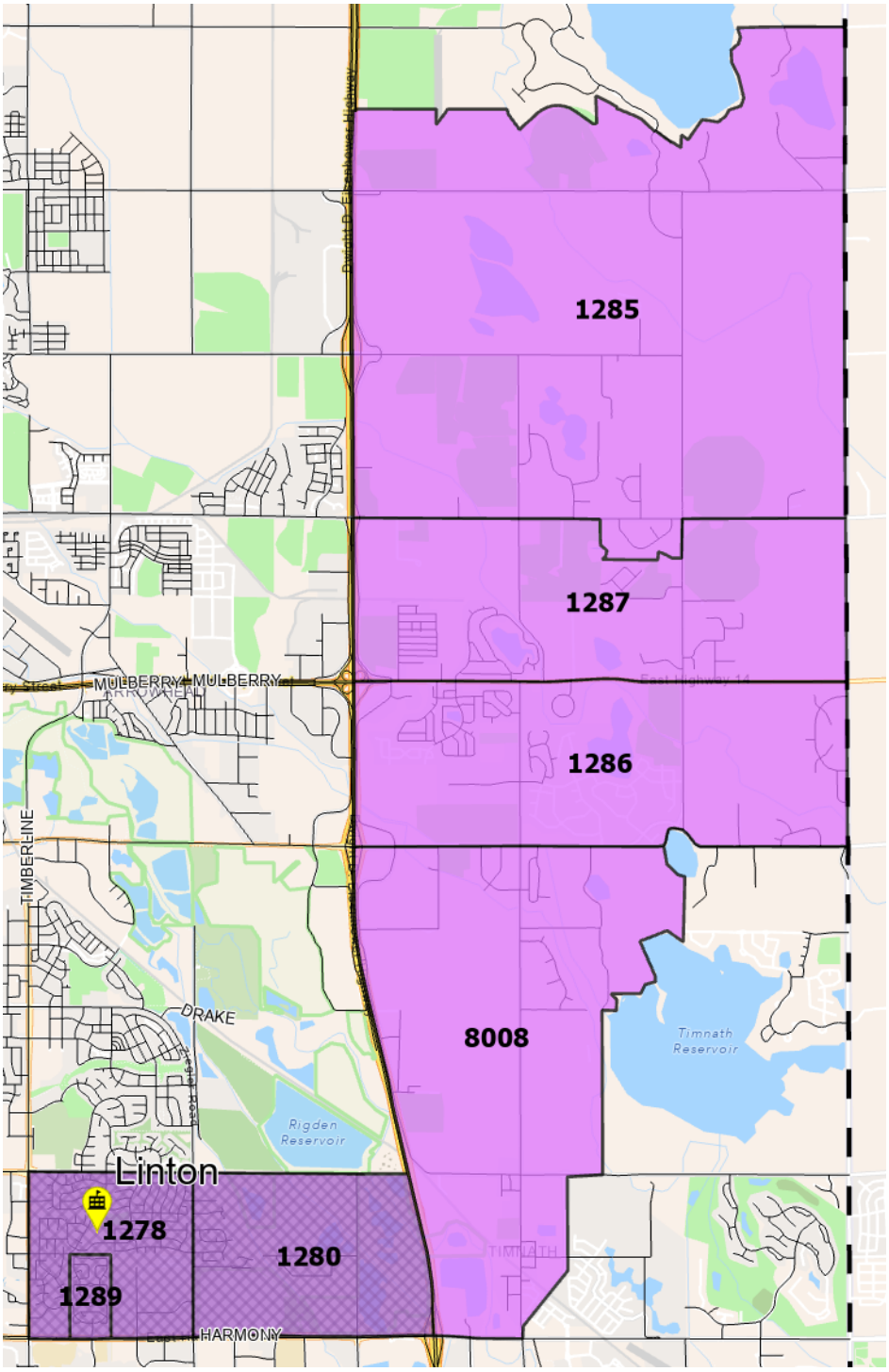
East Boundary: PSD Boundary/ Rural Parcels/ Timnath Pkwy.

South Boundary: E. County Rd. 44/ E. Harmony Rd.

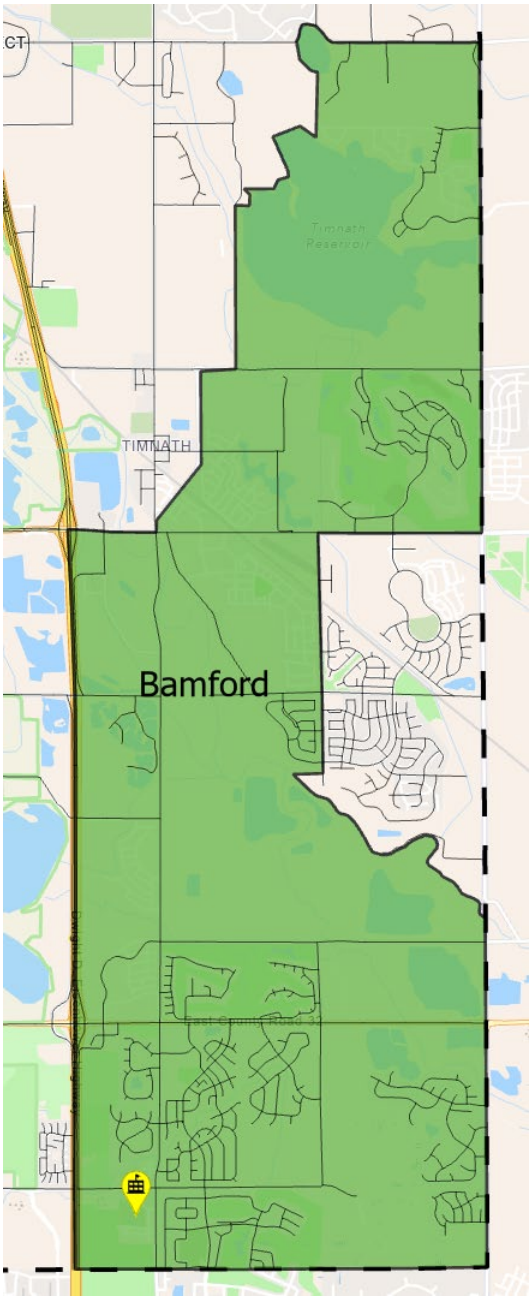
West Boundary: I-25/ S. Timberline Rd.

North Boundary: E. County Rd. 54/ Rural Parcels

New Linton Elementary Boundary with grid codes (The hatched area indicates the current boundary of Linton Elementary)



New Bamford Elementary Boundary



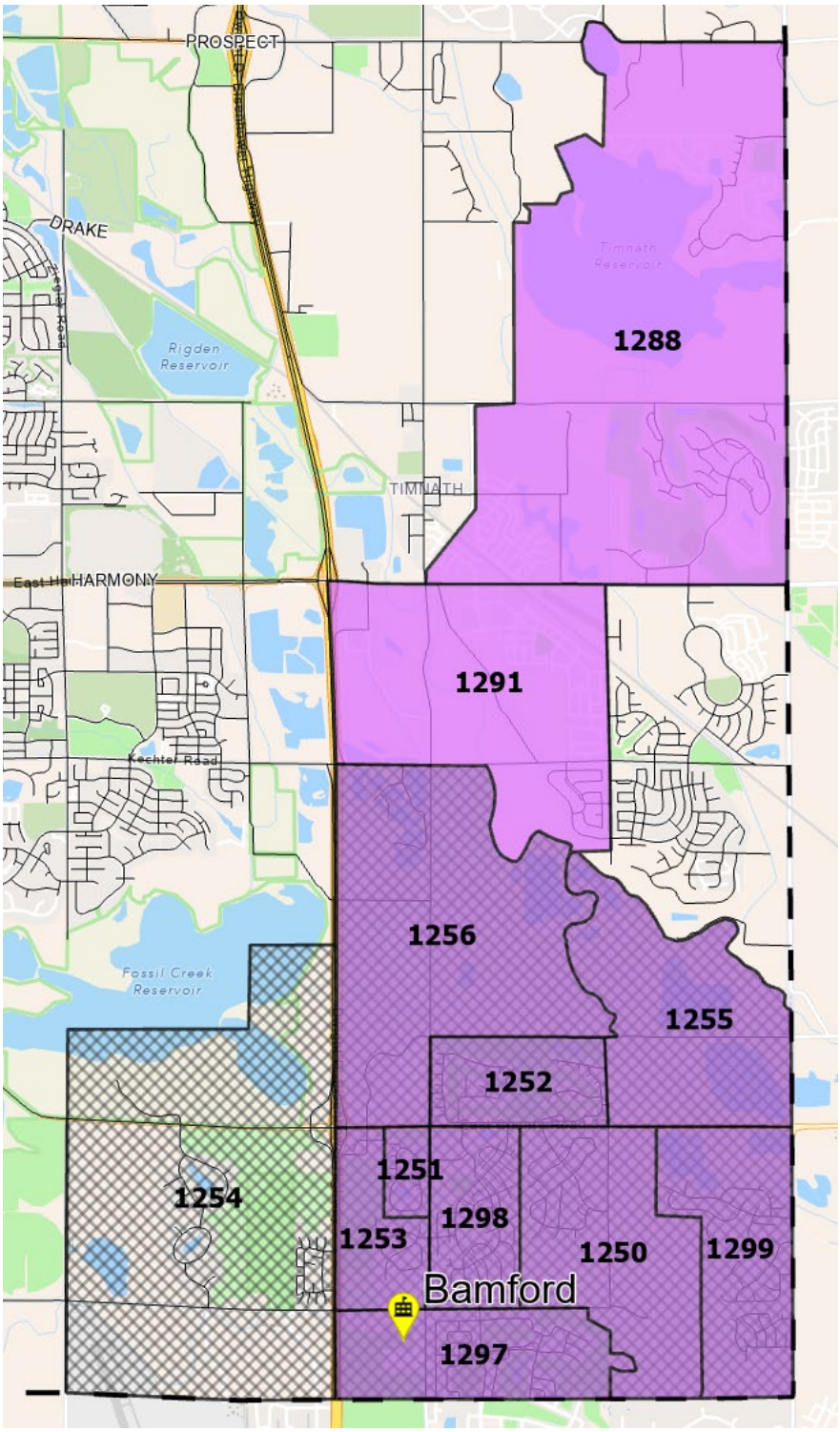
East Boundary: PSD Boundary/ Three Bell Pkwy./ Greeley No.2 Canal/ PSD Boundary

South Boundary: PSD Boundary

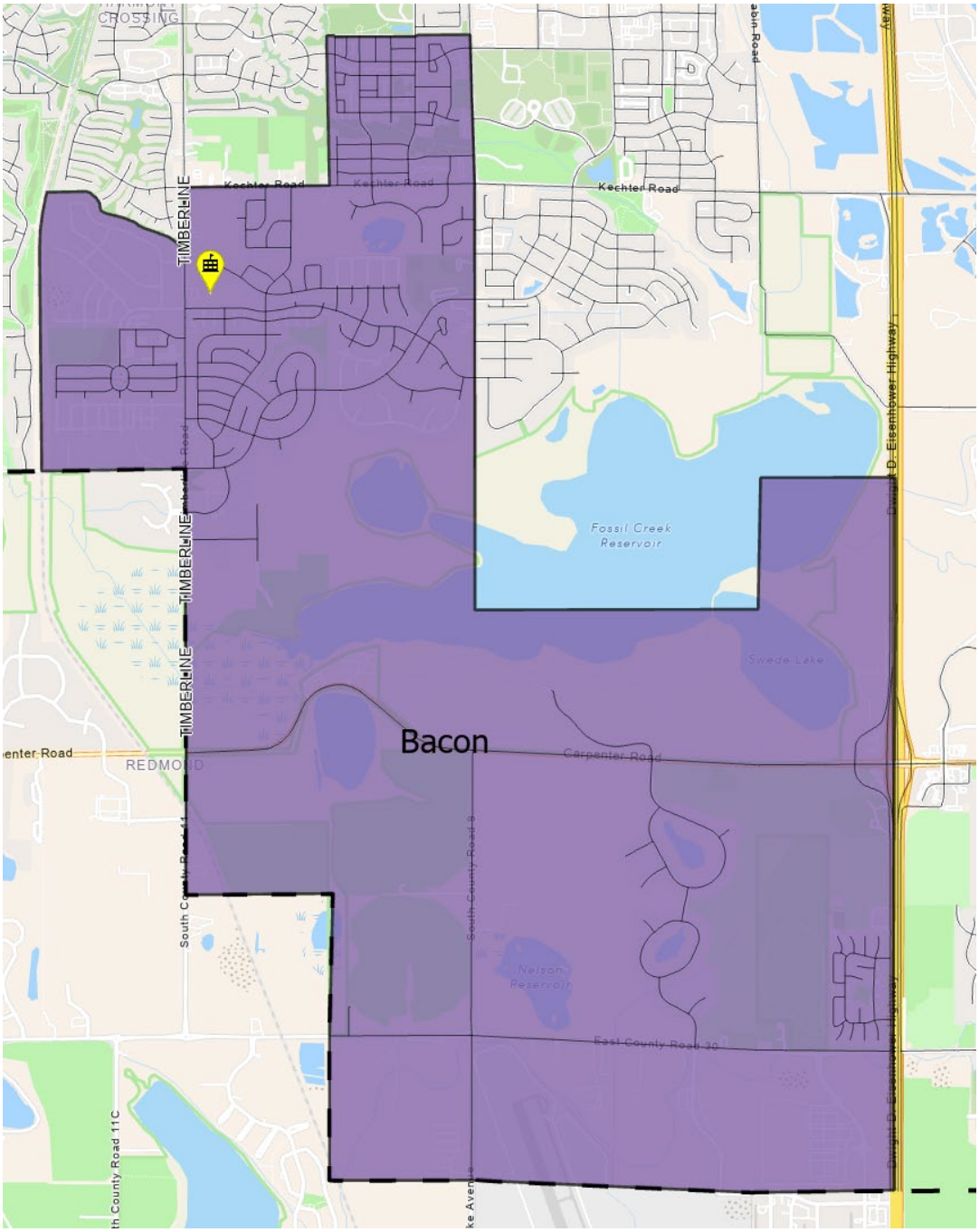
West Boundary: I-25/ Timnath Pkwy/ Rural Parcels along Timnath Reservoir

North Boundary: E. County Rd. 44

New Bamford Elementary Boundary with grid codes (The hatched area indicates the current boundary of Bamford Elementary. Note: 1254 Will go to Bacon Elementary)



New Bacon Elementary Boundary



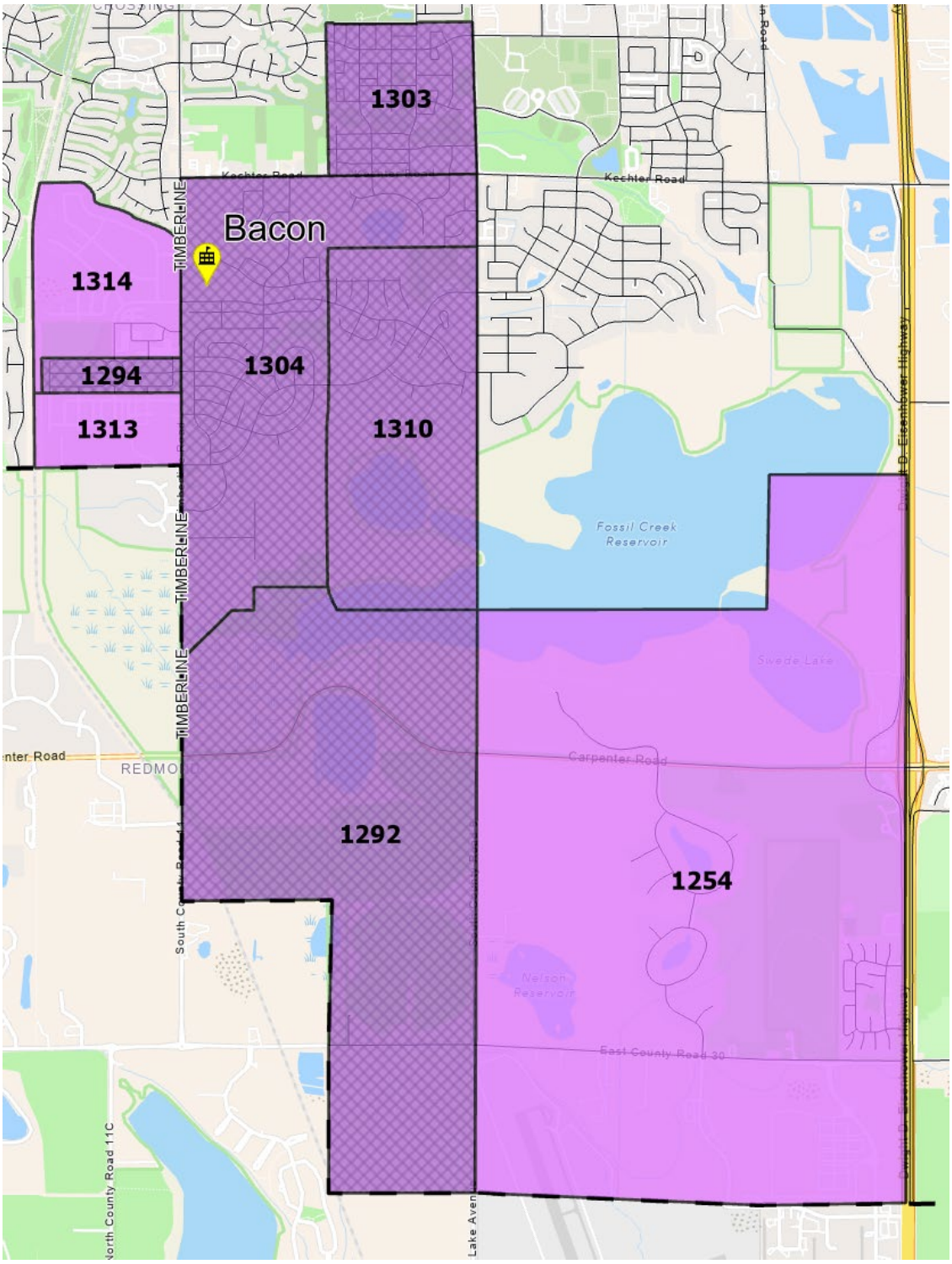
East Boundary: I-25/ Ziegler Rd.

South Boundary: PSD Boundary

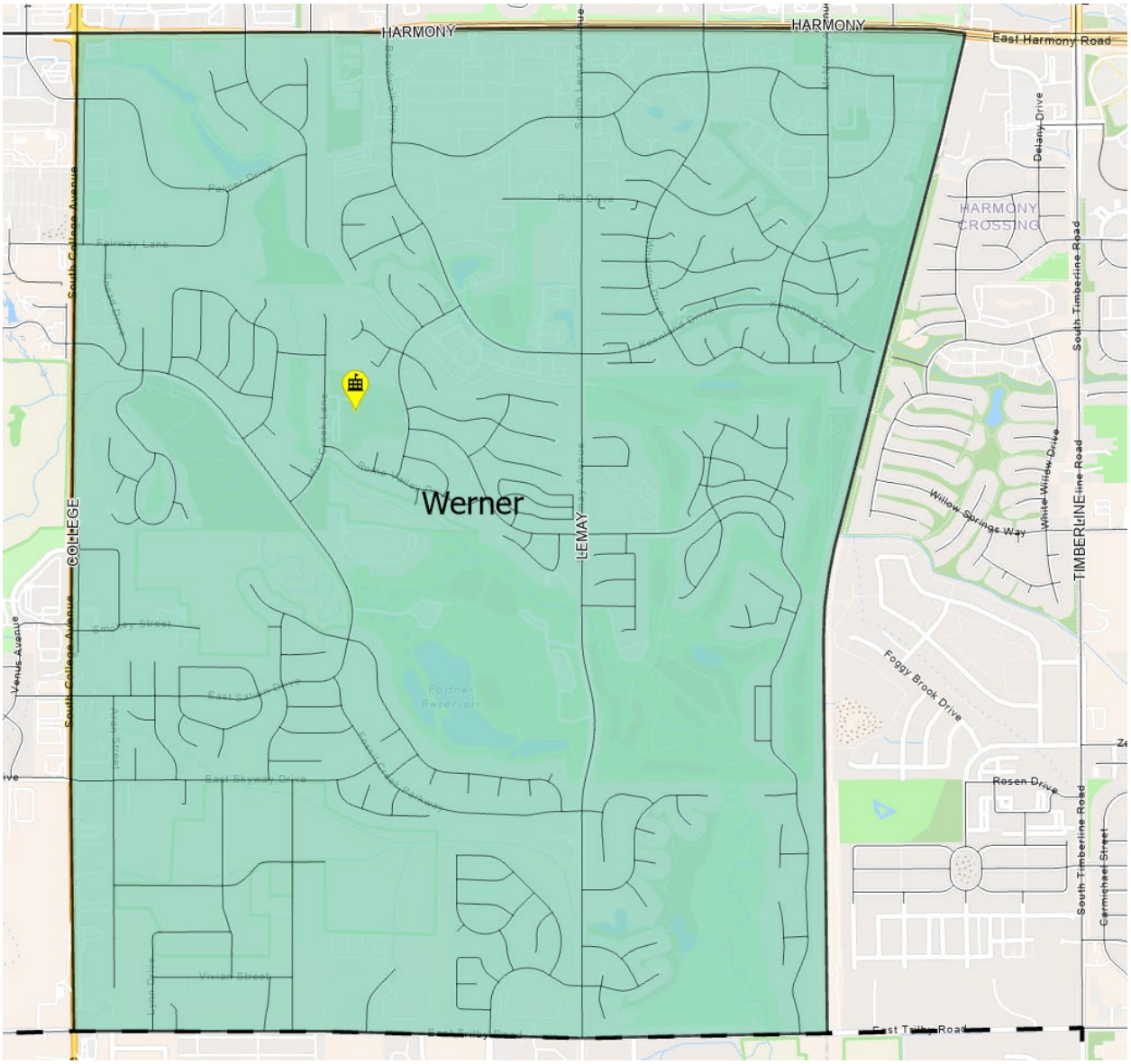
West Boundary: PSD Boundary/ Power Trail (Railroad)

North Boundary: Harvest Park Ln./ Kechter Rd./ Mail Creek Ditch

New Bacon Elementary Boundary with grid codes (The hatched area indicates the current boundary of Bacon Elementary)



New Werner Elementary Boundary



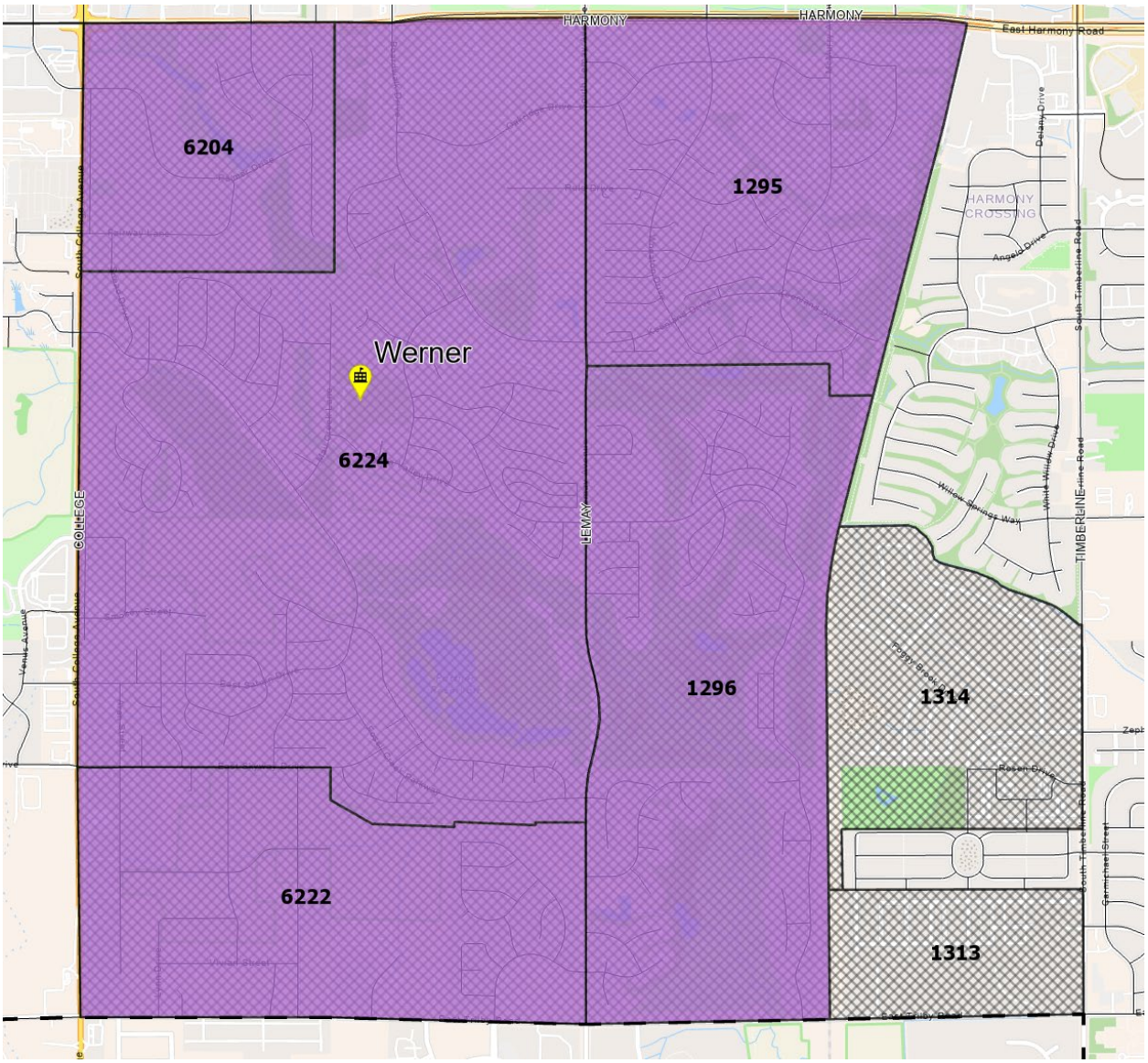
East Boundary: Power Trail (Railroad)

South Boundary: PSD Boundary

West Boundary: S. College Ave.

North Boundary: E. Harmony Rd.

New Werner Elementary Boundary with grid codes (The hatched area indicates the current boundary of Werner Elementary. 1313 and 1314 will go to Bacon Elementary)



Implementation Analysis For Final Recommendation

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Beattie Elementary
Proposed Action: [X] Closure [ ] Relocation

Receiving School Site(s): Bennett Elementary and Lopez Elementary

Summary Rationale:
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 physical size of Beattie being one of the smaller schools in the region which increases its utilization percentile. Within the implementation analysis, Beattie is noted as a limited receiving school due to its open floor plan design.

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

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for **educational equity** will be identified as referenced in the **Administrative Guidelines for Equity**.*

A. Building Utilization & Capacity Analysis

Item	Closing School	Receiving School(s)
School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	Beattie: • RIC Current: 231/500= 46% • NSC Current: 231/400= 58%	Bennett: • NSC Current: 284/440=65% • RIC Current:284/550= 52% • NSC Combined: 404/440=92% • RIC Combined:404/550=74% Lopez: • NSC Current: 289/500=58% • RIC Current: 289/625=46% • NSC Combined: 385/500=77% • RIC Combined: 385/625=62%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [X] No**:**	Beattie: No	Bennett: No Lopez: No
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	Beattie- Was designed around an open floor plan, with few interior walls separating classroom areas. Initially, the design was intended to include larger shared learning areas to allow students and teachers to move between learning zones. This design, however, poses challenges to modern teaching instruction that calls for an individual approach for students, which require break-out areas.	No capacity upgrades are required for receiving buildings. Structure and subsystems are able to serve the intended capacity. Lopez: • Landlocked by houses • Has gym and flex room Bennett:

		• 85% Air Conditioned. Further expansion of the mechanical cooling system may require electrical upgrades. • Site needs grease trap. • Site does not have a fire suppression system. Expansion may trigger requirement.
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Beattie: • Landlocked. No room for expansion.	Lopez: • Landlocked by houses • Has gym and flex room Bennett: • Parcel landlocked by residential development and city owned green space. No significant space for horizontal expansion.
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	Beattie Elementary School had an enrollment of 265 students in the 2021-2022 school year. Beattie Elementary experienced a 1-year increase of 11 students, 4.1%, to a 5 year high of 276 students in 2022-2023 and returned to a	Lopez Elementary School had an enrollment of 326 students in the 2021-2022 school year and has experienced continuously declining enrollment over the past 5 school years, decreasing by 37 students,11.3%. Lopez Elementary's

	generally decreasing trend to a low of 231 students in the 2025-2026 school year. A net decrease in enrollment of 12.8%, or 34 students.	enrollment decreased to a low of 289 students in the 2025-2026 school year. Bennett Elementary School had an enrollment of 379 students in the 2021-2022 school year and reached a 5-year high in 2022-2023 with 393 students enrolled. The school entered a period of continuous decline the next year to a low of 284 students enrolled in the 2025-2026 school year. From 2021-2022 to the 2025-2026 school year, the school experienced a net decrease in enrollment of 25.1%, or 95 students.
5-Year Future Enrollment Projections:	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.	Student Enrollment at Lopez Elementary School is projected at 280 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, 19.3%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 226 students during the 2030-2031 school year. Student Enrollment at Bennett Elementary School is projected at 271 students in the 2026-2027 school year and is expected to remain in a state of decline for the next five years, losing up to

		43 students, 15.9%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 228 students during the 2030-2031 school year.
Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)*:	Overall Feeder Area: These five elementary schools are located within approximately 1–1.5 miles of one another and serve closely connected neighborhoods experiencing broader enrollment decline. Their proximity provides families with multiple nearby school options, allowing school choice to redistribute students among schools within the same general area. As the overall population of elementary-aged students declines, choice patterns may shift enrollment between individual schools but do not necessarily increase the overall number of students within the area. 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 these five schools. With significantly fewer students choosing into Beattie to offset those choosing out, enrollment is more	Lopez Elementary has a choice-out rate of approximately 31%, compared with a 24% choice-in rate, resulting in modest net choice-out. Combined with declining enrollment across the surrounding neighborhoods, this contributes additional pressure on Lopez's long-term feeder pipeline. Bennett Elementary has a choice-out rate of approximately 35%, compared with a 30% choice-in rate, resulting in a modest net choice-out. Combined with declining enrollment across the surrounding neighborhood and, Bennett Elementary's proximity to Colorado State University with decline in homes with elementary aged students, this contributes additional pressure on Bennett long-term feeder pipeline.

	dependent on the size of its neighborhood student population and is particularly sensitive to continued demographic decline in the surrounding area.	
# of Tracks (Elementary):	Beattie: K: 2 1: 2 2: 2 3: 2 4: 2 5: 2	Lopez: K: 2 1: 3 2: 2 3: 2 4: 3 5: 2 Bennett: K: 2 1: 3 2: 2 3: 3 4: 2 5: 3
C. Building Condition and Quality		
Accessibility Assessment (ADA):	Beattie: • No ADA improvements are needed at this time. • Has mechanical cooling	Lopez: • No A/C • No Internal LED Lighting

		• Asphalt in parking lot needs replacement; impediment for wheelchairs. Bennett: No ADA issues identified.
Security & Safety Infrastructure:	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. Beattie is scheduled for a camera upgrade and refresh in the 30-31 school year (last updated in 2022) Beattie has a Tier III entryway configuration. Beattie has limited fencing on the south side of the complex and sits next to a city park.	Bennett is scheduled for a camera upgrade and refresh for the 30-31 school year (last updated in 2020). Bennett has a Tier II entryway configuration. Bennett is nearly fully fenced. Lopez is scheduled for a camera upgrade and refresh for the 30-31 school year (last updated in 2020). Lopez has a Tier II entryway configuration. Lopez has limited fencing on the south side of the complex and sits next to a city park.
Repairability & Deferred Maintenance Costs:	Beattie: $3,553,214.00	Lopez: $3,165,124.00 Bennett: $3,208,746.00
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Beattie: • The playgrounds have a lot of public use. The platforms on the	Lopez: • The site recently received an updated outdoor classroom. The

	playground equipment need replaced due to age. The asphalt needs replaced in the playpad area. • Adjacent to city park and has outdoor classroom.	play pad and parking lot need an asphalt replacement. Accessibility ramps are needed into EWF area. The parking lot fence needs some repairs. • Adjacent to city park • Has outdoor classroom area • Has a gym and cafeteria Bennett: • Outdoor systems are above average.
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)*:	Beattie is located within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.	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.

		Bennett is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries. Lopez is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.
Neighborhood Walkability Impact:	Most students at Beattie have been able to walk to school.	157 students that previously walked to Beattie will be bus eligible to Bennett and Lopez unless they opt out.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	Beattie's bus zone measures 119 feet allowing 3 full size buses tightly packed nose to tail.	Bennett's bus zone is located on Bennett Rd and measures 273 feet allowing 6 full size buses moderately spaced nose to tail. Angled parking can increase this to 9 full sized buses without impeding traffic. Parent pickup traffic at Bennett is adjacent to the bus zone causing increased congestion. Lopez's bus zone is located on Moss Creek and is 102 feet allowing 2 full sized buses parked comfortably nose to tail. This area can easily be expanded to 224

		ft allowing 5 buses comfortably parked nose to tail. Parent pickup traffic at Lopez is located on Benthaven St and Wabash St minimizing congestion. This scenario requires 4 buses at Bennett, 3 buses at Lopez. No infrastructure modifications are required.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Beattie: • Average – 16 minutes • Max ride time – 26 minutes	Scenario student ride times: • Average – 15 minutes • Max ride time – 33 minutes
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.
Electives & Career Pathways:	Does not apply for elementary.	Does not apply for elementary.

Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.
Before and After School Care:	Before and after school care can be accommodated at the receiving site.	Before and after school care can be accommodated at the receiving site.
Early Childhood Programming:	Beattie # of classrooms currently used for ECE: • 3 Classrooms	Bennett: # of Classrooms currently used for ECE: • 2 Classrooms Lopez: # of Classrooms currently used for ECE: • 1 Classroom **3 ECE Classrooms at Beattie. Relocation at receiving schools or non-receiving schools that have space.**
Advanced Courses & Concurrent Enrollment:	Does not apply for elementary.	Does not apply for elementary.
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.
D. School Proximity & Regional Continuity		

Distance to Receiving School(s):		Drive mile distance from Beattie to: • Bennett – 2.2 miles • Lopez – 1.6 miles
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):	No center-based programs are currently at Beattie Elementary.	
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and individualized support maps for highly vulnerable students)***:**	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline. • If a site will be adding a new center-based program this visit would not have facilities to tour Spring 2027:	

	• Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports o Possible overlap with ESY or prior to start of school o Additional budget will need to be provided to provide additional compensation for staff who are off contract
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)*:	PSD will follow applicable labor laws and employee agreements for staffing reductions.
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)*:	PSD will evaluate the diversity of representation of non-probationary staff of the consolidated schools in light of applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	
Accessibility to Local Resources *(Proximity and access routes for local*	Lopez Closest SRO (FCPS at Webber) assigned is 1.3 miles from site. Closest fire station (PFA Station 5) is 1.8 miles from school.

emergency services, including police and fire departments):	Bennett Closest SRO (FCPS at Blevins) assigned is 1.9 miles from site. Closest fire station (PFA Station 2) is 1.4 miles from school.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)*:	Lopez: • Capacity Projects: NA • Programming Projects: Programming relocation estimates reflected in sum – Subject to Change due to no boundary limitations. • Traffic Projects: NA Bennett • *Improvements captured in NW analysis due to programmatic relocations. ($150,015.00)* **Total Cost Estimate: $$53,947.20**
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD
Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)*:	Receiver schools are distributed across the region in a north/south orientation, with consideration given to maintaining an equitable geographic distribution of schools.

Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	Cost for overall day-to-day operation could decrease by $1,850,000 (includes estimate for Johnson closure as well). This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).*	TBD after community meetings.
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for evaluating the academic, social, and operational success of this merger).*	

Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Irish
Proposed Action: [X] Closure [ ] Relocation [ ] Consolidation
Receiving School Site(s): CLPE, Bauder

Summary Rationale:

- **Identification criteria:** Irish Elementary meets 5 out of 6 of the identification criteria, with the 6th criteria ranking in the bottom 30% of the district.

	Enrollment rank in district	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Irish	22nd percentile	28th percentile	20th percentile	22nd percentile	14th percentile	9th percentile

- Irish Elementary has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, with 319 students. Irish Elementary's student enrollment has declined by 37 students, 14.7%, to a low of 272 students in the 2025-2026 school year. 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 utilization is RIC: 242/669=36.17% NSC: 242/535=45.23% or essentially less than half full.

- **Implementation criteria:** In reviewing the information below, the team elevated the following considerations to be weighed.
  - This scenario improves the utilization and enrollment of Cache La Poudre Elementary and Bauder Elementary.

- Some students who currently walk to Irish will need to be bussed to CLPE and Bauder. Estimates show a +1 minute ride time for students who are currently bussed.
- 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 district supports.
- Cohort considerations include: Geographic features such as open spaces facilitated keeping neighborhood cohorts together in determining which neighborhood groups would go together to either CLPE or Bauder.

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for* ***educational equity*** *will be identified as referenced in the* ***Administrative Guidelines for Equity****.*		
A. Building Utilization & Capacity Analysis		
Item	**Closing School**	**Receiving School(s)**
School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	Irish: • RIC Current: 272/669=41% • NSC Current:272/535=51%	CLPE: • RIC Current :247/550=45% • NSC Current: 247/440=56% • RIC Combined: 409/550=74% • NSC Combined: 409/440=93% Bauder: • RIC Current:374/700=53% • NSC Current: 374/560= 67% • RIC Combined: 445/700=64% • NSC Combined: 445/560=80%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [ ] No**:**	Irish: • No. Putnam:	CLPE: • No. Bauder:

	• No.	• No
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	No capacity restrictions. The permanent structure and its subcomponents can meet the intended capacity as originally designed. Expansions may be subject to new zoning limitations for General Building forms.	Grease trap for kitchen to support additional student population. Expansions may be subject to new zoning limitations for General Building forms.
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Irish: • Drainage issues • No flex room • Asbestos identified Putnam: • Partial AC • Playgrounds need updating • Has an additional flex-room • Asbestos identified	CLPE: • Can't expand. • Asbestos identified Bauder: • Open space adjacent to the school is owned by the City of Fort Collins. • Abestos identified
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	Irish Elementary has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, with 319 students. Irish Elementary's student enrollment has declined by 37 students,	Cache La Poudre Elementary School has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, with 285 students. Cache La Poudre Elementary's student enrollment has declined by 38 students,

	14.7%, to a low of 272 students in the 2025-2026 school year.	13.3% to a low of 247 students in the 2025-2026 school year. Bauder Elementary School has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, with 476 students. Bauder Elementary's student enrollment has declined by 102 students, 21.4%, to 374 students in the 2025-2026 school year.
5-Year Future Enrollment Projections:	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.	Student Enrollment at Cache La Poudre Elementary is projected at 229 students during the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 61 students, 26.6%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 202 students during the 2027-2028 school year. Student Enrollment at Bauder Elementary is projected at 339 students during the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 105 students, 30.7%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 235 students during the 2030-2031 school year.

Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)*:	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.	Cache La Poudre Elementary has a choice-out rate of approximately 35%, compared with a 22% choice-in rate, resulting in a net loss of students through school choice. Combined with declining enrollment across the feeder area, this pattern places additional pressure on Cache La Poudre's future enrollment. Bauder Elementary has a choice-out rate of approximately 38%, compared with a 17% choice-in rate, resulting in a notable net loss of students through school choice. Combined with declining enrollment across the feeder area, this pattern places additional pressure on C's future enrollment and feeder pipeline.
# of Tracks (Elementary):	Irish K: 2 1: 2 2: 3 3: 2 4: 3 5: 3	Cache La Poudre K: 2 1: 2 2: 2 3: 2 4: 3 5: 2 Bauder K: 2 1: 3 2: 3 3: 3

		4: 4 5: 3
C. Building Condition and Quality		
Accessibility Assessment (ADA):	Irish: • No improvements are needed. Putnam: • Playground (Poured place infrastructure needed).	CPLE: • No further improvements are needed. Bauder: • No further improvements are needed.
Security & Safety Infrastructure:	No improvements are needed to close the school. Irish is scheduled for a camera upgrade and refresh for the 26-27 school year (last updated mostly in 18-19). Irish is fully fenced with functional gates. Irish is a Tier II entryway and access control format.	(CLPE) Cameras are due for upgrade in 27-28 school year (last update was in 2019). Entryway and access control systems are at Tier II configuration. CLPE is partially fenced and is impacted by CLPM students, parents, and staff due to the proximity of schools. (Bauder) Cameras are due for upgrade in 2030 (last updated in 2022). Bauder access control and entryway is Tier II configuration. Bauder is fully fenced (chain-link) with functional gates.
Repairability & Deferred Maintenance Costs:	Irish: • $1.9 Million	CPLE: • $1.6 million Bauder: • $ 3.7 million

Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Irish: • The playgrounds need updates. • Has a geodome and outdoor learning space. Geodome-Part of site curriculum. Spring/Summer Garden project. Putnam: • Playgrounds need updating • Facility has additional flex-room.	CPLE: • Recent playground updates. • Separate spaces for gym and cafeteria. Bauder: • Satisfactory playground. • Separate spaces for gym and cafeteria.
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)***:**	Irish is a "flagpole" annex within the City of Fort Collins. Existing infrastructure (sidewalks, etc) is limited, however the city was awarded a Safe Routes to School grant for capital improvements with design and engineering work beginning Fall 2026.	Increased traffic is expected around both receiving schools with the 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. CLPE is in Larimer County and has ample on property bus and car parking, and

		minimal infrastructure within walk boundaries Bauder is within the City of Fort Collins and has ample curb space and infrastructure within walk boundaries.
Neighborhood Walkability Impact:	Some students at Irish have been able to walk to school depending on their distance. It is a large boundary, and walking is not the primary means of access to and from school.	23 students that previously walked to Irish will be bussed to CLPE or Bauder unless they opt out.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	Irish's bus zone measures 158 feet allowing 3 full size buses parked comfortably nose to tail. Angled parking can increase this to 5 full sized buses tightly packed without impeding traffic.	CLPE's bus zone is 424 feet (2 lanes) allowing 10 full sized buses parked moderately spaced nose to tail. Angled parking and additional space are not available. Parent pickup traffic at CLPE is close to the bus zone but separated. Bus and parent traffic leave the same exit causing congestion. Bauder's bus zone is 253 feet allowing 6 full sized buses parked tightly.

		Parent pickup traffic at Bauder is separated from the bus zone, reducing congestion. This scenario requires 10 buses at CLPE and 5 buses at Bauder. No bus zone infrastructure modifications are required.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Irish: • Average – 14 minutes • Max ride time – 27 minutes	Scenario student ride times: • Average – 19 minutes • Max ride time – 29 minutes
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.
Electives & Career Pathways:	Does not apply for elementary.	Does not apply for elementary.
Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner

	capacity to offer them. Athletics are not applicable at this level.	capacity to offer them. Athletics are not applicable at this level.
Before and After School Care:	Before and after school care can be accommodated at the receiving site.	Before and after school care can be accommodated at the receiving site.
Early Childhood Programming:	Irish: # of Classrooms connected to bathroom: • 7 Classrooms # of classrooms currently used for ECE: • 3 Classrooms	CLPE: • # of classrooms currently used for ECE: ○ 1 Classroom ○ Add 1 Classroom at CLPE for 2 classrooms total Bauder: • # of classrooms currently used for ECE: ○ 2 Classroom • Add ECE 2 classrooms at Bauder for 4 ECE classrooms total
Advanced Courses & Concurrent Enrollment:	Does not apply for elementary.	Does not apply for elementary.
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.
D. School Proximity & Regional Continuity		

Distance to Receiving School(s):		Irish is 3.5 drive miles from CLPE and 2.8 drive miles from Bauder
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):	No Center-Based IS program at Irish	No additional center-based programming moved to Bauder or CLPE.
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and individualized support maps for highly vulnerable students)***:**	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline. • If a site will be adding a new center-based program this visit would not have facilities to tour Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs)	

	○ Quarters 3 & 4 ○ Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports ○ Possible overlap with ESY or prior to start of school ○ Additional budget will need to be provided to provide additional compensation for staff who are off contract Training for school-wide staff from IS department to support students in center-based programs in schools that have new programs
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)***:**	PSD will follow applicable labor laws and employee agreements for staffing reductions.
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)***:**	PSD will evaluate the diversity of representation of non-probationary staff of the combined schools considering applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	
Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)***:**	(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.

Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)*:	CLPE: • Capacity Projects: o Grease trap for kitchen to support additional student population. o Possible asbestos mitigation, if triggered. • Programming Projects: o None • Traffic Projects: o None Bauder: • Capacity Projects: o NA • Programming Projects: o Addition of 2 ECE Classrooms • Traffic Projects: o NA **Total Cost Estimate: $132,594**
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD
Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)*:	Grid Code 3530: 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.
Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	Cost for overall day-to-day operation could decrease by $1.96 million ($2.01 million if the building is mothballed). This assumes an Irish and Putnam closure together in 3C. This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities. Estimated facilities costs are shown above.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).*	TBD after community meetings.
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for*	

evaluating the academic, social, and operational success of this merger).	
Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Johnson Elementary
Proposed Action: [X] Closure [ ] Relocation

Receiving School Site(s): Olander Elementary and McGraw Elementary

Summary Rationale: Johnson Elementary ranked #1 on composite z-scores in the southwest region on the identification criteria for the lowest scores.

Meets bottom 25%	*Enrollment rank in district*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Johnson	24th percentile	31st percentile	26th percentile	28th percentile	24th percentile	22nd percentile

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for **educational equity** will be identified as referenced in the **Administrative Guidelines for Equity**.*

A. Building Utilization & Capacity Analysis

Item	**Closing School**	**Receiving School(s)**

School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	Johnson: • NSC Current: 281/500= 56% • RIC Current: 281/625= 45%	Olander: • NSC Current: 268/440=61% • RIC Current: 268/550=49% • NSC Combined: 372/440=85% • RIC Combined: 372/550=68% McGraw: • NSC Current: 349/440=79% • RIC Current: 349/550=63% • NSC Combined: 402/440=91% • RIC Combined: 402/550=73%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [X] No**:**	Johnson: No	Olander: No McGraw: No
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	Johnson: • No capacity limitations identified. Building can accommodate population as intended in original designs. • Expansions may be subject to zoning restrictions for General Building types: o 3-12 stories max o 50 feet Maximum length of unbroken façade. o Must face a public street, plaza, shared open space, or connecting walkway. o Shall not be located any closer to a public street	No capacity upgrades are required for receiving buildings. Structure and subsystems are able to serve the intended capacity. McGraw: • Greenfield opportunity around existing parcel. • Has cooling tower for tempering Olander: • Building will require electrical upgrade before mechanical cooling can be installed. • Hydronics need a full upgrade.

	right-of-way than the principal building is set back from the street.	
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Johnson: • Generally landlocked by residential dwellings. Opportunity to share recreational space with neighboring middle school. • Asbestos identified	McGraw: • Greenfield opportunity around existing parcel. • Has cooling tower for tempering Olander: • Parcel landlocked by residential development and city owned green space. No significant space for horizontal expansion.
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	Johnson Elementary School had an enrollment of 339 students in the 2021-2022 school year and has experienced continuously declining enrollment over the past 5 school years. Johnson Elementary's student enrollment was down 58 students, 17.1%, to 281 students in the 2025-2026 school year.	McGraw Elementary School had an enrollment of 382 students in the 2021-2022 school year. McGraw Elementary's enrollment has oscillated up and down over the past 5 years in a generally decreasing manner. The minimum enrollment during that period was 349 students in 2023-2024 and again in 2025-2026. McGraw Elementary experienced a net decrease of 33 students, 8.6%. Olander Elementary School had an enrollment of 339 students in the 2021-

		2022 school year and has experienced generally declining enrollment over the past 5 school years. During the 2023-2024 school year enrollment at Olander increased from 316 students to 323 students but returned to trend by the 2025-2026 school year. Olander Elementary's student enrollment during the 2025-2026 school year was down 71 students, 20.9%, from the 2021-2022 school year to 268 students.
5-Year Future Enrollment Projections:	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.	Student Enrollment at McGraw Elementary School is projected at 336 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 41 students, 12.2%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 295 students during the 2030-2031 school year. Student Enrollment at Olander Elementary School is projected at 241 students in the 2026-2027 school year and is expected to remain in a state of declining enrollment for the next five years, losing up to 10 students, 4.1%, by the 2030-2031 school year. Currently, we expect a funded enrollment of

		approximately 231 students during the 2030-2031 school year.
Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)*:	Overall Feeder Area: These five elementary schools are located within approximately 1–1.5 miles of one another and serve closely connected neighborhoods experiencing broader enrollment decline. Their proximity provides families with multiple nearby school options, allowing school choice to redistribute students among schools within the same general area. As the overall population of elementary-aged students declines, choice patterns may shift enrollment between individual schools but do not necessarily increase the overall number of students within the area. 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.	McGraw Elementary has a choice-out rate of approximately 29% and a choice-in rate of 44%, resulting in net choice-in. This indicates that McGraw draws students from surrounding areas including out of district and nearby schools, helping support its enrollment despite the broader decline in the elementary-aged population across the area. Olander Elementary has a choice-out rate of approximately 32% and a choice-in rate of 40%, resulting in modest net choice-in. Its proximity to several other elementary schools creates significant opportunity for movement between neighboring schools, while the overall feeder area continues to experience enrollment pressure.

# of Tracks (Elementary):	Johnson K: 2 1: 2 2: 2 3: 2 4: 2 5: 3	Olander: K: 2 1: 2 2: 2 3: 2 4: 2 5: 3 McGraw: K: 3 1: 2 2: 3 3: 3 4: 3 5: 3
C. Building Condition and Quality		
Accessibility Assessment (ADA):	Johnson: • No A/C • No Internal LED Lighting	McGraw: • Has cooling tower • No Internal LED Lighting Olander: • Accessibility upgrades have been suggested to include swings that would allow students to stay in their wheelchair. • Asphalt in parking lot needs replacement; impediment for wheelchairs.

Security & Safety Infrastructure:	No improvements are needed to close the school. Johnson is scheduled for a camera upgrade and refresh for the 30-31 school year (last updated mostly in 2021). Johnson has a Tier II entryway and access control format. Johnson has minimal fencing and is adjacent to a city park.	McGraw is due for a camera upgrade and refresh for 31-32 school year (last updated 2023). McGraw has a Tier II Entryway configuration. McGraw has minimal fencing and is adjacent to a city park. Olander is scheduled for a camera upgrade and refresh for the 30-31 school year (last updated mostly in 2021). Olander has a Tier II entryway and access control format. Olander has minimal fencing and is adjacent to a city park.
Repairability & Deferred Maintenance Costs:	Johnson: $4,457,274.00	McGraw: $2,991,202.00 Olander: $2,761,424.00
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Johnson: • There is heaving of asphalt on the playground and around the building. There are drainage issues on playground on the N side. Some turf replacement is needed. • Adjacent to neighborhood park	McGraw: • Concrete work on playpad, driveway, and parking lots still in process. Drainage issues around exterior grounds need to be addressed. • Adjacent to city park • Has outdoor classroom

		• Has a gym and cafeteria Olander: • Drainage issues along the southwest portion of the building. Asphalt needs to be replaced. • Parking asphalt needs replacement. • Accessible swings are recommended.
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)*:	Johnson is located within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.	Increased traffic is expected around McGraw and Olander 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. 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.
Neighborhood Walkability Impact:	Many students at Johnson have been able to walk to school.	93 students that previously walked to Johnson will be bus eligible to Olander and McGraw unless they opt out.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	Johnson's bus zone measures 422 feet allowing 10 full size buses moderately spaced nose to tail.	Olander's bus zone measures 371 feet allowing 9 full size buses parked tightly packed nose to tail. Parent pickup traffic at Olander is separate from the bus zone but uses the same entrance and exit increasing congestion.

		McGraw's bus zone measures 371 feet allowing 9 full size buses parked tightly packed nose to tail. Parent pickup traffic at McGraw is separate from the bus zone but uses the same entrance and exit increasing congestion. This scenario requires 3 buses at Olander and 3 buses at McGraw utilizing the current bus zones. No infrastructure modifications are required.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Johnson: • Average - 8 minutes • Max ride time – 33 minutes	Scenario student ride times: • Average – 7 minutes • Max ride time – 33 minutes
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.
Electives & Career Pathways:	Does not apply for elementary.	Does not apply for elementary.

Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.
Before and After School Care:	Before and after school care can be accommodated at the receiving site.	Before and after school care can be accommodated at the receiving site.
Early Childhood Programming:	Johnson # of classrooms currently used for ECE: • 2 Classrooms	Olander: # of classrooms currently used for ECE: 1 Classroom McGraw: # of classrooms currently used for ECE: • 1 Classroom **2 ECE Classrooms at Johnson. Relocation at receiving schools or non-receiving schools that have space.**
Advanced Courses & Concurrent Enrollment:	Does not apply for elementary.	Does not apply for elementary.
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.
D. School Proximity & Regional Continuity		

Distance to Receiving School(s):		Drive mile distance from Johnson to: • Olander – 1.7 miles • McGraw – 1.6 miles
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):		**Relocation of CBA program at Johnson** • Add 2 classrooms to McGraw – rooms 100, 101 o Would need to ensure changing table and Hoyer lift in restroom
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	
Transition Timelines & Individualized Supports *(Provide details on transition*	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline.	

days, family information sessions, and individualized support maps for highly vulnerable students):	• If a site will be adding a new center-based program this visit would not have facilities to tour Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports o Possible overlap with ESY or prior to start of school o Additional budget will need to be provided to provide additional compensation for staff who are off contract
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)*:	PSD will follow applicable labor laws and employee agreements for staffing reductions.
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)*:	PSD will evaluate the diversity of representation of non-probationary staff of the consolidated schools in light of applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	

Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)***:**	McGraw: Closest SRO (FCPS at Webber) assigned is 1.8 miles from site. Closest fire station (PFA Station 5) is 1.2 miles from school. Olander: Closest SRO (FCPS at Webber) assigned is .1.9 miles from site. Closest fire station (PFA Station 4) is 1.6 miles from school.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)***:**	McGraw: • Capacity Projects: NA • Programing Projects:Programming relocation estimates reflected in sum – Subject to Change due to no boundary limitations. • Traffic Projects: NA Olander: • Capacity Projects: NA • Programming Projects: Programming relocation estimates reflected in sum – Subject to Change due to no boundary limitations. • Traffic Projects: NA • **Total Cost Estimate: $46,800**
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD
Neighborhood Cohorts *(What considerations were given to*	Receiver schools are distributed across the region in a north/south orientation, with consideration given to maintaining an equitable geographic distribution of schools.

neighborhood boundary pockets together during the redistricting process):	
Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	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.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).*	TBD after community meetings.
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for*	

evaluating the academic, social, and operational success of this merger).	
Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Mountain Schools (Stove Prairie Elementary, Livermore Elementary, Red Feather Lakes Elementary)
Proposed Action: [X] Closure [ ] Relocation
Receiving School Site(s): Cache La Poudre Elementary

Summary Rationale:

	Enrollment rank in district	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Livermore	6th percentile	9th percentile	16th percentile	16th percentile	56th percentile	56th percentile
Red Feather	2nd percentile	3rd percentile	2nd percentile	3rd percentile	48th percentile	50th percentile
Stove Prairie	4th percentile	6th percentile	4th percentile	6th percentile	82nd percentile	81st percentile

The three mountain schools ranked number 1, 2, and 3 on the combined z scores for the northwest region elementaries as the best candidates for closure. In the transportation analysis, closing all three mountain schools eliminates 1-2 bus routes. Additionally, the Mountain Schools are the most expensive schools in PSD to operate at $27,214 per pupil/annually.

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for **educational equity** will be identified as referenced in the **Administrative Guidelines for Equity**.*

A. Building Utilization & Capacity Analysis		
Item	**Closing School**	**Receiving School(s)**
School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	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%	CLPE: • RIC Current: 247/550 = 45% • NSC Current: 247/440= 56% • RIC Combined: 325/550= 59% • NSC Combined: 325/440= 74%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [ ] No**:**	Stove Prairie: No Livermore: No Red Feather Lakes: No	CLPE: No.
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	No capacity restrictions. The permanent structure and its subcomponents can meet the intended capacity as originally designed. Expansions may be subject to unique development and zoning regulations within each municipality and the rural limitations.	A grease interceptor for kitchen-There currently isn't one on-site. Needed to meet an expanded population. Approx estimate: $20,000 Expansions may be subject to new zoning limitations for General Building forms.

School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Stove: • Small acreages Livermore: • Small acreages • Recent agreement with PV REA for battery storage system. Red Feather Lakes: • Small acreages	CLPE: • Landlocked • Flood mitigation was implemented.
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	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.	Cache La Poudre Elementary School has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, 285 students. Cache La Poudre Elementary's student enrollment has declined by 38 students, 13.3% to a low of 247 students in the 2025-2026 school year.
5-Year Future Enrollment Projections:	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	Student Enrollment at Cache La Poudre Elementary is projected at 229 students during the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 61

	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.	students, 26.6%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 168 students during the 2030-2031 school year.
Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)***:**	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.	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.
# of Tracks (Elementary):	Red Feather Elementary, Stove Prairie Elementary and Livermore Elementary are all 1 track, combination grade schools (K/1, 2/3, 4/5).	Cache La Poudre K: 2 1: 2 2: 2 3: 2 4: 3 5: 2

C. Building Condition and Quality		
Accessibility Assessment (ADA):	Stove: • No AC • Partial interior LED lighting upgrade • Need ADA compliant internal and external path (Stairs with no elevator or ramp). Livermore: • No AC • Needs interior and exterior LED lighting upgrades • Need ADA compliant internal and external path (Stairs with no elevator or ramp). Red Feather Lakes: • No AC • Need interior LED lighting upgrade	CLPE: • No AC • Need interior LED lighting upgrade
Security & Safety Infrastructure:	No improvements are needed to close the school. Camera refresh is slated for 26-27 school year (last updated 2015). Please note all mountain schools are a Tier I access control and entryway configuration. Livermore and Stove Prairie Elementaries are covered by volunteer fire districts.	(CLPE) Cameras are due for upgrade in 27-28 school year (last update was in 2019). Entryway and access control systems are a Tier II configuration. CLPE is partially fenced and is impacted by CLPM students, parents, and staff due to the proximity of schools.

	Red Feather and Stove Prairie are more vulnerable to wildfire natural hazards than other PSD schools. The closest SRO is 35 miles away from Red Feather Elementary stationed at CLPM. Red Feather Fire Station is 2.1 miles away.	
Repairability & Deferred Maintenance Costs:	Stove: $311,745.00 Livermore: $1,408,350.00 Red Feather Lakes: $436,081.00	CPLE: • $1,665,609.00
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Stove: • Gyms are all small. • Playground space is limited due to small acreage. Livermore: • Gyms are all small. • Playground space is limited due to small acreage. Red Feather Lakes: • Gyms are all small. • Playground space is limited due to small acreage.	CLPE: • Playground space limited • Has gym and cafeteria.
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**

A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)*:	All three Mountain Schools are located in Larimer County and have adequate parking and limited infrastructure within walk boundaries.	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
Neighborhood Walkability Impact:	No students currently walk to school. All Mountain school students who are eligible for transportation can receive busing.	Roughly 70 students would be bussed to CLPE unless they opt out.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	Ample room for required buses.	CLPE's bus zone is 424 feet allowing 10 full sized buses moderately spaced nose to tail. Parent pickup traffic at CLPE is close to the bus zone but separated. Bus and parent traffic leave the same exit causing congestion.

		This scenario would reduce 1-2 runs from mountain schools. Elementary students would ride with Middle school students to CLP campus on an existing route providing staffing, mileage, and fuel savings. No infrastructure modifications are required.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Stove Prairie, Livermore and Red Feather: • Average – 16 minutes • Max ride time – 21 minutes	Scenario student ride times: • STO/CPE +19 minutes (35 min max) • LIV/CPE +6 minutes (22 min max) • RFLE/CPE +43 (59 min max) • Max ride time – 59 minutes Colorado Department of Education max ride time is 90 min
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.
Electives & Career Pathways:	Does not apply for elementary.	Does not apply for elementary.

Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.
Before and After School Care:	Before and after school care can be accommodated at the receiving site.	Before and after school care can be accommodated at the receiving site.
Early Childhood Programming:	# of classrooms currently used for ECE: • 1 Classroom at Livermore – run by AlphaBest and not PSD **Relocation of students in ECE:** • Move students to CLPE • Current classroom space can accommodate the addition of students	**Addition of students to current classroom at CLPE:** • Current classroom space can accommodate the addition of students
Advanced Courses & Concurrent Enrollment:	Does not apply for elementary.	
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.
D. School Proximity & Regional Continuity		
Distance to Receiving School(s):		CLPE is 39 drive miles from Red Feather, 15 drive miles from Livermore

		Elementary, and 14 drive miles from Stove Prairie Elementary.
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):	**No Center-Based Programs at any of the Mountain School sites**	**No change to current AN program at CLPE**
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and individualized support maps for highly vulnerable students)***:**	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline. Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4	

	○ Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports ○ Possible overlap with ESY or prior to start of school ○ Additional budget will need to be provided toPrior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline. • If a site will be adding a new center-based program this visit would not have facilities to tour ○ Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) ○ Quarters 3 & 4 ○ Additional budget will need to be provided to provide sub time for case managers ○ Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports ○ Possible overlap with ESY or prior to start of school ○ Additional budget will need to be provided to provide additional compensation for staff who are off contract • Training for school-wide staff from IS department to support students in center-based programs in schools that have new programs
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections,*	PSD will follow applicable labor laws and employee agreements for staffing reductions.

displacement processes, and placement priority):	
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)*:	PSD will evaluate the diversity representation of non-probationary staff of the consolidated schools in light of applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	
Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)*:	(CLPE) Closest SRO (LCSO at CLPM) assigned to CLPE is stationed next door. Nearest fire station (PFA station 7) is .7 miles away. Please note: Current LCSO SRO for the Mountain Schools also covers CLPM, CLPE and Bamford Elementary.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)*:	CLPE: • Capacity Projects: May have to install a grease interceptor for kitchen-There currently isn't one on-site. This improvement, however, has been captured in scenario NW3C. • Programming Projects: NA • Traffic Projects: NA Estimate: $0
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside*	TBD

preservation/maintenance routines to ensure it remains a desirable neighborhood asset):	
Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)***:**	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.
Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	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 categorial 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.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified*	TBD after community engagement

to meet those stakeholders' specific needs).	
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for evaluating the academic, social, and operational success of this merger).*	
Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Putnam Elementary
Proposed Action: [X] Closure [ ] Relocation [ ] Consolidation
Receiving School Site(s): Tavelli Elementary, Dunn Elementary

Summary Rationale:

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

	Enrollment rank in district	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Putnam	12th percentile	13th percentile	10th percentile	9th percentile	38th percentile	41st percentile

Putnam Elementary has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, 253 students. 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.

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for **educational equity** will be identified as referenced in the **Administrative Guidelines for Equity**.*

A. Building Utilization & Capacity Analysis		
Item	**Closing School**	**Receiving School(s)**
School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	Putnam: • RIC Current: 174/575=30% • NSC Current: 174/460=38%	Tavelli: • RIC Current: 481/719=67% • NSC Current: 481/575= 84% • RIC Combined: 574/719= 80% • NSC Combined: 574/575= 100% Dunn: • RIC Current: 364/469=78% • NSC Current: 364/375= 97% • RIC Combined: 437/469=93 % • NSC Combined: 437/375= 117%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [X] No**:**	Putnam: • No.	Tavelli: • Yes on NSC, No on RIC Dunn: • Yes on NSC, No on RIC
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	No capacity restrictions. The permanent structure and its subcomponents can meet the intended capacity as originally designed. Expansions may be subject to new zoning limitations for General Building forms.	Space needs analysis has been conducted and models show that both Dunn and Tavelli can accommodate the students and center based programs despite the higher utilization. The higher utilization is expected to be temporary as

		enrollment continues to decline within the current Putnam boundary.
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Putnam: • Partial AC • Playgrounds need updating • Has an additional flex-room • Asbestos identified	Tavelli: • Can't expand, land locked. • Parking lots need replacement. • Asbestos identified Dunn: • Can't expand, land locked. Has AC. • Synthetic turf needs replacement. Does not pose urgent operational concerns, schedule tentatively 2030 or beyond. • Asbestos identified • It should be noted that Dunn is part of the City parking zone and everywhere around the school is two-hour parking. taking 3 parking spots to accommodate a longer bus lane creates further parking challenges.
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	Putnam Elementary has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, 253 students. Putnam Elementary's student	Dunn Elementary School had relatively stable enrollment in four of the five previous school years with a decline from a high of 393 students in 2023-2024 to 364 students in the 2025-2026 school

	enrollment has declined by 79 students, 31.2%, to a low of 174 students in the 2025-2026 school year.	year, the student population decreased by 29 students, a 7.4% decrease in enrollment. Tavelli Elementary School has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, 542 students. Tavelli Elementary's student enrollment has declined by 61 students, 11.3%, to a low of 481 students in the 2025-2026 school year.
5-Year Future Enrollment Projections:	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.	Student Enrollment at Dunn Elementary School is projected to 362 students in the 2026-2027 school year. Enrollment at Dunn Elementary is expected to see decline starting in the 2028-2029 school year. By 2030-2031 Dunn is expected to lose 15 students, 4.1%, with an expected 2030-2031 enrollment of 347 students. Student Enrollment at Tavelli Elementary School is projected to 465 students during the 2026-2027 school year. Enrollment at Tavelli Elementary is expected to increase over the next five years by 23 students, 4.9%, to 488 students in the 2030-2031 school year.

Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)*:	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.	Dunn Elementary has a relatively low choice-out rate of approximately 20% and a high choice-in rate of 66%, indicating that a significant portion of its enrollment is supported by students choicing into the school. This strong choice-in pattern helps support enrollment despite broader demographic declines affecting the region. Tavelli Elementary has a choice-out rate of approximately 26%, compared with a 21% choice-in rate, resulting in a relatively modest net loss through school choice. With projected enrollment stabilizing and beginning to increase, choice patterns appear to have less impact on Tavelli's long-term enrollment than at other schools in the feeder area.
# of Tracks (Elementary):	Putnam: K: 2 1: 2 2: 2 3: 2 4: 2 5: 2	Dunn: K: 3 1: 3 2: 3 3: 3 4: 3 5: 3 Tavelli K: 3 1: 4

		2: 4 3: 4 4: 4 5: 4
C. Building Condition and Quality		
Accessibility Assessment (ADA):	Putnam: • Playground (Poured place infrastructure needed).	Tavelli: • No further improvements are needed. Dunn: • No further improvements are needed.
Security & Safety Infrastructure:	No improvements are needed to close the school. Putnam is due for a camera refresh and is scheduled for 27-28 school year (last update 2021). Putnam is a Tier II entry and access control format. Putnam is fully fenced with gates.	(Tavelli) Camera system is due for upgrade in 27-28 school year (last updated in 2019). Access control and entryway is a Tier III configuration. Tavelli is partially fenced (chain link) with open walk-through gaps in the fencing. (Dunn) Camera system is due for upgrade in 2030 (last upgrade was 2023). Access control and entryway is a Tier II configuration. Dunn is fully fenced with chain-link fencing and functional gates.

Repairability & Deferred Maintenance Costs:	Putnam: • $5,008,824.00	Tavelli: • $ $3,482,134.00 Dunn: • $1,823,926.00
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Putnam: • Playgrounds need updating • Facility has additional flex-room.	Tavelli: • Recent playground updates. • Separate spaces for gym and cafeteria. Dunn: • Recent playground updates. • Single space for both gym and cafeteria use. • Synthetic turf needs replacement.
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)***:**	Putnam is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.	Increased traffic is expected around both receiving schools with the 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 further restricted to accommodate additional bus parking. In addition, the neighborhood around Dunn is part of the Residential Parking Permit Program due to its proximity to the university. Any staff who park in the neighborhood must obtain and display a parking permit issued by the City to Dunn, to avoid ticketing or tow. Tavelli is a "flagpole" 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.
Neighborhood Walkability Impact:	Some students at Putnam have been able to walk to school.	38 students that previously walked to Putnam will be eligible for bussing at Tavelli or Dunn unless they opt out.

B. Transportation Access & Commute Length		
Availability of Bus Routes:	Putnam's bus zone is 200 feet allowing 4 full sized & 1 midsized buses parked comfortably nose to tail. Angled parking can increase this to 6 full sized buses comfortably without impeding traffic.	Tavelli's bus zone is 195 feet allowing 4 full sized buses moderately spaced nose to tail. Angled parking and additional space are not available in the current bus zone. Parent pickup traffic at Tavelli surrounds the bus zone on all sides. Heavy foot and traffic congestion exist around the bus zone. Dunn's bus zone is 86 feet allowing 2 full sized buses tightly packed nose to tail. Angled parking and additional space are not available anywhere on school grounds. Parent pickup traffic at Dunn surrounds the bus zone. Heavy foot and traffic congestion exist around the bus zone. This scenario requires 3 buses at Dunn and 6 buses at Tavelli which is beyond existing capacity at both locations. Both schools are adjacent to major arterial roads labeled as high traffic/injury networks by the city. Staggered arrival/departure times or angled parking could be utilized at Dunn. Modifications to

		the curb on the south side of the bus zone near the crosswalk are needed in addition to allocating at least 3 parking spots for bus approach angles and tail swing. Tavelli's bus zone would need to be moved to the dirt area next to Lemay north of the school. ADA compliance modifications are needed to the walk path through the playground area. Pavement and protection from traffic on Lemay may also be needed.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Putnam: • Average – 21 minutes • Max ride time – 29 minutes	Scenario student ride times: • Average – 11 minutes • Max ride time – 29 minutes
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.
Electives & Career Pathways:	Does not apply for elementary.	Does not apply for elementary.
Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with	The recommendation from the committee is to provide the receiving school with

	information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.	information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.
Before and After School Care:	Before and after school care can be accommodated at the receiving site.	Before and after school care can be accommodated at the receiving site.
Early Childhood Programming:	Putnam: # of Classrooms connected to bathroom: • 4 Classrooms # of Classrooms currently used for ECE: • 4 Classrooms	Tavelli: • # of classrooms currently used for ECE: o 1 Classroom Dunn: • # of classrooms currently used for ECE: o 1 Classroom **4 ECE Classrooms at Putnam. Relocation at receiving schools or non-receiving schools that have space.**
Advanced Courses & Concurrent Enrollment:	Does not apply for elementary.	Does not apply for elementary.
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.
D. School Proximity & Regional Continuity		

Distance to Receiving School(s):		Putnam is 4.3 drive miles from Tavelli and 1.3 drive miles from Dunn.
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):	**Relocation of ILS Program from Putnam:** • 1 Classroom to Tavelli – rooms 8, 9, or 5 o Would need to ensure changing table and Hoyer lift in restroom	**Addition of ILS program to Tavelli** • 1 Classroom – rooms 8, 9, or 5 o Would need to ensure changing table and Hoyer lift in restroom
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and*	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline.	

individualized support maps for highly vulnerable students):	• If a site will be adding a new center-based program this visit would not have facilities to tour Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports o Possible overlap with ESY or prior to start of school o Additional budget will need to be provided to provide additional compensation for staff who are off contract • Training for school-wide staff from IS department to support students in center-based programs in schools that have new programs
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)*:	PSD will follow applicable labor laws and employee agreements for staffing reductions.
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)*:	PSD will evaluate the diversity representation of non-probationary staff of the consolidated schools in light of applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	

Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)***:**	(Tavelli) Closest SRO (FCPS at Lesher) is 3.8 miles away. Please note this is a "flagpole annexation" with FCPS assigned to the school, but the adjacent residential neighborhood is under LCSO jurisdiction. 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.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)***:**	Tavelli: • Capacity Projects: o NA • Programming Projects: o Programming relocation estimates reflected in sum –Subject to Change due to no boundary limitations. • Traffic Projects: o Bus Zone Expansion-Parking removal and possible curb improvements. Dunn: • Capacity Projects: o NA • Programming Projects: o Programming relocation estimates reflected in sum –Subject to Change due to no boundary limitations. • Traffic Projects: o Remove 3 parking spaces for buses and replace those spaces somewhere else. Parking shortage on the site, plus School sites that are not directly impacted by closure; consolidation recommendations may be impacted by program relocations. Programming relocation estimates reflected in sum –Subject to Change due to no boundary limitations.

	Total Cost Estimate: $295,759.20 +173,415.00= $469,174.20
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD
Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)***:**	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.
Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	Cost for overall day-to-day operation could decrease by $1.96 million ($2.01 million if the building is mothballed). This assumes a Irish and Putnam closure together in 3C. This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities. Estimated facilities costs are shown above.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD

Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).*	TBD after community meetings
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for evaluating the academic, social, and operational success of this merger).*	
Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Timnath Elementary
Proposed Action: [X] Closure [ ] Relocation
Receiving School Site(s): Bamford Elementary, Linton Elementary

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.

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

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for* ***educational equity*** *will be identified as referenced in the* ***Administrative Guidelines for Equity****.*		
A. Building Utilization & Capacity Analysis		
Item	**Closing School**	**Receiving School(s)**
School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	Timnath (Projected FY27-28): • NSC: 424/448=95% • RIC: 424/560=76%	Bamford: • NSC Current: 309/640=48% • RIC Current: 309/800=39% • NSC Combined: 435/640= 68% • RIC Combined: 435/801=54% Linton: • NSC Current: 243/460=53% • RIC Current: 243/575=42% • NSC Combined:480/460=83% • RIC Combined:480/575=104%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [X] No**:**	Timnath: No	Bamford: No Linton: No
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	Timnath: 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	Bamford and Linton: No capacity upgrades are required. Building and its subsystems are able to meet intended capacity.

	overall age and structural design of the building create significant challenges for expansion and modernization.	
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Timnath: School site is landlocked by residential development on three of four sides of the parcel 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. One side of the parcel abuts a greenfield, which presents an opportunity for acquisition and expansion, contingent on the owner's willingness and ability to sell.	Bamford: This building is one of the newest in the district's real estate portfolio and one of the largest Elementary School uses. Expanding an already large building in the existing parcel would require vertical construction or green field acquisition. Linton: Site is land locked by public park and residential development. No room for horizontal expansion.
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	Timnath Elementary experienced some growth, followed by slightly declining enrollment over the past five years, with a high of 438 students in the 2023-2024 school year. This declined by 14 students, or 3.2%, since then to reach 424 students in the 2025-2026 school year.	Bamford Elementary experienced consistent growth over the past five years with the lowest enrollment being in 2021-2022 at 244 students. This showed an increase of 65 students, or 26.6%, to reach 309 students in the 2025-2026 school year. Linton Elementary experienced continuously declining enrollment over the past five years, with a high of 337

		students in the 2021-2022 school year. This declined by 94 students, or 27.9%, to reach 243 students in the 2025-2026 school year.
5-Year Future Enrollment Projections:	Student enrollment at Timnath Elementary is projected at 415 students for the 2026-2027 school year and is currently expected to see a slight decline over the next five years. This results in a projected enrollment of 407 students in the 2030-2031 school year, which is an 8 student, or 1.9% decrease.	Student enrollment at Bamford Elementary is projected at 316 students for the 2026-2027 school year and is currently expected to see a consistent increase over the next five years. This results in a projected enrollment of 394 students in the 2030-2031 school year, which is a 78 student, or 24.7% increase. Student enrollment at Linton Elementary is projected at 218 students for the 2026-2027 school year and is currently expected to see a continual decline over the next five years. This results in a projected enrollment of 136 students in the 2030-2031 school year, which is an 82 student, or 37.6% decrease.
Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)***:**	Overall Feeder Area: Choice patterns place different pressures on the three schools. Timnath Elementary and Linton Elementary have substantially more students choosing out than choosing in,	Bamford has a 19% choice-out rate, a 15% choice-in rate, and an 81% capture rate. It retains the largest share of students from its attendance area among the three schools. Bamford is also one of

	while Bamford Elementary retains a larger share of students from its attendance area. These rates show how students move among schools, but they do not establish whether the number of elementary-aged children living in the feeder area is growing or declining. Neighborhood population and birth data would be needed to describe that longer-term trend. Timnath has a 34% choice-out rate, a 5% choice-in rate, and a 66% capture rate. Its enrollment is therefore particularly sensitive to families' school choices. Residential development borders three sides of the site, limiting expansion. The remaining side borders undeveloped land that could offer an expansion opportunity if the owner is willing and able to sell. Any future use of the site would also need to address the Walt Weiss baseball field donated to PSD by the Colorado Rockies organization.	the district's newest and largest elementary buildings. If future neighborhood growth creates a need for more capacity, expansion on the existing parcel would likely require vertical construction or acquisition of adjacent undeveloped land. Linton Elementary has a 44% choice-out rate, a 13% choice-in rate, and a 56% capture rate. It has the lowest capture rate of the three schools, making its enrollment especially sensitive to continued choice-out. The site is bordered by a public park and residential development, leaving no room for horizontal expansion.
# of Tracks (Elementary):	Timnath K: 3 1: 3 2: 3 3: 3 4: 4	Bamford K: 2 1: 2 2: 3 3: 2 4: 2

	5: 3	5: 2 Linton K: 2 1: 2 2: 2 3: 1 4: 3 5: 2
C. Building Condition and Quality		
Accessibility Assessment (ADA):	Timnath: 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.	Bamford: • No ADA updates are required. Linton: • Building is not air conditioned. No major ADA improvement upgrades were identified.
Security & Safety Infrastructure:	Timnath No improvements are needed to close the school. Timnath is scheduled for a camera upgrade and refresh for the 31-32 school year (last updated mostly in 2023). Timnath has a Tier II entryway and access control format. Timnath is fully fenced.	Bamford is scheduled to receive a camera refresh for the 30-31 school year (last install 2021). Bamford is a Tier III entry and access control configuration. Bamford is fully fenced.

		Linton is scheduled for a camera upgrade and refresh for the 29-30 school year (last updated mostly in 2019). Linton has a Tier II entryway and access control format. Linton has minimal fencing and is adjacent to a city park.
Repairability & Deferred Maintenance Costs:	Timnath: Building requires approximately $4,456,149.00 dollars to repair and replace existing features. This amount does not account for the added financial needs that will be necessary for ADA upgrades triggered by deferred maintenance construction or construction costs associated with the replacement of these assets.	Bamford: The building does not have any deferred maintenance pending. Linton: The building needs approximately $3,058,974.00 to repair and replace existing features. Needs interior lighting upgrades to LED. The boiler is past life cycle and needs upgraded. Service capacity for electrical systems needs to be upgraded for installation of mechanical cooling.
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Timnath: Playground area needs replacement of sand with wood chips. Playground needs upgrades for accessibility including increasing the size of the poured in place (PIP) area under the swings and adding PIP to transition platforms. The playground is scheduled for placement in	Bamford: • For a new site, there is a lot of concrete heaving on sidewalks and near gaga pit. A poured in place is needed for the swing area. The EC playground loses wood chips due to wind and it may be useful to install synthetic turf in that area.

	'27. All outdoor systems nearing end of useful life or rated average.	Linton: • Valve replacement and clock replacements are needed for the irrigation system. Recreational subsystems are in good or average condition.
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)*:	Timnath Timnath is located within the Town of Timnath and has ample curb space and some sidewalk connectivity within walk boundaries	Bamford Increased traffic is expected around Bamford with the 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 is within the city of Loveland, with the Town of Windsor directly east of the school east of CR5. Bamford has ample curb space and sidewalk connectivity within walk boundaries.

		Linton Increased traffic is expected around Linton 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. Linton is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.
Neighborhood Walkability Impact:	Some students currently walk to Timnath Elementary depending on their distance. It is a large boundary, and walking is not the primary means of access to and from school.	9 students that previously walked to Timnath Elementary will be bussed to Bamford and Linton unless they opt out.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	Timnath Elementary's bus zone is 347 feet allowing 8 buses tightly packed nose to tail.	Bamford's bus zone is 574 feet allowing 13 buses tightly packed nose to tail. Bamford parent pickup traffic is separated from the bus zone reducing congestion.

		Linton's bus zone is 353 feet allowing 8 buses tightly packed nose to tail. Linton parent pickup traffic is separated from the bus zone but in the same lot using the same entry and exit creating congestion. This scenario requires 6 buses at Bamford and 4 buses at Linton. Current infrastructure can accommodate this without modification.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Timnath Elementary: • Average – 19 minutes • Max ride time – 40 minutes	Scenario student ride times: • Average – 31 minutes • Max ride time – 50 minutes
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.	The recommendation from the committee is the receiving school prioritize the use of licensed staff at all sites. Sites with 4-tracks at each grade level would be able to have 100% licensed staff for Art, Music, PE.
Electives & Career Pathways:	Does not apply for elementary.	Does not apply for elementary.

Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics are not applicable at this level.
Before and After School Care:	Before and after school care can be accommodated at the receiving site.	Before and after school care can be accommodated at the receiving site.
Early Childhood Programming:	# of classrooms currently used for ECE: • 1 Classroom	Bamford: # of Classrooms currently used for ECE: • 2 Classrooms Linton: # of Classrooms currently used for ECE: • 2 Classrooms **1 ECE Classroom at Timnath. Relocation at receiving schools or non-receiving schools that have space.**
Advanced Courses & Concurrent Enrollment:	Does not apply for elementary.	Does not apply for elementary.
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.	The recommendation from the committee is to ensure that 100% MH allocations remain at all elementary sites.
D. School Proximity & Regional Continuity		

Distance to Receiving School(s):		Distance by drive miles from Timnath Elementary to: • Bamford – 5.1 miles • Linton – 4.8 miles
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):	# of classrooms currently used for Center-based IS: • None • No changes needed	No changes needed to Bethke or Bamford
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and*	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline.	

individualized support maps for highly vulnerable students):	• If a site will be adding a new center-based program this visit would not have facilities to tour Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports o Possible overlap with ESY or prior to start of school o Additional budget will need to be provided to provide additional compensation for staff who are off contract • Training for school-wide staff from IS department to support students in center-based programs in schools that have new programs
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)*:	PSD will follow applicable labor laws and employee agreements for staffing reductions.
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)*:	PSD will evaluate the diversity of representation of non-probationary staff of the combined schools considering applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	

Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)***:**	Bamford Closest SRO (LCSO at CLPMS) assigned is 19.4 miles from site. 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. Please note: Bamford is located in the City of Loveland, but the Town of Windsor boundary is directly east of CR5 by the 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.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)***:**	Bamford • Capacity: None. • Programmatic: Programming relocation estimates reflected in sum –Subject to Change due to no boundary limitations. • Transportation: None Linton: • Capacity: None. • Programmatic: Programming relocation estimates reflected in sum –Subject to Change due to no boundary limitations. • Transportation: None Werner: • Capacity: None. • Programmatic: Programming relocation estimates reflected in sum –Subject to Change due to no boundary limitations. • Transportation: None **Cost Estimate Total: $46,800.00**

Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD
Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)***:**	The boundary assignments in this scenario were developed with the intention of keeping the school boundaries contiguous. Linton Elementary School's boundary borders Timnath Elementary's boundary along the east side of Grid Code 1288. Bamford Elementary School's boundary borders Timnath Elementary along the southern edge of Grid Code 1291. Additional notes for this scenario: Grid code 1288 was split roughly along the edge of Timnath Reservoir and Timnath Parkway. The western portion is designated as 8008 and becomes part of the Linton Elementary Boundary. This allows usage of Timnath Elementary bus routes to be used to transport students to Linton. Students north of 1288 in grid codes 1285, 1286, and 1287 will attend Linton Elementary. The remainder of 1288 will attend Bamford Elementary. As well as Grid Code 1291. This configuration maintains a continuous boundary area for both Bamford and Linton Elementary. Grid code 1254 from Bamford is reassigned to Bacon Elementary. This eliminates the need for students to cross I-25 to get to Bamford Elementary. This also helps balance the enrollment at Bamford as students from the Timnath Elementary population join students at Bamford Elementary.

	Grid codes 1313 and 1314 are reassigned to Bacon Elementary. These grid codes boundaries are separated from the rest of Werner Elementary's boundary by an arterial road to the south and a train track, the power trail, and a length of green belt space to the west. There is an arterial road to the east, Timberline Road, but there is a walk tunnel under Timberline into grid code 1314 and 1304 which is part of the Bacon Elementary boundary. Grid Codes 1313 and 1314 were limited in population when Bacon was built. Currently the site of new construction. There is a walk tunnel under Timberline Road into grid code 1314. Grid Code 1314's east most boundary is on the Bacon Elementary Property Line. Families have inquired as to why their school of residence is not Bacon elementary in this area. This puts Bacon Elementary in a more central position in their neighborhood and creates transportation savings.
Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	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.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members,*	TBD after community engagement

parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).	
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for evaluating the academic, social, and operational success of this merger).*	
Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Blevins Middle School
Proposed Action: [X] Closure [ ] Relocation [ ] Consolidation
Receiving School Site(s): Lincoln Middle School, Webber Middle School

Summary Rationale: Blevins meets 3 out of the 6 criteria, with a 4th criteria in the bottom half of the district.

Meets bottom 25%	*Enrollment rank in district*	*Enrollment Rank in Level*	*Utilization rank in district*	*Utilization rank in level*	*FCA rank in district*	*FCA rank in level*
Blevins MS	46th percentile	22nd percentile	14th percentile	11th percentile	80th percentile	89th percentile

While Blevins Middle School has a high facility condition, the enrollment and utilization are some of the lowest in the district. Blevins is the best choice due to its enrollment, utilization, and feasible transportation options to other west side middle schools.

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for **educational equity** will be identified as referenced in the **Administrative Guidelines for Equity**.*

A. Building Utilization & Capacity Analysis

Item	**Closing School**	**Receiving School(s)**

School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	Blevins: • RIC Current: 365/1170= 31% • NSC Current: 365/878= 42%	Lincoln: • RIC Current: 501/1100=46% • NSC Current: 501/825=61% • RIC Combined:603/1100=55% • NSC Combined: 631/825=73% Webber: • RIC Current: 739/1334=55% • NSC Current: 739/1000=74% • RIC Combined:1001/1334=75% • NSC Combined:1001/1000=100%
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [X] Yes [ ] No**:**	Blevins: • No.	Lincoln: No Webber: Yes on NSC, no on RIC
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	No capacity restrictions. The permanent structure and its subcomponents can meet the intended capacity as originally designed. Expansions may be subject to new zoning limitations for General Building forms.	No capacity restrictions. The permanent structure and its subcomponents can meet the intended capacity as originally designed. Expansions may be subject to new zoning limitations for General Building forms.
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	Blevins: • Landlocked. No room for expansion. • Asbestos identified.	Lincoln: • Potential for expansion on existing parcel. • Asbestos identified. Webber: • Asbestos identified.

		• Possible expansion is available on the adjacent Johnson Elementary property.
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	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.	Lincoln Middle School had experienced generally stable enrollment from 2021-2022 until the 2024-2025 school year, rising from 539 students to a high of 549 students two years in a row. From 2024-2025 to 2025-2026 Lincoln Middle's enrollment declined by 48 students, an 8.7% decline to 501 students in the 2025-2026 school year. Webber Middle School's population fluctuates slightly. The school had an enrollment of 738 students in the 2021-2022 school year. The student population dipped down to a low of 726 in the 2023-2024 school year, a decline of 13 students over 4 years. Webber's student enrollment rebounded to 739 students in the 2025-2026 school year.
5-Year Future Enrollment Projections:	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,	Student Enrollment at Lincoln Middle School is projected at 447 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 117 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.	26.2%, by the 2030-2031 school year. At this time, we expect an enrollment of approximately 330 students in the 2030-2031 school year. Webber Middle School's enrollment is expected to oscillate slightly over the next five years with a slightly downward trend. Student enrollment is projected at 738 for the 2026-2027 school year, and we expect an enrollment of approximately 712 students in the 2030-2031 school year for a net decrease of 26 students, 3.5%.
Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)***:**	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.	Lincoln Middle School has a choice-out rate of approximately 45%, compared with an 11% choice-in rate, resulting in a significant net loss of students through school choice. Several elementary schools within or contributing to Lincoln's feeder area are also experiencing declining enrollment, which is expected to reduce the number of students progressing into Lincoln over time. Webber Middle School has a substantially different enrollment pattern, with a 19% choice-out rate and a 30% choice-in rate. The school draws more students through choice than it loses, helping to support

		relatively stable enrollment despite broader enrollment declines in the region. While Webber is located within the Southwest area, its feeder and choice patterns also reflect connections with the West region.
# of Tracks (Elementary):	NA	NA
C. Building Condition and Quality		
Accessibility Assessment (ADA):	Blevins: • Internal LED lighting is needed.	Lincoln: • Internal LED lighting is needed. Webber: • Braille signage is needed. • Internal LED lighting is needed.
Security & Safety Infrastructure:	No improvements are needed to close the school. Blevins received a camera refresh during the 25-26 school year. Blevins is a Tier II entry and access control configuration. Blevins has minimal fencing.	(Lincoln) Camera updates are scheduled for 26-27 school year (last updated 2015). Access control and entryway is a Tier II configuration. Lincoln is a flagpole annexation surrounded by a mix-use of residential and open space and has functional gates to limit vehicle access to the back of the school. (Webber) Camera systems were updated in 2026. Access control and entryway is a Tier II configuration. Webber has limited fencing on the west side of the building.

Repairability & Deferred Maintenance Costs:	Blevins: $2,690,881.00	Lincoln: $8,986,391.00 Webber: $10,157,656.00
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	Blevins: • Tennis Courts nearing end of useful life.	Lincoln: • Tennis Courts nearing end of useful life. • No formal track field. • Larry Walker lease with FC Baseball Club for 20 years-Start 2026 Webber: • No Tennis Courts
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		
Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)***:**	Blevins is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.	Increased traffic is expected around both receiving schools with the 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. Lincoln is a "flagpole" annex within the City of Fort Collins and has ample parking and curb space on campus, and no structural traffic mitigation measures are recommended.. Existing infrastructure (sidewalks) is limited within walk boundaries.
Neighborhood Walkability Impact:	Some students at Blevins have been able to walk to school.	170 students that previously walked to Blevins will be eligible for busing.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	Blevins does not have an official bus zone. 150 feet in parking lot reserved for bus loading and unloading.	Lincoln's bus zone is 630 feet allowing 15 full sized buses tightly packed nose to tail while leaving room for crosswalks. Angled parking and additional space are not available. Parent pickup traffic is separated from the bus zone. Students must walk through the bus lane to the parent pickup area.

		Webber's bus zone is 501 feet allowing 12 full sized buses moderately spaced nose to tail. Angled parking and some additional space are available but not needed. Parent pickup traffic is located in a separate lot from the bus zone, reducing congestion. This scenario requires 12 buses at Lincoln and 9 buses at Webber leaving extra space at both locations. No infrastructure modifications are needed.
Average/Maximum Commute Times for Impacted Students:	25-26 student ride times to Blevins: • Average – 16 minutes • Max ride time – 30 minutes	Scenario student ride times: • Average – 21 minutes • Max ride time – 28 minutes
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	Does not apply for middle school	Does not apply for middle school
Electives & Career Pathways:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed.

Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics teams offered at each site are consistent across all middle schools, and they all have the capacity to accommodate more students. **It is worthwhile to note that Blevins does not have enough students to have a football team this year**. Adding students to other schools helps maintain their ability to have teams compete in each sport.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics teams offered at each site are consistent across all 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.
Before and After School Care:	Does not apply for middle school	Does not apply for middle school
Early Childhood Programming:	Does not apply for middle school	Does not apply for middle school
Advanced Courses & Concurrent Enrollment:	Does not apply for middle school	Does not apply for middle school
Social-Emotional Supports:	The recommendation from the committee is to ensure that 100% MH allocations remain at all sites	The recommendation from the committee is to ensure that 100% MH allocations remain at all sites
D. School Proximity & Regional Continuity		
Distance to Receiving School(s):		Blevins is 3.3 drive miles from Lincoln and 3 drive miles from Webber.

E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):(Updated for clarity 10/2/2026)	**Relocation of students from AN program at Blevins to Lincoln Middle School** • A new AN program will be opened in 2027-28	**Addition of students to AN program at Lincoln Middle School**
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	Currently, the timeline for choice is slated to run Nov. 1 – May 2028 for all families considering a change in the 27-28 school year.	
School Culture Merging Plan *(Describe concrete actions to integrate the*	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	

academic, social, and emotional cultures of the closing and receiving schools):	
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and individualized support maps for highly vulnerable students)*:	Prior to SOC deadline: • Center-based program visits at receiving sites before the SOC deadline. • If a site will be adding a new center-based program this visit would not have facilities to tour Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports o Possible overlap with ESY or prior to start of school o Additional budget will need to be provided to provide additional compensation for staff who are off contract • Training for school-wide staff from IS department to support students in center-based programs in schools that have new programs
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)*:	PSD will follow applicable labor laws and employee agreements for staffing reductions.

Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to preserve instructional programming continuity)***:**	PSD will evaluate the diversity of representation of non-probationary staff of the consolidated schools in light of applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.
C. Facilities, Operations, Finances, and Community	
Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)***:**	(Lincoln) Closest SRO (FCPS) is onsite. Closest fire station (PFA Station 2) is 2.2 miles away. Please note this is a "flagpole annexation" and the adjacent neighborhood is under LCSO jurisdiction. (Webber) Closest SRO (FCPS) is onsite. The closest fire station (PFA Station 5) is 2.5 miles away.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)***:**	• Capacity Projects: o NA • Programing Projects: o NA • Traffic Projects: o NA There are no additional costs anticipated in the scenario.
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD

Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)***:**	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
Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	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. Estimated facilities costs are shown above.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).*	TBD after community meetings.
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	

Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for evaluating the academic, social, and operational success of this merger).*	
Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

SCHOOL CLOSURE & CONSOLIDATION PROPOSAL

Prepared by: Comprehensive Planning Committee (CPC)

Date of Publication: October 1 *(Must be at least 7 calendar days prior to Board presentation)*
Target Impact Date: School Year 2027–2028 *(or subsequent applicable year)*

1. EXECUTIVE SUMMARY & BASIS FOR RECOMMENDATION
Provide a high-level narrative explaining why consideration of this school's closure, consolidation, and/or relocation is warranted.

School Name: Poudre Community Academy and Centennial High School
Proposed Action: [ ] Closure [ ] Relocation [X] Consolidation
Receiving/Consolidated School Site(s): To be determined

Summary Rationale:

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

2. POLICY EVALUATION CRITERIA: IDENTIFICATION INDICATORS: *FCB-R requires a detailed analysis of the following identification criteria. Applicable considerations for* ***educational equity*** *will be identified as referenced in the* ***Administrative Guidelines for Equity****.*		
A. Building Utilization & Capacity Analysis		
Item	**Closing School**	**Receiving School(s)**

School Enrollment vs. Capacity [X] Students / [Y] Total Capacity = [Z]% Utilization**:**	PCA • RIC Current: 93/313= 30% • NSC Current: 93/250= 37% Centennial: • RIC Current: 100/391= 26% • NSC Current: 100/332= 30%	Combined: 193
School Extended Utilization Check Is building utilization currently or projected at 95% or higher? [ ] Yes [ ] No**:**	PCA: • No Centennial: • No.	
School Permanent Structure Capacity Narrative *(Analyze the permanent structure capacity, factor in standards for students in classrooms, consider additional programming needs)*	No capacity restrictions. The permanent structure and its subcomponents can meet the intended capacity as originally designed. Expansions may be subject to new zoning limitations for General Building forms.	
School Site Limitations & Possibilities *(Detail physical site restrictions, including expansion limitations)***:**	PCA: • Has a small amount of land for expansion, but electrical capacity is capped by City FC. • Asbestos abated. Centennial: • Historic building on site, limited parking and landlocked. • Part of FC permitted parking area.	

	• Asbestos abated.	
B. Enrollment Trends & Future Projections		
5-Year Historical Enrollment Trend:	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 2023-2024 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%. The enrollment at Poudre Community Academy was 235 students in 2021-2022. The population has been in decline from the high in 2021-2022 to a low of 93 students in 2025-2026 based on the needs of our students. A net decline of 142 students over a 5-year period, 60.4%,	NA

5-Year Future Enrollment Projections:	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 is expected to maintain an average enrollment of approximately 102 students over the next 5 years. 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.	NA

Feeder Area Demographic Shifts *(Detail long-term neighborhood demographic forces impacting the feeder pipeline)***:**	Centennial High School and Poudre Community Academy are Alternative Education Campus; these schools do not have a traditional geographic feeder area. Enrollment is primarily driven by student choice, placement, and referral rather than neighborhood demographic patterns. As a result, changes in enrollment are influenced more by districtwide student needs, referral and placement patterns, and availability of alternative education options than by demographic shifts within a specific attendance area.	NA
# of Tracks (Elementary):	NA	NA
C. Building Condition and Quality		
Accessibility Assessment (ADA):	PCA: • No Air conditioning • No internal braille signage • Partial interior LED lighting Centennial: • No Air conditioning • Partial interior LED lighting	
Security & Safety Infrastructure:	No improvements are needed to close either school. Centennial received a camera refresh during the 16-17 school year.	

	Centennial is a Tier II entry and access control configuration. Centennial has no fencing. PCA received a camera refresh during the 16-17 school year. PCA is a Tier II entry and access control configuration. PCA has very limited fencing.	
Repairability & Deferred Maintenance Costs:	PCA: $1,477,797.00 Centennial: $1,763,086.00	
Recreational Opportunities *(Compare physical/outdoor space, gyms, and playgrounds to district standards):*	PCA: • No Tennis Courts • No Track Field • Small gym Centennial: • No Tennis Courts • No Track Field • Small gym	
3. POLICY EVALUATION CRITERIA: IMPLEMENTATION INDICATORS *Analyze how the recommended configuration impacts student daily logistics, access to equitable programming, and specialized community resources.*		
Item	**Closing School**	**Receiving School(s)**
A. Traffic, Safety, and Walkability		

Pedestrian Infrastructure & Route Hazards *(Detail crossing guards, sidewalks, intersections, and walk-zones)***:**	PCA is located within the City of Fort Collins and has adequate parking and some connectivity to existing infrastructure. Centennial is within the City of Fort Collins and has ample curb space and infrastructure.	
Neighborhood Walkability Impact:	N/A Bussing not provided to PCA or Centennial.	N/A Bussing not provided to PCA or Centennial.
B. Transportation Access & Commute Length		
Availability of Bus Routes:	N/A Bussing not provided to PCA or Centennial.	N/A Bussing not provided to PCA or Centennial.
Average/Maximum Commute Times for Impacted Students:	N/A Bussing not provided to PCA or Centennial.	N/A Bussing not provided to PCA or Centennial.
C. Maximization of School Program Offerings *Demonstrate how moving students to the receiving/consolidated environment expands or protects access to the following:*		
Specials (Art, Music, Physical Education):	Does not apply to Alternative Education Campuses.	Does not apply to Alternative Education Campuses
Electives & Career Pathways:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. This would be used for reference as student course requests and	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. This would be used for reference as student course requests and

	missing graduation requirements drive the staffing of courses.	missing graduation requirements drive the staffing of courses.
Extracurricular Activities and Athletics:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Athletics is currently offered at PCA.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed. Extracurricular activities vary by staff expertise or outside partner capacity to offer them. Consolidation of Alternative Education Campuses will require conversations to determine whether athletics are continued to be offered • Offering Athletics does not require athletic facilities at the new site, however, if a site with athletic facilities were available that could be added to the consolidation conversation.
Before and After School Care:	Does not apply to Alternative Education Campuses.	Does not apply to Alternative Education Campuses.
Early Childhood Programming:	Does not apply to Alternative Education Campuses.	Does not apply to Alternative Education Campuses.
Advanced Courses & Concurrent Enrollment:	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed.	The recommendation from the committee is to provide the receiving school with information related to offerings that may have differed.

Social-Emotional Supports:	Alternative Education Campuses should maintain additional MH support consideration.	Alternative Education Campuses should maintain additional MH support consideration.
D. School Proximity & Regional Continuity		
Distance to Receiving School(s):		
E. Continuity of Services *(Detail how specialized, high-intensity special education services will remain).*		
(IEP / Intensive Supports):	Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers	Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers
4. POST-DECISION IMPLEMENTATION & TRANSITION PLAN *Per policy, these operational elements must ensure equitable access to high-quality programming and support as the transition moves forward.*		
A. Student Support and Specialized Programming		
Choice / Open Enrollment Accommodations (Policy JFBA) *(Outline the timeline and options for impacted families utilizing open enrollment choices)***:**	The Climate and Culture Action Team has guidance ready for sending and receiving schools.	

School Culture Merging Plan *(Describe concrete actions to integrate the academic, social, and emotional cultures of the closing and receiving schools)***:**	Spring 2027: • Individual IEP transition meetings for ALL students with an IEP who will attend school at a new site (center-based and non-center-based programs) o Quarters 3 & 4 o Additional budget will need to be provided to provide sub time for case managers Summer 2027: • 1-2 days transition time at new sites relationship building with staff and receiving building navigation supports o Possible overlap with ESY or prior to start of school o Additional budget will need to be provided to provide additional compensation for staff who are off contract
Transition Timelines & Individualized Supports *(Provide details on transition days, family information sessions, and individualized support maps for highly vulnerable students)***:**	N/A
B. Staffing Transitions	
Alignment with Employee Agreements & District Policies *(Outline protections, displacement processes, and placement priority)***:**	PSD will follow applicable labor laws and employee agreements for staffing reductions.
Staffing Cohorts Preservation *(Detail how beneficial educational staff groupings/cohorts will be maintained to*	PSD will evaluate the diversity of representation of non-probationary staff of the consolidated schools in light of applicable labor laws. Staff with proper licensure and endorsements in alignment with instructional programming will be prioritized.

preserve instructional programming continuity):	
C. Facilities, Operations, Finances, and Community	
Accessibility to Local Resources *(Proximity and access routes for local emergency services, including police and fire departments)*:	Access to local resources will be analyzed prior to identifying a new location to maintain or provide similar access to emergency services.
Building Enhancements & Temporary Accommodations *(Detail any physical modifications, renovations, or temporary facilities required at the receiving school to comfortably house incoming students)*:	New site to be determined (TBD) • Capacity Projects: o TBD • Programing Projects: o TBD • Traffic Projects: o TBD Estimate: TBD
Future Use Plan for Vacated Building *(Outline the district's planned usage for the building post-closure, alongside preservation/maintenance routines to ensure it remains a desirable neighborhood asset):*	TBD
Neighborhood Cohorts *(What considerations were given to neighborhood boundary pockets together during the redistricting process)*:	Attendance boundaries are not involved in this scenario.

Financial Considerations *(Detail the budget needed for a successful transition as well as anticipated ongoing costs/investments and ongoing savings):*	No receiving location is identified. Cost for overall day-to-day operations 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.
5. COMMUNITY ENGAGEMENT & FEEDBACK MATRIX	
Public Engagement Timeline: *Staff Engagement Session Date: Parent/Caregiver Feedback Session Date: Community Information Session Date:*	TBD
Integration Narrative: *(Itemize the concerns raised by community members, parents, and employees. Explain how this recommendation was adapted or modified to meet those stakeholders' specific needs).*	TBD after community meetings.
6. ONGOING EVALUATION & ACCOUNTABILITY METRICS	
Consolidation Result Assessment Plan: *(Define the timeline—e.g., 6 months, 1 year post-closure—for evaluating the academic, social, and operational success of this merger).*	

Other Material Considerations *(Identify unclassified, emergent variables specific to this localized school context)***:**	
Policy Compliance Checklist for Board Submission ● [ ] *Narrative completely covers all Identification and Implementation Criteria.* ● [ ] *Narrative embeds Educational Equity Indicators where applicable* ● [ ] *Analysis was published 7 calendar days before the scheduled Board meeting.*	

Transportation Analysis

Northwest Scenarios		25-26 Run Time AVG	Run Time Change	25-26 Student Ride Time AVG	Student Ride Time Increase/Decrease	Bell Time Model	Route/Run Efficiency	Average Bus Capacity	Ridership Increase
NW1	**Consolidate Irish Elementary into Putnam Elementary**	29 minutes	1 minute longer	14 minutes	-17 to +14 minutes	Modeled at PUT bell time of 8:25 but routing is more efficient with the IRI bell time of 9:05 (3rd tier)	-1 run. May or may not equal a route	49 students	39 Students
NW2	**Consolidate Putnam Elementary into Irish Elementary**	36 minutes	5 minutes shorter	18-23 minutes	-18 to +6 minutes	Modeled at IRI bell time of 9:05-3:43	-1 run from PUT. Adds 1 SPED route at this bell time	44 students	57 students
NW3a	**Consolidate Putnam Elementary into Tavelli & Dunn**	36 minutes	PUT/DUN +10 min, PUT/TAV -10 minutes	18-23 minutes	PUT/DUN -12 to +11 minutes. PUT/TAV: -24 to -1 minute	Modeled at IRI bell time of 9:05-3:43 & TAV bell time of 8:25-3:08	No change	PUT/DUN 34 students. PUT/TAV 59 students	57 students
NW3b	**Consolidate Irish Elementary into CLP Elementary & Bauder Elementary**	29 minutes	IRI/BAU +9 minutes. IRI/CPE +11minutes	14 minutes	IRI/BAU -14 to +19 minutes. IRI/CPE -3 to +16	Modeled at BAU bell time of 9:05-3:43 & CPE bell time of 7:40-2:25	0-1 routes reduced	IRI/BAU 42 students. IRI/CPE 32 students	39 Students
NW3c	**Consolidate Putnam Elementary into Tavelli, Dunn and Consolidate Irish Elementary into CLP Elementary, Bauder Elementary**	33 minutes	NW3a + NW3b	14-23 minutes	NW3a + NW3b	NW3a + NW3b	0-1 routes reduced	NW3a + NW3b	96 Students
NW3d	**Consolidate Irish Elementary into CLP Elementary**	29 minutes	13 minutes longer	14 minutes	-18 to +14 minutes	Modeled at CPE bell time of 7:40-2:25	0-1 routes reduced	36 students	39 Students
NW4a	**Consolidate CLP Elementary into Cache La Poudre MS**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NW4b	**Consolidate Cache La Poudre MS into CLP Elementary**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NW5	**Consolidate Blevins MS into Lincoln MS, Webber MS**	27 minutes	BLE/WEB -7, BLE/LIN no change	15-17 minutes	BLE/WEB -1 to -8 minutes. BLE/LIN -13 to +20	Modeled at middle school bell time of 7:30-2:23	BLE/WEB +3 routes. BLE/LIN no change	BLE/WEB 52 students. BLE/LIN 41 students	218 Students
NW5a	**Consolidate Blevins MS into Lincoln MS, Webber MS (modified boundary to reduce WEB under 100%)**	27 minutes	BLE/WEB -7, BLE/LIN no change	15-17 minutes	BLE/WEB -1 to -8 minutes. BLE/LIN -13 to +20	Modeled at middle school bell time of 7:30-2:23	BLE/WEB + 2 routes. BLE/LIN +1 route	BLE/WEB 50 students. BLE/LIN 48 students	218 Students
NW6	**Consolidate Cache La Poudre MS into Lincoln MS**	48 minutes	13 minutes longer	31-37 minutes	-9 to +25 minutes	Modeled at LIN bell time of 7:30-2:25	7-8 routes added	15 students (mountain and rural)	33 students
NW7a	**Consolidate PCA into Centennial**	N/A	No effect on Transportation	N/A	No effect on Transportation	No effect on Transportation	No effect on Transportation	No effect on Transportation	N/A
NW7b	**Consolidate PCA + Centennial into ?**	N/A	No effect on Transportation	N/A	No effect on Transportation	No effect on Transportation	No effect on Transportation	No effect on Transportation	N/A
NW8	**Consolidate PSD Mountain Schools into CLP Elementary**	STO 20 mins / LIV 68 mins / RED 25 mins	23 minutes longer	STO 16 min / LIV 16 min/ RED 16 min	STO/CPE +19. LIV/CPE +6. RED/CPE +43	Modeled at CPE bell time of 7:40-2:25	1-2 routes reduced	29 students	5 students

Southwest Scenarios		25-26 Run Time AVG (Minutes)	Run Time Change (Minutes)	25-26 Student Ride Time AVG (Minutes)	Student Ride Time Increase/Decrease (Minutes)	Bell Time Model	Run/Tier Efficiency	Average Bus Capacity	Ridership Increase	25-26 Max Student Ride Time	Maximum Student Ride Time	Map with Walk Boundaries Included
SW1	**Consolidate Johnson Elementary and Olander Elementary into Beattie Elementary, Lopez Elementay and McGraw Elementary (Lopez grid code 6220 to McGraw)**	JOH 23, OLA 44, BEA 18, LOP 17, MCG 42	JOH/OLA/BEA -15 to +11, OLA/JOH -19 to +2, MCG/LOP boot +2 to +27	JOH 7-9, OLA 14-17, BEA 7-25, LOP 12-14, MCG 19-21	JOH +8 to +14, OLA +1 to +2, BEA+10 to +24, LOP 0 to -3, MCG +4 to +9	Modeled at BEA bell time of 9:05 to 3:43, LOP bell time of 8:25-3:03 and MCG bell time of 7:45-2:23	**+1-2 routes. May need to adjust receiving site bell times.**	59 students to BEA, 60 to LOP and 35 to MCG	Increase of 123 students (at 60% ridership JOH and 80% OLA)	26 Minutes	28 Minutes	SW1 boundaries.pdf
SW1a	**Consolidate Johnson Elementary and Olander Elementary into Beattie Elementary, Lopez Elementay and McGraw Elementary** (Reduce BEA: Grid codes 6152 & 6137 from BEA to LOP, Grid codes 6138,6139 & 6170 from LOP to MCG. Boot remains at MCG)	JOH 23, OLA 44, BEA 18, LOP 17, MCG 42	JOH/BEA +4 to +9, JOH/OLA/LOP -13 to +14, OLA/MCG (LOP boot) -8 to +19	JOH 7-9, OLA 14-17, BEA 7-25, LOP 12-14, MCG 19-21	JOH +8 to+14, OLA +4 to +5, BEA -3 to -19, LOP 0 to -3, MCG +4 to +8	Modeled at BEA bell time of 9:05 to 3:43, LOP bell time of 8:25-3:03 and MCG bell time of 7:45-2:23	**+1-2 routes. May need to adjust Lopez site bell times.**	60 students to BEA, 58 to LOP and 44 to MCG	Increase of 123 students (at 60% ridership JOH and 80% OLA)	26 Minutes	35 Minutes	SW1a boundaries.pdf
SW2	**Consolidate Olander Elementary and Beattie Elementary into Johnson Elementary, Lopez Elementay and McGraw Elementary (Lopez grid code 6220 to McGraw)**	OLA 44, BEA 18, JOH 23, LOP 17, MCG 42	OLA/JOH +3 to +9, BEA/LOP +10 to +11, MCG/LOP +2 to +27	OLA 14-17, BEA 13-22, JOH 7-8, LOP 12-14, MCG 19-21	OLA +2 to +3, BEA +1 to +7, JOH +15 to +16, LOP 0 to -3, MCG 0-+2	Modeled at JOH bell time of 8:24 to 3:03, LOP bell time of 8:25-3:03 and MCG bell time of 7:45-2:23	**+1-2 routes. May need to adjust receiving site bell times.**	72 students to JOH, 70 to LOP and 39 to MCG	Increased of 194 students (at 85% ridership OLA and 72% BEA)	29 Minutes	34 Minutes	SW2 boundaries.pdf
SW3a	**Consolidate Beattie Elementary and McGraw Elementary into Johnson Elementary, Lopez Elementay and Olander Elementary**	BEA 18, MCG 42, JOH 23, LOP 17, OLA 44	BEA/LOP +12 to +23, MCG/OLA -3 to +10, JOH/MCG -19 to 0	BEA 13-22, MCG 19-21, JOH 7-8, LOP 12-14, OLA 14-17	BEA 0 to +6, MCG -9 to -11, JOH +8 to +9, LOP +14 to +19, OLA 0	Modeled at JOH bell time of 8:24 to 3:03, LOP bell time of 8:25-3:03 and OLA bell time of 7:45-2:23	**0-1 routes added**	22 students to JOH, 71 to LOP and 52 to OLA	Increase of 142 students (at 70% ridership BEA and 74% MCG)	44 Minutes	32 Minutes	SW3 boundaries.pdf
SW3b	Consolidate Beattie Elementary and McGraw Elementary into Johnson Elementary, Lopez Elementay and Olander Elementary **(moved grid codes to balance sites)**	BEA 18, MCG 42, JOH 23, LOP 17, OLA 44	LOP/BEA +2 to +3, OLA/JOH/MCG +1 to +20 and JOH/MCG -13 to +6	BEA 13-22, MCG 19-21, JOH 7-8, LOP 12-14, OLA 14-17	BEA -1 to -3, MCG -7 to -12 , JOH -3 to -4 , LOP +10 to +14, OLA +7 to +8	Modeled at JOH bell time of 8:24 to 3:03, LOP bell time of 8:25-3:03 and OLA bell time of 7:45-2:23	**0-1 routes added**	46 students to JOH, 53 to LOP and 62 to OLA	148 students (at 70% ridership BEA and 74% MCG)	44 Minutes	38 minutes	SW3b boundary.pdf
SW4	**Consolidate Johnson Elementary into Lopez Elementary and Olander**	22 minutes	-1 minutes	22 minutes	+5 to +6 minutes longer	Modeled at JOH bell time of 8:25 and OLA bell time of 7:45-2:23	**1-2 routes added**	39 students to LOP and 45 students to OLA	76 Students (at 60% ridership)	10 Minutes	24 Minutes	SW4a boundaries.pdf
SW4a.1	**Consolidate Johnson Elementary into Lopez Elementary and Olander (Consolidate Lopez "boot" into Werner Elementary**	JOH 23 minutes, LOP 17 minutes	-1 JOH/OLA, +5 JOH/LOP, +14 LOP/WER	12-26 minutes	+13 LOP/WER, +6 JOH/LOP	Modeled at JOH bell time of 8:25, OLA bell time of 7:45-2:23 and WER bell time of 9:05-3:43	**0-1 routes added**	56 students to LOP, 45 to OLA and 48 to WER	76 Students (at 60% ridership)	10 Minutes	28 Minutes	SW4A2 boundaries.pdf
SW4b	**Consolidate Lopez Elementary into Johnson Elementary**	17 minutes	-2 to -6 minutes shorter	12-26 minutes	0 minutes to +13 minutes longer	Modeled at JOH bell time of 8:25- 3:03	**+2 routes (unless walk boundary is expanded then only 1)**	50 Students	156 Students (at 72% ridership)	17 Minutes	27 Minutes	SW4b boundaries.pdf
SW4b.1	**Consolidate Lopez Elementary into Johnson Elementary (Consolidate Lopez "boot" into Werner Elementary)**	17 minutes	-8 minutes JOH and +14 LOP/WER	12-26 minutes	+13 minutes LOP/WER	Modeled at JOH bell time of 8:25- 3:03 and WER bell time of 9:05-3:43	**1 routes added (unless walk boundary is expanded)**	51 students to JOH and 48 to WER	156 Students (at 72% ridership)	27 Minutes	28 Minutes	SW4b.1 boundaries.pdf
SW5	**Consolidate Beattie Elementary into Bennett Elementary & Lopez Elementary. Consolidate Johnson Elementary into McGraw Elementary & Olander Elementary.**	BEA 18, BEN 24, LOP 17, JOH 23, MCG 42 , OLA 44,	BEA/BEN +3 to +9, BEA/LOP +5 to +6, JOH/MCG -3 to +16, JOH/OLA -14 to +7	BEA 7-25, BEN 13-17, LOP 12-14, JOH 7-9, OLA 14-17, MCG 19-21	BEA -14 to +11, BEN -2 to -3, LOP +6 to +8, JOH -1 to -2, MCG -2 to -7 OLA +7 to +9	Modeled at BEN bell time of 9:05-3:43,LOP bell time of 8:25-3:03 , MCG bell time of 7:45-2:23 and OLA bell time of 7:45-2:23	**0-1 routes added**	68 BEA/BEN, 53 BEA/LOP, 62 JOH/MCG, 65 JOH/OLA	113 Students (at 72% ridership BEA and 68% JOH)	26 Minutes	33 Minutes	SW5 boundaries.pdf

Explaination of Data

25-26 Run Time AVG (minutes) - The total time, in minutes, to complete a run with and without students on board. Time starts when the driver puts the bus in motion and ends when all students have been safely dropped off.

Run Time Change (minutes) - The proposed scenario increase or decrease, in minutes, to the overall route run time compared to the 25-26 school year. -5 = 5 minute decrease in run time, +5 = 5 minute increase in run time compared to 25-26 school year.

25-26 Student Ride Time AVG (minutes) - The average student ride time for the listed school during the 25-26 school year (boarding to drop off).

Student Ride Time Increase/Decrease (minutes) - The increase or decrease to the average student ride time for the proposed scenario compared to the 25-26 school year. -5 = 5 minute decrease in average ride time, +5 = minute increase in average ride time

Bell Time Model - The existing bell time used to create the scenario.

Route/Run Efficiency - The total number of routes added or reduced compared to the 25-26 school year. +2 = 2 more routes are needed compared to the 25-26 SY to transport the same group of kids and stay on schedule.

Average Bus Capacity - The total number of riders on a single bus at one time (after the last pickup in the am or before the first drop off in the pm). Max capacity is 77 passengers

Ridership Increase - Total additional riders based on the scenario. Percentage is based on the 25-26 school ridership percent plus 10%. Example: 50% of JOH rode the bus in 25-26 (50% ridership). 10% was added given them 60% rideship for the scenario.

Maximum Student Ride Time - The longest student ride time for the proposed scenario. Ride time is from boarding to drop off.

Map with Walk Boundaries Included - A link to the newly proposed school boundary for each scenario with school walk boundaries included. Walk boundaries are 1 mile for elementary, 1.5 miles for middle school & 2 miles for high school.

Definitions

Route - A bus route is made up of 3 "tiers" or "runs". Each route services 3 schools. Once a driver has finished the first run/tier, they start the second run/tier and then the third. The route is complete once all 3 runs/tiers have been completed.
Run/Tier - One complete scheduled trip in which a bus transports one group of students for a single school start or dismissal time.
Student Ride Time - Total amount of time a student spends on the school bus during a one-way trip

Southeast Scenarios		25-26 Run Time AVG (Minutes)	Run Time Change (Minutes)	25-26 Student Ride Time AVG (Minutes)	Student Ride Time Increase/Decrease (Minutes)	Bell Time Model	Run/Tier Efficiency	Average Bus Capacity	Ridership Increase	25-26 Max Student Ride Time	Maximum Student Ride Time	Map with Walk Boundaries Included
SE1	**Close Timnath Elementary into Bethke Elementary and Bamford Elementary Additionally Bamford Grid Code 1254 to Bacon Elementary, 1313 and 1314 to Bacon**	TIM 28,BET 13, BAM 27, BAC 20 & WER 36	TIM -8 to+18,BET +7, BAM +13, BAC+16 & WER-6	TIM 18-19, BET 9-10, BAM 17-26, BAC 7-12 & WER 29-34	TIM +8 to +12, BET 0, BAM -1 to +1, BAC 0 to +2 & WER 0	Modeled at BET bell time of 8:25 to 3:03, BAM bell time of 7:45-2:23 and BAC bell time of 7:45-2:23	**-1 to -2 routes**	TIM/BET 64, TIM/BAM 68, BAM/BAC 63, WER 33	Increase of 196 students (at 85% ridership TIM and 81% BAM to BAC)	40 Minutes	56 Minutes	SE1 boundaries.pdf
SE2	**Consolidate Linton Elementary into Kruse Elementary**	LNT 12, KRU 21	LNT / KRU -6 to +12	LNT 6-11, KRU 7-13	LNT +13 to +17 , KRU +2 to +4	Modeled at KRU bell time of 8:25-3:03	**No change in routes**	63 students	Increase of 191 students (at 90% ridership LNT)	30 MInutes	31 Minutes	SE2 boundary.pdf
SE3	**Close Timnath Elementary into Linton Elementary and Bamford Elementary. Additionally 1254 to Bamford Elementary, 1313 and 1314 to Bacon**	TIM 28,LNT 21, BAM 27, BAC 20 & WER 36	TIM +9 to +25, LNT 0, BAM +10, BAC+16 & WER -6	TIM 18-19, LNT 7-13, BAM 17-26, BAC 7-12 & WER 29-34	TIM +12-13, LNT 0,BAM 0, BAC 0 to +2 & WER 0	Modeled at LNT bell time of 9:05-3:43 & BAM bell time of 7:45-2:23	**+ 3 routes at LNT bell time. If changed to TIM bell would be 0 to -1 Routes**	TIM/LNT 70, TIM/BAM 64,BAC/BAM 63, WER 33	Increase of 175 students (at 85% ridership)	40 Minutes	50 Minutes	SE3 boundaries.pdf

Explaination of Data

25-26 Run Time AVG (minutes) - The total time, in minutes, to complete a run with and without students on board. Time starts when the driver puts the bus in motion and ends when all students have been safely dropped off.
Run Time Change (minutes) - The proposed scenario increase or decrease, in minutes, to the overall route run time compared to the 25-26 school year. -5 = 5 minute decrease in run time, +5 = 5 minute increase in run time compared to 25-26 school year.
25-26 Student Ride Time AVG (minutes) - The average student ride time for the listed school during the 25-26 school year (boarding to drop off).
Student Ride Time Increase/Decrease (minutes) - The increase or decrease to the average student ride time for the proposed scenario compared to the 25-26 school year. -5 = 5 minute decrease in average ride time, +5 = minute increase in average ride tir
Bell Time Model - The existing bell time used to create the scenario.
Route/Run Efficiency - The total number of route/runs added or reduced compared to the 25-26 school year. +2 = 2 more runs are needed compared to the 25-26 SY to transport the same group of kids and stay on schedule.
Average Bus Capacity - The total number of riders on a single bus at one time (after the last pickup in the am or before the first drop off in the pm). Max capacity is 77 passengers
Ridership Increase - Total additional riders based on the scenario. Percentage is based on the 25-26 school ridership percent plus 10%. Example: 50% of JOH rode the bus in 25-26 (50% ridership). 10% was added given them 60% rideship for the scenario.
Maximum Student Ride Time - The longest student ride time for the proposed scenario. Ride time is from boarding to drop off.
Map with Walk Boundaries Included - A link to the newly proposed school boundary for each scenario with school walk boundaries included. Walk boundaries are 1 mile for elementary, 1.5 miles for middle school & 2 miles for high school.

Definitions

Route - A bus route is made up of 3 "tiers" or "runs". Each route services 3 schools. Once a driver has finished the first run/tier, they start the second run/tier and then the third. The route is complete once all 3 runs/tiers have been completed.

Run/Tier - One complete scheduled trip in which a bus transports one group of students for a single school start or dismissal time.

Student Ride Time - Total amount of time a student spends on the school bus during a one-way trip

Equity Analysis

School Closure & Consolidation: Equity Indicators Analysis and Administrative Guideline

School Closure & Consolidation Equity Impact Report for the October 13, 2026 Board Report

Conclusion of the Diversity, Equity & Inclusion Executive Committee

Abstract

The Equity Analysis Committee concludes that school closures and consolidation are necessary components of a broader strategy to strengthen educational opportunity across Poudre School District. Although declining enrollment and fragmented resources affect all students, the consequences are not distributed equally, with students from culturally and linguistically diverse backgrounds, students of color, and students experiencing financial hardship or housing insecurity disproportionately represented in some smaller schools. Consolidation creates an opportunity to reduce concentrated poverty and patterns of segregation, increase access to programming and student supports, and build more diverse, adequately resourced school communities. The Committee recognizes that closure and consolidation will create disruption for students, families, staff, and communities, and therefore recommends intentional mitigation strategies focused on stability, belonging, continuity, and equitable access. With thoughtful planning and implementation, consolidation can strengthen opportunities and outcomes for every student, particularly those who have historically experienced systemic barriers.

Full Conclusion

The Equity Analysis Committee is unanimous in its conclusion that Poudre School District must move forward with school closures as part of a broader strategy to strengthen educational opportunities across the district. While the negative consequences of maintaining the current school configuration ultimately affect all students, the impact of inaction is not distributed equally. Students from culturally and linguistically diverse backgrounds, students of color, and students experiencing financial hardship or housing insecurity are disproportionately represented in some of our smaller school populations. When enrollment declines to levels that cannot sustain a robust school community, students may experience reduced access to programming, arts, specials, clubs and activities, counseling, student supports, and other opportunities that contribute to a comprehensive educational experience.

Some smaller schools currently receive Title I funding that provides important supplemental support. However, federal funds are finite and restricted in their allowable uses. Title I cannot replace the broader state and local funding generated through a healthy student population, nor can it independently sustain the full range of programs, services, and required educational opportunities that students deserve. Research also consistently identifies concentrated poverty

as a significant challenge for schools and students, while finding benefits associated with socioeconomic integration and reducing the concentration of poverty within individual schools. This recommendation distributes the economic circumstances represented across our community more equitably among schools, creating more diverse school communities while increasing the opportunity for students to learn alongside peers with different backgrounds and experiences. For a full summary of Title I implications, please see here.

Maintaining small school structures without sufficient enrollment may preserve a familiar setting in the short term but ultimately limits opportunities and resources for students over time, with disproportionate consequences for students who already experience systemic barriers. At the same time, thoughtful closure and consolidation creates opportunities to strengthen equity across the district. Several of the proposed changes by the school comprehensive planning committee would bring students from different racial, cultural, linguistic, and socioeconomic backgrounds together to better integrate school communities. These changes have the potential to reduce existing patterns of segregation, expand access to programming and student supports, and build stronger connections among students and families across the district. More diverse and adequately resourced school communities can create opportunities for students that may not be possible when enrollment is fragmented across multiple smaller schools.

The Equity Analysis Committee recognizes that school closure and consolidation are difficult changes for students, families, staff, and communities. There is no scenario that eliminates disruption or produces a perfect outcome for every student or school community. However, from an equity perspective, the risks and consequences of inaction must be weighed alongside the very real challenges of change. Continuing the current configuration without addressing declining enrollment and its resulting resource constraints risks perpetuating inequities in access and opportunity. Moving forward provides an opportunity to intentionally redesign how resources, programming, and supports are distributed so that students have greater access to the opportunities they need to thrive.

Accordingly, this analysis conclusively supports the closure and consolidation recommendations. The following content is intended to identify the equity implications of those decisions and recommend mitigation strategies that make the proposed changes even stronger for the students and families who need the district to be most intentional in its support. The goal is to reduce disruption, preserve student belonging and stability wherever possible, and ensure that consolidation results in stronger access, opportunity, and outcomes for every student. We are confident that with careful planning and implementation, every student can come out stronger from this process.

The Equity Analysis Committee recognizes that the proposed closures and consolidations will have ripple effects across the entire school district, extending well beyond the schools specifically named in the proposal. The highlighted “possible actions” that follow represent the Equity Analysis Committee’s priority recommendations for strengthening the plan and mitigating potential impacts. We also recognize that not every recommendation may be feasible given the many financial, operational, legal, staffing, facility, and other constraints the district must consider. We further recognize that whether this report and its recommendations are perceived as equitable will necessarily depend, in part, on the lens, experiences, and perspectives of those who read and consider it. This analysis represents the collective thinking of nine individuals who work in and with Poudre School District and bring decades of experience, research, and practice focused on building more equitable systems and improving outcomes for students who have historically experienced marginalization and systemic barriers. It is our sincere hope that as many of these recommendations as possible can be incorporated to

strengthen the overall plan for all students, and especially for those who need the district to be most intentional in removing barriers to opportunity.

We recognize that no plan will be perfect and that there will be difficult tradeoffs. Our responsibility is not to wait for a perfect solution, but to use the best information, experience, and expertise available to make the plan stronger, more equitable, and more responsive to the needs of every student. In this spirit, we offer these recommendations as an opportunity to make a difficult process better for students and families across our entire district.

Section 1: Executive Equity Overview

Harm Minimization

How does this proposal create the least harm for the most vulnerable students and families?

Consolidation Recommendation

PCA & Centennial → new location

Noticings

- Consolidating two underutilized, aging facilities into a strategically located existing school property could create a healthier, more integrated student community while enabling students, staff, and families to establish a new shared identity and cohesive alternative-campus model.

- Implementation planning should prioritize a transit-accessible location for unaccompanied homeless youth; an operational model appropriate for high school students; access to athletics, activities, and the Career and Technical Center (CTC); and potential Title I implications. As a new school entity, its ESSA status would be determined independently under CDE and federal accountability rules.

Possible Actions

- **Campus with central accessibility. Campus with active and easy public transit routes.**

- Early hiring decision on building leadership. Use 2026-27 as a planning year for 2027-28 implementation. Build a specific planning committee and charter for complete implementation.

Closure Recommendations

Mountain Schools → CLPE

Noticings

- Consolidation would increase bus ride times—up to 35 minutes from Stove Prairie, 22 minutes from Livermore, and 59 minutes from Red Feather Lakes—which may create concerns for families of younger students and complicate after-school-care pickup arrangements. These ride times are similar to some students in the Timnath busing areas.

- Although the Mountain Schools serve a population not typically identified among the district's most vulnerable groups, they have the district's highest per-pupil operating cost ($27,214 per student annually for 78 elementary students) while continuing to face challenges providing equitable Tier I instruction, specialized services, and grade-level programming.

- This decision requires balancing families' preference for nearby elementary schools against the potential benefits of transportation to a larger school, including more consistent curriculum, broader services and supports, and improved equitable access to educational opportunities.

Possible Actions

- **Develop dedicated bus routes and potentially make adjustments to CLPE start and end times to reduce ride-time impacts and improve the transportation experience.**

- Explore late-bus service to support after-school care access and use older student bus mentors to assist younger students during longer rides.

Irish Elementary Escuela Bilingüe→ CLPE & Bauder

Noticings

- Adds diversity to CLPE, allowing for stronger integration in the Northwest region—an existing concern.

- Bauder would retain Title I status & CLPE may gain Title I status and subsequently, be offered more resources (currently at 37.9%).

- Among the proposed school closures, Irish Elementary Escuela Bilingue is the only scenario in which students who are seeking to continue in dual language education could potentially attend up to three different schools in three years: Irish Elementary Escuela Bilingue in 2026–27, an interim school in 2027–28, and potentially a third school if the district expands dual language programming in the future. Two possible consecutive moves would place a burden and educational disruption for students and families.

Possible Actions

- **Recommendation for the district to invest in expanding the Dual Language program. This program could be designed to maximize our ability to serve more families in the future, a long-requested desire within the school district.**

- We recommend an Early Childhood-12 pathway preserving continuity for students and reducing the risk that currently invested families leave the dual language program.

- If the Irish Elementary Escuela Bilingue closure vote passes, it will be necessary to move 42 (NEP, LEP plus siblings = 9) to Harris Bilingual Immersion School for continuity of programming and service would be prioritized for the students that this program was designed to benefit.

- This would support the vast majority of multilingual learners at Irish Elementary Escuela Bilingue and provide them a true opportunity for continued student/family support and coherence.
    - An important note here: This is not equality (as access would be reduced for native English families), but it is equity—offering services to those who need them most.

- Consider professional learning on culturally responsive and sustaining education (CRSE) and trauma-informed practices for CLPE staff to address needs of a student population that will be increasingly diverse (increased percentage of students who are multilingual learners, who receive free or reduced lunch, and who are students of color).

Putnam → Dunn & Tavelli

Noticing: Reassignment would improve racial and socioeconomic integration in a region with longstanding enrollment and choice-pattern imbalances; both receiving schools already serve comparable or greater numbers of multilingual learners and students eligible for free and reduced-price meals, with staff capable of expanding needed programs.

Possible Actions

- **Provide both Dunn and Tavelli the resources to succeed with their changed overall demographic.**

- Training on trauma-responsive practices.

- Training on specific strategies for multilingual learners (MLs). Guided Language Acquisition and Design [GLAD] is a great model that the Putnam students currently benefit from. We could give a condensed version of this training to the staff at both receiving sites.

- Recommend providing an extra 1 FTE to each site (general fund) for one year to support instructional coaching and targeted intervention to bridge the support the students were used to at Putnam and build job-embedded professional development for the staff.

- Offer equitable transportation to school events and conference evenings for families to improve access. Alternatively, intentionally bring the events to the communities.

- Create regular opportunities for staff to build community and develop a shared understanding of students' strengths, needs, and lived experiences, including how diverse backgrounds may shape their school experiences. Use this shared knowledge to support inclusive, responsive teaching and consistent student support.

Beattie → Bennett & Lopez (Grid Code 6220-LOP to McGraw)

Noticings

- Reassignment would place students in more secure facilities with controlled-access features and would create the potential for Bennett to qualify for Title I services; Lopez's free-lunch rate would probably increase toward 39 percent but the new demographic is not expected to qualify for Title I.

- Because student demographics are generally similar across the affected schools, substantial demographic disruption is not anticipated; however, the district would lose its only open-concept school model currently offered at Beattie.

Possible Action: Create regular opportunities for staff to build community and develop a shared understanding of students' strengths, needs, and lived experiences, including how diverse backgrounds may shape their school experiences. Use this shared knowledge to support inclusive, responsive teaching and consistent student support.

Johnson → McGraw & Olander

Noticings

- While Johnson and Olander currently have similar demographics, projected enrollment patterns indicate that students from more racially and economically diverse—and potentially more vulnerable—populations may face longer transportation distances over time; McGraw may also see an increase in students from lower-income backgrounds.

- The scenario would move students farther from the city center, and parents have expressed the loss of the physical continuity between Johnson and Webber.

- A potential benefit is that Timber Ridge residents could again attend the same school following multiple recent boundary changes that split the community among schools.

Possible Action: As the center-based program at Johnson will move to McGraw, ensuring appropriate training and onboard staff and the larger community is vital to the success of this program at its new site.

Timnath Elementary → Linton & Bamford (Bamford 1254 redistributed to Bacon & Werner 1313 & 1314 redistributed to Bacon)

Noticings

- The demographic composition of students entering Linton is likely to continue reinforcing current patterns, resulting in a student population that is more racially and demographically segregated than is ideal, while more affluent students would likely attend the new Bamford building with little increase in diversity.

- The scenario offers important facility and access benefits by moving students from a deteriorating building and allowing students with physical limitations to attend their neighborhood school, rather than transporting them to an accessible campus because Timnath lacks an elevator.

- Implementation considerations include potentially longer travel times for some students and the need for neighborhood-level enrollment analysis; however, additional enrollment at Linton could help maintain a sustainable school size and avoid a zero-based budget.

- If the school is not closed, the continued deterioration of the facility creates a real risk that the building could eventually need to be abandoned, potentially midyear. An emergency campus transition midyear would be far more disruptive to Timnath's diverse community than a thoughtfully planned closure and transition like is planned here.

Possible Actions

- **Review neighborhood boundaries to assess opportunities to strengthen racial and socioeconomic integration, while considering how School of Choice ripple effects may contribute to inequitable or increased segregated school settings.**

- Consider opportunities to provide strong and consistent school feeders for students to retain cohorts.

Blevins → Lincoln & Webber

Noticings

- This option would likely increase Lincoln's socioeconomic profile and lower its free-lunch rate; Webber would experience increased enrollment and a slightly higher concentration of students experiencing poverty.

- Although Lincoln may technically qualify for Title I in 2027–28, a detailed analysis of the implications, including the advantages, disadvantages, and feasibility, should be completed in Spring 2027, when the funding forecast will be more reliable.

- The district may need to forfeit Blevins' remaining $270,000 in 21st Century Community Learning Centers State grant funding for 2027–29, reducing support for summer and after-school opportunities. This grant is specific to Blevins.

Possible Actions

- **Explore Title I eligibility and other targeted supports for Lincoln, including focused professional development and, if funding permits, a full-time instructional coach supported through Title II funds.**

- Use boundary adjustments to strengthen racial and socioeconomic integration and establish more consistent feeder patterns so student cohorts can remain together from elementary through middle and high school.

Integration Impact: How does the proposal affect racial and socioeconomic integration across the district as a whole? Does it increase or decrease segregation?

Noticings

- At elementary schools, the largest percentage of minority students (state category) are at Harris Bilingual Immersion School, CLP, Linton, and Laurel all at 19% or higher, with 4 schools between 10 - 15% and 15 schools under 10% minority students.

- FRL increases as a whole from 29.9% ('26-'27) to 31.1% ('27-'28) across the district with the new configuration of the schools. See FRL section below.

Possible Action: This will allow central departments to distribute Title funds and staffing allocations where there are more concentrated numbers of students that would fall under the at-risk categories based upon state funding.

Total Estimated Mitigation Cost: What is the total calculated additional investment needed to support displaced students equitably at their new school? (Summarized from the financial sheets).

Requested Total Calculated Amount: $226K for one year only positions in 202 -'28 - Majority of these funds could qualify under Title I, II, and IV

Support	Estimated Amount
1 additional support split between Dunn & Tavelli	$113K
1 graduation advocate for Consolidated AEC**	$65K
1 additional support at Lincoln (Title II Funds)	$113K

**AEC = Alternative Education Campus

Any additional staff needed to support students in this transition will be addressed through the compensation plan analysis in early spring with the principal, finance, human resources and assistant superintendent.

Section 2: People — Student, Family & Staff Impact

Objective: Assess who bears the burden of this decision.

Student Demographics & Disproportionality Baseline

Reviewing the demographic data, what specific vulnerabilities are concentrated in the candidate school compared to the receiving school?

Detail how the consolidation alters the racial/socioeconomic profile of the receiving school.

Consolidation Recommendation

PCA & Centennial → new location

Noticings

- Because a consolidated school would be a new entity, it would not be eligible for legacy Title I status and if the combined demographic falls below 75% Free lunch rate, it could lose current Title I-funded services. However, the two schools currently serve similar populations with comparatively higher rates of students eligible for free lunch and therefore Title I independent qualification is possible.

- Both schools face ESSA identification and subgroup-performance challenges; consolidation, paired with district support, could provide an opportunity to develop a new model that better serves all students and improves outcomes and experiences.

Possible Actions

- If Title support would be lost, there will be less staff to address graduation advocacy. Ideally, we would need to identify FTE for Graduation Advocate from the general fund if this is the case.

- **Alternative Education Campus model will need to be carefully planned and supported by a district support committee regarding systems, Culturally Responsive and Sustaining Education (CRSE) practices, and trauma informed systems.**

Closure Recommendations:

Mountain Schools → CLPE

Noticing: For 2025–26, the affected student population is not highly diverse: there are no multilingual learners, fewer than 10% of students identify as racial or ethnic minorities, fewer than 8% have IEPs, and 29 students qualify for free or reduced-price meals. Accordingly, this decision is expected to have a comparatively limited impact on student groups typically identified as among the district's most vulnerable.

Possible Action: Create regular opportunities for staff to build community and develop a shared understanding of students' strengths, needs, and lived experiences, including how diverse backgrounds may shape their school experiences. Use this shared knowledge to support inclusive, responsive teaching and consistent student support.

Irish Elementary Escuela Bilingue → CLPE & Bauder

Noticings

- Irish Elementary Escuela Bilingue currently operates a program designed to support multilingual learners; the proposed reassignment would affect approximately 42 (+9 siblings) multilingual learners and require intentional transition planning to preserve appropriate supports.

- The proposal would increase the number of multilingual learners, students from minority racial groups, and students eligible for free lunch at receiving schools—most notably at CLPE, where multilingual learner enrollment would rise from 7.29% to 22.1%.

- Bauder is expected to retain Title I funding, and CLPE may become eligible for Title I funding, potentially expanding resources to support the needs of the reassigned student population. Harris would potentially increase in its rank order of support in Title I.

Possible Actions

- Move 42 (Non-English Proficient (NEP), Limited-English Proficient (LEP) plus siblings = 9) to Harris Bilingual Immersion School with specialized transition planning for student and family success.

- Consider professional learning on CRSE and trauma-informed practices for CLPE staff to address needs of a student population that will be increasingly diverse (increased percentage of students who are multilingual learners, who receive free or reduced lunch, and who hold minoritized identities (Federal/State categories).

Putnam → Dunn & Tavelli

Noticings

- This recommendation would move students from a school with a substantially higher proportion of students from minority (state category) groups (48.85%) and students

eligible for free lunch (68.39%) to Tavelli (projected to be 36.9%) and Dunn (projected to be 28.7%), where the rates for next year are lower.

- Dunn is anticipated to retain its school-of-choice enrollment draw, which may further support integration.

Possible Actions

- **Include the trauma responsive practices Putnam uses with the new schools. Additionally train receiving schools in Guided Language Acquisition Design strategies (GLAD).**

- Offer equitable transportation support to school events and conference evenings for families to improve access. Alternatively, intentionally bring the events to the communities.

- Create regular opportunities for staff to build community and develop a shared understanding of students' strengths, needs, and lived experiences, including how diverse backgrounds may shape their school experiences. Use this shared knowledge to support inclusive, responsive teaching and consistent student support.

Beattie → Bennett & Lopez (Grid Code 6220-LOP to McGraw)

Noticing: No significant changes in demographics

Johnson → McGraw & Olander

Noticing: No significant changes in demographics.

Timnath Elementary → Linton & Bamford (Bamford 1254 redistributed to Bacon & Werner 1313 & 1314 redistributed to Bacon)

Noticing: Linton could possibly decrease in various demographic populations (projected 13% decrease) while Bamford is projected to have a slight increase in various demographic populations (projected 2% increase).

Possible Action: District support for professional development to prepare for an influx of new students, once demographic analysis has been completed.

Blevins → Lincoln & Webber

Noticing: Lincoln will possibly decrease in various demographic areas by around 6% whereas Webber will slightly increase in various demographic areas by around 3% for the '27-'28 school year.

Possible Action: Provide support to Lincoln and Webber as needs arise.

Community & Family Context

Neighborhood Anchor Assessment: Does the candidate school serve as a neighborhood anchor in a lower-income or geographically isolated community? If yes, how will community cohesion be explicitly preserved?

Co-located Community Services: Identify any health, mental health, food, or specialized after-school services based in the closing building. Could identical or comparable services be accessible at the receiving site?

Historical Context Audit: Does the affected community have a history of prior closures or resource inequities?

Community & Family Context

For each proposed closure or consolidation, the Equity Committee considered three interconnected areas: the community and family context of the affected schools, the role of the school as a neighborhood anchor, and the presence or potential loss of co-located community services. The review also considers the historical context of each community, including prior closures, boundary changes, resource inequities, and other experiences that may shape the impact of the proposed change.

Consolidation Recommendation

PCA & Centennial → New Location

Noticings

- Centennial serves multigenerational families and houses a community health clinic, making a centrally located, transit-accessible option important for maintaining access to school and community services.

- Both schools historically serve higher proportions of students from marginalized communities affected by resource inequities and disinvestment, requiring careful planning to preserve equitable access to supports.

- PCA and Centennial have historically had very different programs and philosophies. This historical context will need to be considered as the district plans for the creation of a new program and community where both school communities feel welcome and supported.

- The community role of Centennial as a neighborhood and family anchor, including its multigenerational families and community health clinic, should be considered in determining the location and accessibility of the new site.

Possible Actions

- Campus with central accessibility. Campus with active and easy public transit routes.

- Communications should work with schools for marketing as well as opportunities for improving community and family engagement.

- Ensure access to similar clinic services at the new location.

- PCA and Centennial have historically had very different programs and philosophies. This historical context will need strategic leadership and a district committee to support the creation of a program and community that both schools will feel welcome and supported at.

Closure Recommendations

Mountain Schools → CLPE

Noticings

- These communities would thus lose the elementary school in their local neighborhood.
- Staff indicated one or more of the buildings might have historical acknowledgments that PSD should be aware of.
- Further analysis is needed to identify any health, mental health, food, specialized after-school, or other community services currently based in or directly connected to the Mountain Schools buildings and to determine whether comparable services will remain accessible following the closure.
- Further analysis is needed to fully assess the historical context of these communities, including any prior closures, resource inequities, formal agreements, or other community experiences that may affect the impact of the proposed change.

Possible Actions

- Consider permitting the existing buildings to include community spaces for families.
- Review any formal agreements created when Mountain Schools were encompassed by PSD.

Irish Elementary Escuela Bilingue → CLPE & Bauder

Noticings

- Reassigning Irish Elementary Escuela Bilingue students to CLPE, Bauder, and Harris Bilingual Immersion School would change the demographic composition of the receiving schools and increase student and family support needs.
- Bauder currently serves a relatively small multilingual learner population, with Arabic being the primary language spoken among its culturally and linguistically diverse families. Following this change, Spanish will likely become the predominant home language among multilingual learners and culturally and linguistically diverse families at the school.
- CLPE is expected to enroll more students and families of color and experience a greater concentration of economic need.
- Irish has served as a community hub for services and supports, especially for the Spanish speaking community. Its high density of bilingual staff and fully bilingual office staff with Family Liaison and McKinney-Vento Advocate provide a safe and welcoming space where families can get information for services and connection to both community and school services.
- There is a long history of the evolution of Irish Elementary from neighborhood school, to a school within a school Transitional Bilingual Program, to a Gomez-Gomez Dual Language Model to its current Biliteracy Model. More details available upon request.

- Further analysis is needed to identify any health, mental health, food, specialized after-school, or other community services currently co-located at or directly connected to Irish Elementary and determine whether comparable services will be accessible to families at receiving schools.

Possible Actions

- Move 42 (NEP, LEP plus siblings = 9) to Harris Bilingual Immersion School with specialized transition planning for student and family success. An initial review of building capacity suggests this can be accommodated through the shifting of non-instructional space utilization to instructional space.

- **Provide training and professional development for receiving-school staff, along with structured opportunities for staff to build relationships and share knowledge across school communities.**

- Engage families through intentional community events and improved access, including transportation to school events and conferences or by bringing events directly into families' neighborhoods.

- Ensure students and families land at a school with a dedicated Family Liaison, Bilingual office staff, or ensure placement in a Bilingual School.

Putnam → Dunn & Tavelli

Noticings

- Putnam is a walkable, neighborhood community centered school.

- Dunn has been a historically high choice enrollment school and Tavelli is a neighborhood community school. Neither schools have a clinic or a community based health center.

- Putnam has a long tradition of excellence when it comes to student growth, especially for its students that have been historically marginalized.

- Putnam is an important community hub for their families for services and resources. They have a full time family liaison and provide specific supports for their MLs and families in McKinney-Vento Status.

- Further analysis is needed to identify any health, mental health, food, specialized after-school, or other community services currently accessed through Putnam and determine whether comparable services are available or can be made accessible at Dunn and Tavelli.

Possible Actions

- Provide clarity within the School Choice process for those at Dunn and for families who want to choose Dunn.

- Engage families through intentional community events and improved access, including transportation to school events and conferences or by bringing events directly into families' neighborhoods.

- Ensure adequate support for equitable access to medical care and support.

Beattie → Bennett & Lopez (Grid Code 6220-LOP to McGraw)

Noticings

- Beattie's internal structures (open classroom) is unique and is not duplicated in Bennett or Lopez.
- Further analysis is needed to determine whether Beattie functions as a neighborhood anchor for families and whether closure will affect community cohesion or access to neighborhood-based supports.
- Further analysis is needed to identify any health, mental health, food, specialized after-school, or other community services located in or directly connected to Beattie.
- Further analysis is needed to assess the historical context of Beattie and the affected neighborhoods, including any prior closures, boundary changes, or resource inequities.

Possible Action: Offer multiple opportunities to build community amongst the new communities and provide resources for staff about the new cultures being embraced and included.

Johnson → McGraw & Olander

Noticings

- Some of these neighborhoods have been impacted by change previously.
- Due to grid code changes, be cognizant of splitting up a community, like Timber Ridge.
- Further analysis is needed to identify any health, mental health, food, specialized after-school, or other community services currently connected to Johnson.
- Some of these neighborhoods have been impacted by change previously, and this history should be considered when determining how to minimize additional disruption.

Possible Action: Ensure the trailer park on Timber Ridge does not get split into multiple schools, keep the community together as they have historically been shifted frequently, and they have been divided into three different schools, meaning neighbors and friends have to go to different schools.

Timnath Elementary → Linton & Bamford (Bamford 1254 redistributed to Bacon & Werner 1313 & 1314 redistributed to Bacon)

Noticings

- Timnath Elementary serves an important role in their community, and other schools are located further away.
- Further analysis is needed to identify any health, mental health, food, specialized after-school, or other community services currently located in or directly connected to Timnath Elementary.
- The Timnath Elementary School Building carries important historical significance and structures.

Possible Actions

- Review neighborhood boundaries to assess opportunities to strengthen racial and socioeconomic integration, while considering how School of Choice ripple effects may contribute to inequitable or segregated school settings.

- Further planning needs to be done to determine what is an appropriate plan for the building itself and investigate if there is a way to preserve its historical significance for the community.

Blevins → Lincoln & Webber

Noticings

- Blevins was impacted by the closure and consolidation conversations from 2023–2024.

- Lincoln contains a community health clinic.

- Webber is a neighborhood middle school.

- Further analysis is needed to determine the extent to which Blevins currently serves as a neighborhood anchor and how the closure may affect community cohesion.

- Further analysis is needed to identify all health, mental health, food, specialized after-school, and other community services currently available at or through Blevins and determine which comparable services are available at Lincoln and Webber.

- Blevins was impacted by the closure and consolidation conversations from 2023–2024, making the community's recent experience with potential closure and consolidation an important part of the historical context for this decision.

Possible Actions

- Review neighborhood boundaries to assess opportunities to strengthen racial and socioeconomic integration, while considering how School of Choice ripple effects may contribute to inequitable or segregated school settings.

- Lincoln's community health clinic should be considered as part of the available community services when planning for incoming students and families, with further analysis needed to determine whether it can provide comparable or expanded access for affected families.

Staff Transition & Diversity Support

What is the plan to support staff transition within applicable labor laws (such as endorsement and degrees) and employee agreements?

How do the receiving schools reflect or improve upon the diversity of the closing school’s workforce?

What cultural and linguistic assets are held by current staff, and how will they be preserved during the transition?

Noticing: Overall, within the Poudre School District, White staff members account for 91.23% of

licensed staff and 75.46% of classified staff. Additional racial and ethnic breakdowns are not provided to protect staff confidentiality, particularly at schools with smaller staff populations. Here is specific data for the following schools as of 9/30/26:

	Licensed	Classified
Blevins	86.67%	59.09%
Beattie	91.67%	83.33%
Centennial	93.75%	75%
Irish Elementary Escuela Bilingue	80.77%	38.10%
Johnson	92.59%	70.83%
Mountain Schools	100%	87.50%
PCA	95.24%	83.33%
Putnam	91.67%	66.67%
Timnath	96.88%	60.87%

Irish Elementary Escuela Bilingue, Putnam/Timnath (classified only), and Blevins have staff that are more racially diverse, multilingual and/or have additional endorsements to support various student needs at each of these sites.

There are processes outlined in the employee agreement for Licensed (PEA), Classified (ACE) and Administrative/Professional (PASE) employees that will be followed based upon closing and/or consolidation processes.

Possible Actions:

- When finalizing placements at sites, HR should review endorsements and licenses and and follow the employee agreement and processes clarified within the HR Action Team.

- We recommend conversations with the negotiations teams to consider equity within the employee agreement for future years.

Transition & Mitigation Planning

List the specific student transition supports to be deployed (e.g., dedicated counseling, family communication translated into home languages, student orientations, and immediate continuity protocols for IEP/504 services).

Noticings

- Some of our families will need more than the general communication through email/websites.

- We do not currently have a dedicated staff member who is bilingual to support conversations with School of Choice/registration conversations at the central office.

- It will be vital for all receiving schools to integrate new staff, students and families as much as they can throughout the spring and summer to help students transition.

- Examples of inclusion opportunities:
  - Open House Events (November/December)
  - Spring family engagement nights (tailored to the school community needs)
  - Possible field trips to the receiving school for students to interact
  - Build strategic opportunities for staff to collaborate and come together.

Possible Actions

- Each central department has created a “white glove” approach to support various groups of families throughout our system. This approach includes personal phone calls and supports:
  - Center-based programming
  - ELD programming
  - McKinney Vento
  - Foster Students
  - Students served with a 504’s
  - Other language support - by phone or email
    PSD has a help desk number for Closure and Consolidation questions: 970-490-3005.

- Allocated staffing from the LCE office to be responsive to all families that have requested a language other than English who will work directly with the Assistant Superintendent’s office.

Family Voice Integration: What concrete process will be used to gather input from displaced families/students so they have an active voice in shaping the newly consolidated school's climate, culture, and logistics?

Noticings

- The Building Communities Together Action team created a guiding document for closing and receiving schools with the following sections with school and district recommended actions:
  - Section 1: Before the Announcement - Prepare clear, coordinated communication and anticipate support needs without creating unnecessary disruption or speculation. Clearly outlining the action steps for school sites versus the district.

  - Section 2: Immediately Following the Announcement - Reduce uncertainty through timely communication, visible leadership, and opportunities for questions while maintaining calm and stability in schools.

  - Section 3: Transition planning guidelines - closing schools - Honor the current community, prepare students and staff for what comes next, and provide meaningful closure when appropriate.

  - Section 4: Transition planning guidelines - receiving schools - Help new students, families, and staff feel welcomed and prepared. Build on the receiving school's established culture, systems, and strengths while remaining open to thoughtful improvements and broader changes that reflect the needs of the evolving school community.

- Section 5: Conditions of Success - Many of these conditions extend beyond the scope of the Climate and Culture Action Team. They are included because district decisions, timelines, and resources directly shape the experience of students, families, staff, and schools and directly impact the climate and culture of current and future school communities.

Possible Actions

- A few district level actions already taken:
  - Initial announcements were provided to individual principals (closing & receiving schools only) with meetings of support immediately following.
  - Announcement to all administrators, then staff and families on Friday, 9/25/26.
  - Families and students were provided an opportunity to provide feedback through a QR code during their information nights:
    - Provided to all closing and receiving school family information nights
    - On our website
    - Through the phone line: 970-490-3005
  - This information will be shared with the Board and cabinet to decide on what next steps need to be taken.
- A few building level actions:
  - Each school (closing & receiving) provided a staff stand up meeting on Friday, 9/25/26.
  - Staff meetings took place the week of 9/28/26 - 10/2/26.
  - Continue the regular programming and events planned throughout October to sustain students' positive experiences with the school's culture and academics. (i.e. parent and teacher conferences, fun runs, concerts, celebrations of learning, etc.)
- After the vote:
  - It will be critical to follow the guidelines and establish clear ongoing communication to families moving to a new school.
  - Provide resources for receiving families and foster ways for them to begin to learn about the new cultures coming into their school and how to best support inclusive activities throughout the spring, summer and fall.
  - Continue to provide support to schools as needs arise, review principal feedback provided at their Shared Leadership meetings.

Section 3: Programming — Equitable Access to Opportunity

Objective: Guarantee that students at affected schools do not experience a net loss of programming quality or availability.

Enrichment & Electives

Compare the weekly frequency and duration of access to Art, Music, and PE between sites. How will the receiving schools, at minimum, be on par with district averages?

Noticings:

- General statement: Staffing determination will take place after schools receive their compensation plans.

- Ratios of special teachers will be dependent on enrollment numbers and the shared decision-making process (Article 1) in the employee agreements for PSD, at each site

Consolidation Recommendation

PCA & Centennial → new location

Noticing: Programming and location should not prevent students from accessing CTE pathways.

Possible Actions

- Campus with central accessibility. Campus with active and easy public transit routes.

- Ensure access to CTE pathways for students attending the new campus potentially including busing to CTC.

Closure Recommendations:

Noticings:

- Only two elementary schools currently have 100% special teachers in art, music and art.
    - Average minutes per week, per special area, are 45 min per week. Larger enrolled schools (on average) provide up to 15 - 25 min more than smaller enrolled schools (on average).

    - By consolidating 8 elementary schools and moving students to a fuller building will allow principals with their staff (through shared decision making processes) determine how to best allocate staffing for the next year. The closer a school is to 400 the closer they can get to guaranteeing 100% special teachers.

    - Blevins currently has access to electives but not as many options as Lincoln and Webber currently have. Moving students from Blevins will allow more choice in their elective options.

Consolidation Recommendation

PCA & Centennial → new location

Noticing: Currently PCA has access to athletics and Centennial does not. Moving to a new site could offer better opportunities for all consolidated AEC students.

- Consolidating these two schools will allow for more flexibility of elective courses, and there will be more teachers available to provide those options compared to each current individual site.

Possible Action: Ensure the new building supports high school aged students and access to athletic structures (fields, gyms, etc).

Closure Recommendations

Blevins → Lincoln & Webber

Noticings

- Lincoln and Webber offer the same athletics as Blevins.

- Activities will be dependent on staff participation and student interest.

Possible Actions:

- Ensure to integrate new students into each of these receiving schools through multiple opportunities in the spring, summer, and fall (when appropriate).

- Investigate the possibility of applying for the 21st Century Grant for Lincoln in the next available cohort. This would allow for increased after school and summer programs.

Specialized, Intensive & Intervention Programs

Center-Based Pathways: Does the consolidation plan keep Integrated Services (IS) center-based students within a feeder system? How does it minimize long-distance transportation from home to school?

Noticings

- This work was completed by an internal team focused on continuity of services within center-based programming and Early Childhood placements. (Included Director of Integrated Services and Director of Early Childhood)
    - The center-based program at Johnson will move to McGraw (projected 14.2% students on an IEP).
    - The center-based program at Putnam will move to Tavelli (projected 10.8% students on an IEP).
    - The center-based program at Blevins will move to Lincoln (projected 16.5% students on an IEP).

Possible Actions

- **It will be necessary for staff to engage in all of the training and onboarding that Integrated Services provide when adding a center-based program to a school. (Extensive process which includes an IS coach, training and ongoing professional learning).**

- Encourage parents and students to engage in learning (through Integrated Services and School team) about the new center based program, the celebrations that come with this support and how to include all students in various activities in and out of the school day.

Multi-Lingual Learners: What programming is maintained or disrupted through this proposal for Multilingual Learners (ML)?
Noticings

- Assuming similar funding to LCE in the 2027-28 School Year, this consolidation plan benefits the multilingual learners in the receiving schools and across the district.

- Due to funding constraints, several schools currently do not have certified staffing to meet the needs of MLs in their building. By consolidating schools, there will be fewer sites to serve and therefore (given consistent funding), LCE will be able to provide staffing for the first time to all remaining sites, giving a true boost in equitable and legally mandated services to all multilingual learners. See specifics below.

Possible Action: Director of Language, Culture and Equity and team will determine ELD staffing based upon ML% at each site. These are the projected percent of MLs for the 2027 - 28 school year:

- Consolidation AEC = 10.9%
- Bacon = 6.7%
- Bamford = 8.6%
- Bauder = 9.5%
- Bennett = 9.6%
- CLPE = 22.1%
- Dunn = 14.4%
- Lincoln = 24.8%
- Linton = 29.4%
- Lopez = 7.1%
- McGraw = 7.2%
- Olander = 8.5%
- Tavelli = 11.6%
- Webber = 8.6%

Staff Qualifications: Are the staff within the IS center-based or LCE programs highly qualified? Do disparities exist between programs at the candidate and receiving sites?

Noticings

- We are held accountable as a district through ESEA/ESSA to have equitable distribution of teachers (EDT). Under ESEA/ESSA, Colorado school districts receiving Title I funds must ensure that students from low-income families and minority students have equitable access to **experienced, effective, and in-field teachers**. CDE annually examines these three teacher indicators separately for schools with the highest concentrations of students in poverty and minority students and compares them with schools serving lower concentrations.
  - If CDE identifies a disparity in any of the three areas, the district is required to develop a plan to address the inequitable distribution; medium or large gaps must be addressed through the district's ESEA Consolidated Application.
  - The requirement is focused on **equitable student access**, not on requiring districts to assign or reassign individual teachers to achieve identical staffing across schools.

- Through the consolidation process in collaboration with HR, it will be important to analyze student demographic and cross reference with their access to high quality, experienced, and in-field educators. This detailed work will not be possible until we have a better understanding of where and how teachers will be redistributed in the remaining schools along with analysis of the new demographic.

Possible Action: Follow the HR and Employee Processes action team based upon the employee classification and build required action plans as needed for EDT in the Consolidated Application.

Intervention Ratios: Compare mental health staff-to-student ratios and intervention staff-to-READ plan ratios across sites. Does the receiving school have proportionally more support to handle the new concentration of risk factors? What reading certifications do the intervention staff hold?

Noticing: Student Services Mental Health & Prevention Coordinator is responsible for mental health staff assignments at sites.

- Currently there is at least 1 mental health staff member at each site.
- There will be a better capacity to support schools with fewer sites in the next year.
- Besides our full-time staff, the Student Services department also places mental health interns and fellows at various sites for the remainder of the federal grant.
- READ plan support is based upon student enrollment count at each site.
    - During the development of a building's compensation plan, additional dollars are added in proportion to the number of students on READ plans at each site.
    - Specific training is required by CDE for all:
        - Educators who provide literacy instruction in kindergarten through third grade, including classroom teachers and others responsible for K–3 reading instruction (such as applicable special education, Title I, or instructional-support staff).
        - Reading interventionists serving students in grades 4–12.
        - Principals and administrators in schools receiving READ Act funding.

Possible Actions

- Continue to recruit and retain multilingual and diverse staff to mirror the students they serve at various sites.

- Ensure there are effective processes in place for staff when it is required for the position they are hired for.

After-School, Title I & Gifted Programs

Extended Learning (PK-5): Will after-school programming be expanded at the receiving school to ensure equitable access across income levels?

Noticing: An internal committee has collected all of the closing schools' extended learning opportunities and will share that information with receiving school principals.

Possible Action: Communication to families will need to be sent as soon as information is available. The receiving school principal will collaborate with their staff to create an inclusive process for matching students to their interests in the fall of 2027.

Title I/Funding Projection: Based on the predicted Free and Reduced Lunch (FRL) rates in the newly formed building, will Title I funds potentially be impacted? (flow post-consolidation)?

Full Title I Analysis please see here.

- 2026-2027 Title I schools are (in rank order of free lunch percentage at site): PCA, Putnam, Irish Elementary Escuela Bilingue, Linton, Harris Bilingual Immersion School, Laurel, and Bauder.

- See the socioeconomic section for informal and very preliminary projections. No new official projections will be available until a neighborhood by neighborhood analysis of free lunch rate is complete. This will not be available prior to December.

Gifted & Talented (GT) Access: Does this consolidation present a clear opportunity to improve the equity of GT identification and access to match district demographics?

Gifted & Talented staffing ratios are determined by how many students with Advanced Learning Plans (ALPs) end up at each receiving school site. This process will take place while principals are reviewing their staffing plans.

Noticings

- Current average elementary case load for ALPs is 20

- Current average middle school case load for ALPs is 83

- Current average high school case load for ALPs is 136, for large comprehensive schools is 266

Possible Action: Through the compensation process in the spring, appropriate ratios of staffing will be allocated based upon ALP student enrollment numbers.

Section 4: Proximity — Transportation & Access

Objective: Identify and eliminate geographical, temporal, and physical barriers to access.

Travel Time Disparities: Will students from lower-income neighborhoods experience a significantly longer commute than peers in more affluent communities?

Please visit the Executive Summaries on each proposed school: Link to website.

Travel times throughout the district range from 20 minutes - 55 minutes with some students on the bus for an hour. With these consolidations and closures, there doesn't seem to be an imbalance of ride times across the district based upon the Executive Summaries.

Route Safety Audit: Provide a narrative evaluation of the mapped transit routes. Are they safe, direct, and free of excessive burden for affected students?

Please visit the Executive Summaries on each proposed school: Link to website.

The district will continue to partner with Safe Routes to School and will utilize all new underpasses and walkways that have been identified by the City of Fort Collins.

Family Mobility Barriers: What transportation supports are provided for families without personal vehicles to ensure they can fully participate in school life?

Receiving schools are encouraged to utilize the Building Communities Together Action Team resources to support the transition of families to their full school community events.

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 or McKinney-Vento status will continue. Families who choose a school outside their neighborhood school are responsible for transportation.

Depending on family preferences, the public transit lines may not be appropriate or available during the times of need.

Section 5: Finances, Demographics & Facilities

Resource & Internal Equity Metrics

Weighted Student Formula (WSF): Verify that the receiving school's budget model applies resource weights for low-income (FRL) and students with READ plans/Levels of Support.

Possible Actions:

- The finance team will provide the appropriate weight of Free Lunch (FRL) within our budgetary model, as they do every year, prior to the release of compensation plans in the spring.

- These are the projected FRL percentages for 2027-28
  - Consolidation AEC = 75.7%
  - Bacon = 30.9%
  - Bamford = 15.6%
  - Bauder = 50.6%
  - Bennett = 42.7%
  - CLPE = 52.4%
  - Dunn = 28.7%
  - Lincoln = 52.9%
  - Linton = 48.4%
  - Lopez = 48.1%
  - McGraw = 25.9%
  - Olander = 29.9%

  - Tavelli = 36.9%
  - Webber = 33.8%

- The READ plans are a slight additional adjustment (based upon a formula) for elementary principals to utilize within their compensation plans.
  - Each school will receive a ratio of dollars based upon student enrollment counts.
  - Several schools will increase in FL numbers while two schools will notice a larger increase in FL numbers assuming all students within the closed schools will move to their new assigned neighborhood school. This will be addressed within the compensation plan process in the spring.

Small School & Operations Isolation: If the closing/receiving site is rural, has the Small School Subsidy been verified to ensure core programming sustainability? Are building utilities and emergency maintenance funded centrally so operational deficits do not drain educational dollars?

Noticings

- Closing 9 schools and combining 2 will lessen the amount of money the district is putting into the tiered funding process as well as the general size factor.

- Moving schools from a tiered financial process will foster healthier reserves at each site.

- Combining students within fewer school buildings helps to keep programming at an appropriate level
  - I.e. At elementary sites: full-time specials teachers, full-time media specialists, full-time health clerks, full-time counselors, etc.

Internal Segregation (School-Within-a-School): Examine advanced/GT enrollment and IEP/504 counts at the target schools. How might the design of the newly consolidated school dismantle these internal identification gaps?

Noticing: Bauder and the new Consolidated AEC will have over 20% students on an IEP. Bauder does have a center-based program.

Possible Actions

- Integrated services will provide appropriate staffing based on the number of students served with an IEP within each of the receiving schools.

- GT Specialists are assigned at each site based upon the total number of student Gifted & Talented learning plans. This step takes place during compensation plan reviews with the principal and assistant superintendent. (25-26 GT Advisory Board - Advocacy Talking Points)

Facility Conditions & Minimum Equity Standards Checklist
(Cross-reference with Workbook Tab 4)

FCI Disproportionality Check: Cross-reference the Facility Condition Index (FCI) data with student demographics. Does the receiving building serve a more diverse or lower-income student population and show a higher rate of deferred maintenance?

Please visit the Executive Summaries on each proposed school: Link to website and the

Comprehensive Planning Committee's packet to the Board.

Based upon the executive summaries, receiving buildings do not have a higher FCI or deferred maintenance than closing schools.

Section 6: Community Engagement Priorities

Objective: Build and maintain community trust through transparent, public-facing documentation.

Listening Sessions: Document dates, locations, and languages provided for translation/interpretation at the identified school communities.

Possible Actions

- Closing school family meeting dates the week of 9/28/26 - 10/2/26
  - At appropriate sites, Spanish language delivery only rooms were provided with a Spanish speaking presenter versus an interpretation device.
  - Family FAQs were handed out to families.
  - Interpretation technology available for on-demand interpretation in over 90 languages at all events

- Receiving school family meeting dates week of 10/5/26 - 10/9/26.
  - At appropriate sites, Spanish interpreters will be available.
  - At one site, an Arabic interpreter will be available.
    - Interpretation technology available for on-demand interpretation in over 90 languages at all events

- Board Community Sessions w/live Spanish Interpreters and Interpretation technology available for on-demand interpretation in over 90 languages at all events:
  - October 12, 6:00-7:30pm, Timnath Middle-High School (Auditorium), 4700 E Prospect Road, Timnath CO 80524
  - October 14, 6:00-7:30pm, Rocky Mountain High School (Media Center), 1300 W Swallow Road, Fort Collins, CO 80526
  - October 15, 6:00-7:30pm, Poudre High School (Event Center), 1 N Impala Drive, Fort Collins, CO 80521
  - October 19, 6:00-7:30pm, Fort Collins High School (Theater), 3400 Lambkin Way, Fort Collins, CO 80525

  After the vote, there may need to be additional family meetings at closing and receiving schools to continue to support the transition. Review family and staff survey feedback to address next steps.

Student Agency: Detail how secondary students were engaged as genuine participants in the planning process.

Students have been participating in the family information nights at the closing or consolidated schools and were provided the opportunity to complete the survey that was provided through the QR code.

- Students have access to the website and staff can point them to this resource when students ask questions.
- Not all family information nights have been completed by the date of this publication.
- Students have access to the phone line as well.

Principals will support their specific school community on how to best collect feedback and provide ways for students to engage in the next steps within their new school community in a safe and meaningful way after the vote.

Scenarios Models but not Selected for Recommendation

Modeled Scenarios Summary

All modeled scenarios are included for review. Each regional scenario development team analyzed the scenario and modeling evaluation packets, then selected scenarios to present to the Comprehensive Planning Committee. The committee used that analysis as a part of developing its final recommendation. Please see the sections below, "Scenarios Included in the Recommendation" and "Scenarios Not Included in the Recommendation," for the outcome of each scenario.

Scenarios included in recommendation:

- NW3c
    - Closing Putnam Elementary into Tavelli Elementary and Dunn Elementary
    - Closing Irish Elementary into CLP Elementary, Bauder Elementary
- NW5b Closing Blevins Middle School into Lincoln Middle School, Webber Middle School
- NW7b Consolidate Poudre Community Academy and Centennial High School into Unknown Building
- NW8 Closing PSD Mountain Schools into Cache La Poudre Elementary
- SW5
    - Closing Beattie Elementary to Bennett Elementary and Lopez Elementary
    - Closing Johnson Elementary to Olander Elementary and McGraw Elementary
- SE3:
    - Closing Timnath Elementary into Linton Elementary and Bamford Elementary
    - Reassign Bamford Grid Code 1254 to Bacon Elementary, Werner Grid Codes 1313 and 1314 to Bacon Elementary

Scenarios not included in recommendation:

- NW1 Closing Irish Elementary into Putnam Elementary
- NW2 Closing Putnam Elementary into Irish Elementary
- NW3a Closing Putnam Elementary into Tavelli Elementary and Dunn Elementary
- NW3b Closing Irish Elementary into CLP Elementary and Bauder Elementary
- NW3d Closing Irish Elementary into CLP Elementary
- NW4a Closing Cache La Poudre Elementary into Cache La Poudre Middle School
- NW4b Closing Cache La Poudre MS into CLP Elementary
- NW5a Closing Blevins Middle School into Lincoln Middle School, Webber Middle School
- NW6 Closing Cache La Poudre Middle School into Lincoln Middle School
- NW7a Closing Poudre Community Academy into Centennial High School

- SW1: Closing Johnson Elementary and Olander Elementary into Beattie Elementary, Lopez Elementary, and McGraw Elementary
- SW2:
    - Closing Beattie Elementary and Olander Elementary into Lopez Elementary and Johnson Elementary

    - Reassign Grid Code 6220 from Lopez into McGraw
- SW3a: Closing Beattie Elementary and McGraw Elementary into Lopez Elementary, Johnson Elementary, and Olander Elementary
- SW3b: Closing Beattie Elementary and McGraw Elementary into Lopez Elementary, Johnson Elementary, and Olander Elementary
- SW4a: Closing Johnson Elementary into Lopez Elementary and Olander Elementary
- SW4a.1:
    - Closing Johnson Elementary into Lopez and Olander Elementary
    - Reassign Grid Code 6220 to Southeast Region school Werner Elementary
- SW4b: Closing Lopez Elementary into Johnson Elementary
- SW4b.1:
    - Closing Lopez Elementary into Johnson Elementary and Olander Elementary.
    - Reassign Grid Code 6220 to Southeast Region school Werner Elementary

- SE1:
    - Closing Timnath Elementary into Bethke Elementary and Bamford Elementary
    - Reassign, Bamford Grid Code 1254 to Bacon Elementary, Werner Elementary Grid Codes 1313 and 1314 to Bacon Elementary
- SE2: Closing Linton Elementary into Kruse Elementary

Northwest Scenarios

Table of Contents

Definitions 1
Modeling Considerations 3
NW1 Consolidate Irish Elementary into Putnam Elementary 4
NW2 Consolidate Putnam Elementary into Irish Elementary 6
NW3a Consolidate Putnam Elementary into Tavelli, Dunn 8
NW3b Consolidate Irish Elementary into CLP Elementary, Bauder Elementary 10
NW3c Consolidate Putnam Elementary into Tavelli, Dunn and Consolidate Irish Elementary into CLP Elementary, Bauder Elementary 12
NW3d Consolidate Irish Elementary into CLP Elementary 14
NW4a Consolidate CLP Elementary into Cache La Poudre MS 16
NW4b Consolidate Cache La Poudre MS into CLP Elementary 17
NW5a Consolidate Blevins MS into Lincoln MS, Webber MS 18
NW5b Consolidate Blevins MS into Lincoln MS, Webber MS 21
NW6 Consolidate Cache La Poudre MS into Lincoln MS 24
NW7a Consolidate PCA into Centennial 25
NW7b Consolidate PCA + Centennial into Unknown Building 25
NW8 Consolidate PSD Mountain Schools into CLP Elementary 26

Definitions

- **Utilization NSC (National Standard Capacity)**
  This capacity measure reflects national norms for how school buildings are designed and utilized. It begins with the Room Index Capacity and applies a standardized percentage to account for typical operational factors such as scheduling, shared spaces, and program variability.

  The percentages used in this calculation align with national public school planning practices and vary by school level:
  - **Elementary School: 80%**
  - **Middle School: 75%**
  - **High School: 85%**

- **K–12 and 6–12 Schools: 80%**

Utilization NSC provides a more realistic estimate of functional building capacity and is used to support consistent, system-wide planning and comparison

- **Utilization RIC (Room Index Capacity)**
  The Room Index Capacity serves as a standardized reference point for calculating building capacity across the district. This baseline is determined using consistent assumptions that vary by building level.

  - **Elementary: 25 students** per general education classroom
  - **Secondary: 30 students** per instructional classroom

  This standardized measure provides the foundation for calculating all other capacity metrics and ensures consistency in planning and analysis across schools.

- **Facilities Condition Assessment**
  A Facility Condition Assessment (FCA) is a comprehensive evaluation of a building's physical condition, including its major systems and components
  FCA scores are interpreted as follows:
  - **0–17.49**: Lower maintenance needs at the present time; building system upgrades may have already been implemented.
  - **17.50–20.59:** The building generally has had system upgrades; building systems are easier to modify.
  - **20.60–30.00:** Building system upgrades are needed; building systems may be more complicated to modify due to age or design.

- **Synergy** is Poudre School District's Student Information System (SIS), used to manage student enrollment, attendance, schedules, grades, and other student records

Transportation Definitions

- **Route Tier** – The scheduled sequence in which a bus serves schools during the day (e.g., first, second, or third tier), allowing one bus to complete multiple school routes.
- **Run Time** – The total time required for a bus to complete a single route, from the first student pickup to the final student drop-off.
- **Student Ride Time Increase/Decrease** – The change in the average or maximum amount of time students spend on the bus compared to the current transportation model.
- **Bell Time Model** – The set of school start and dismissal times used to develop transportation routes and maximize bus efficiency.

- **Route/Run Efficiency** – A measure of how effectively buses, drivers, and routes are utilized to transport students while minimizing travel time, idle time, and operating costs.
- **Average Bus Capacity** – The average percentage or number of available seats occupied on buses across all routes, indicating overall utilization.
- **Total Students & Runs** – The total number of students transported and the total number of individual bus runs required to provide transportation.
- **Ridership Increase** – The projected increase in the number of students expected to use district transportation under a proposed scenario.

Modeling Considerations

- **National Standard Capacity (NSC) serves as the baseline measure for overall building capacity.**
    - Elementary Schools: 80% of Room Index Capacity (RIC)
    - Middle Schools: 75% of RIC
    - High Schools: 85% of RIC
    - K–12 and 6–12 Schools: 80% of RIC

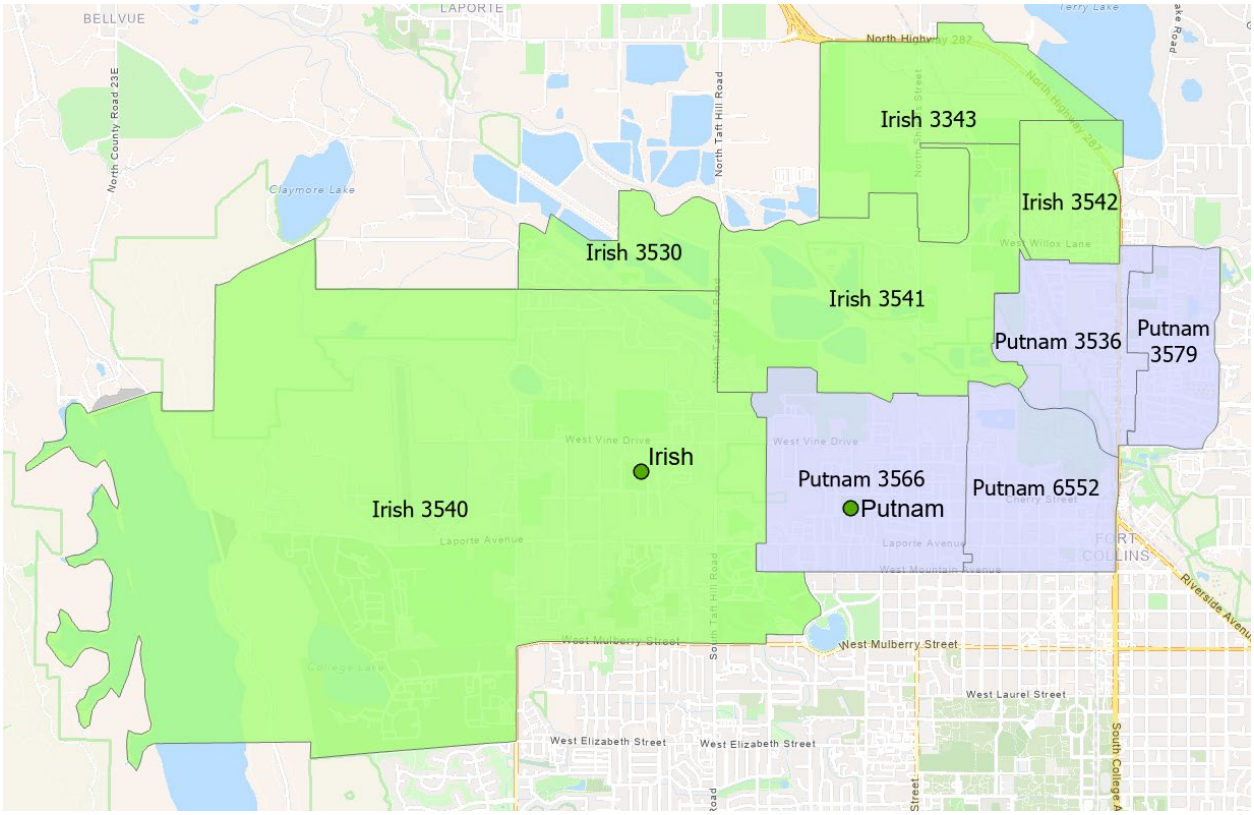
- **Track Adjustments**
    - Adding or eliminating a track is an acceptable strategy, provided sufficient classroom space is available.
- **Early Childhood (EC) Programs**
    - Early Childhood classrooms may be relocated to other schools, when appropriate, to optimize capacity.
- **Bell Schedule Flexibility**
    - School bell times may be adjusted as needed to support operational or capacity solutions.
- **Modular Classrooms**
    - Existing modular classrooms may be utilized where available; however, adding new modular classrooms is not to be assumed as part of capacity modeling.
- **Receiving Schools**
    - Capacity scenarios should limit the number of receiving schools to two whenever possible. Three receiving schools may be considered when necessary but is less desirable.

NW1 Consolidate Irish Elementary into Putnam Elementary

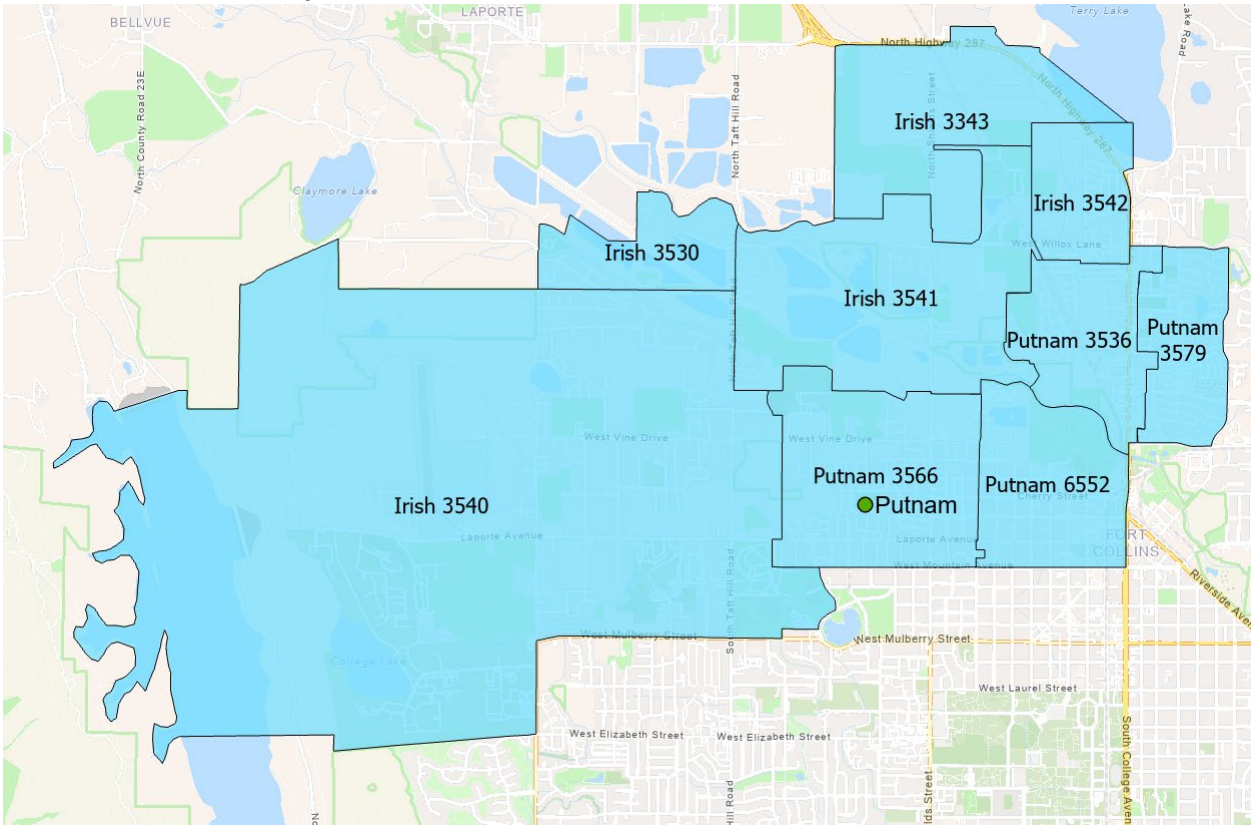
Proposed Boundary

Irish Elementary School's Boundary is merged with Putnam Elementary School's Boundary.

Current Boundaries



New Putnam Boundary

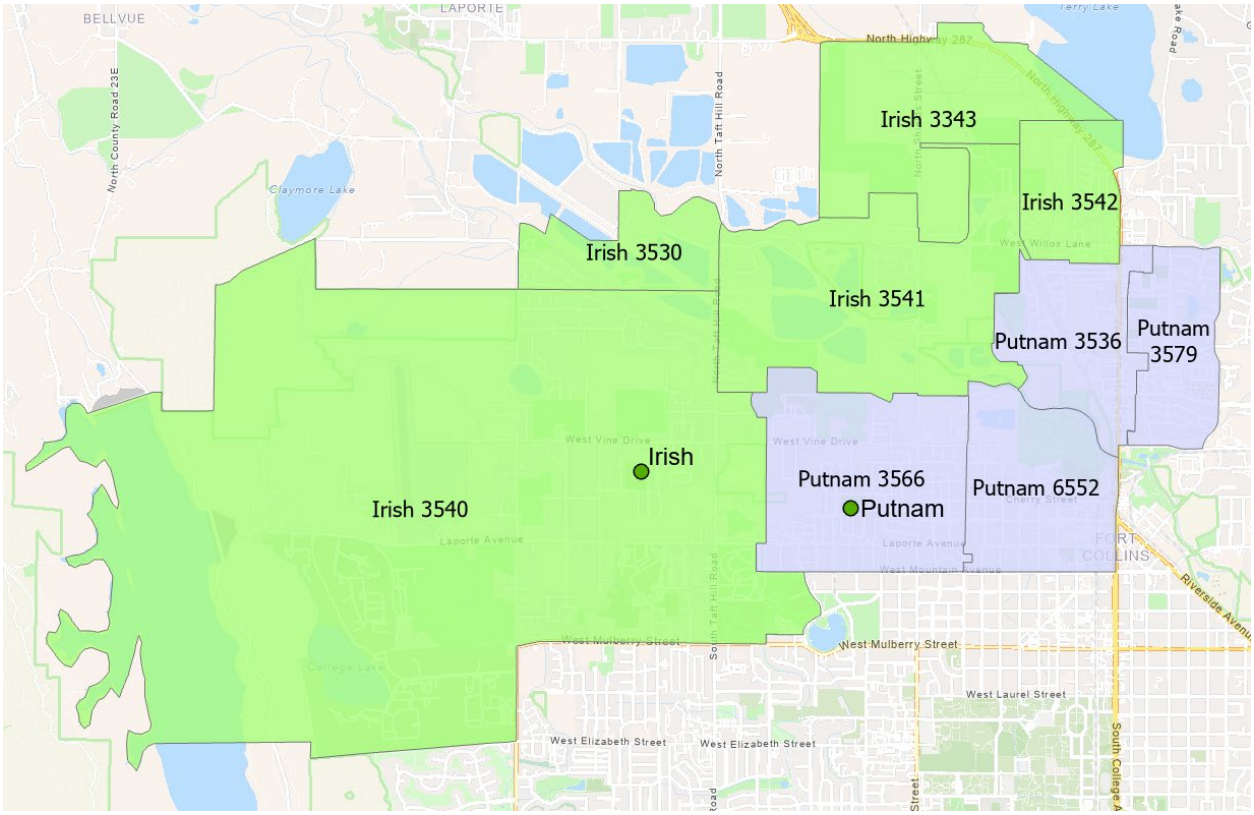


NW2 Consolidate Putnam Elementary into Irish Elementary

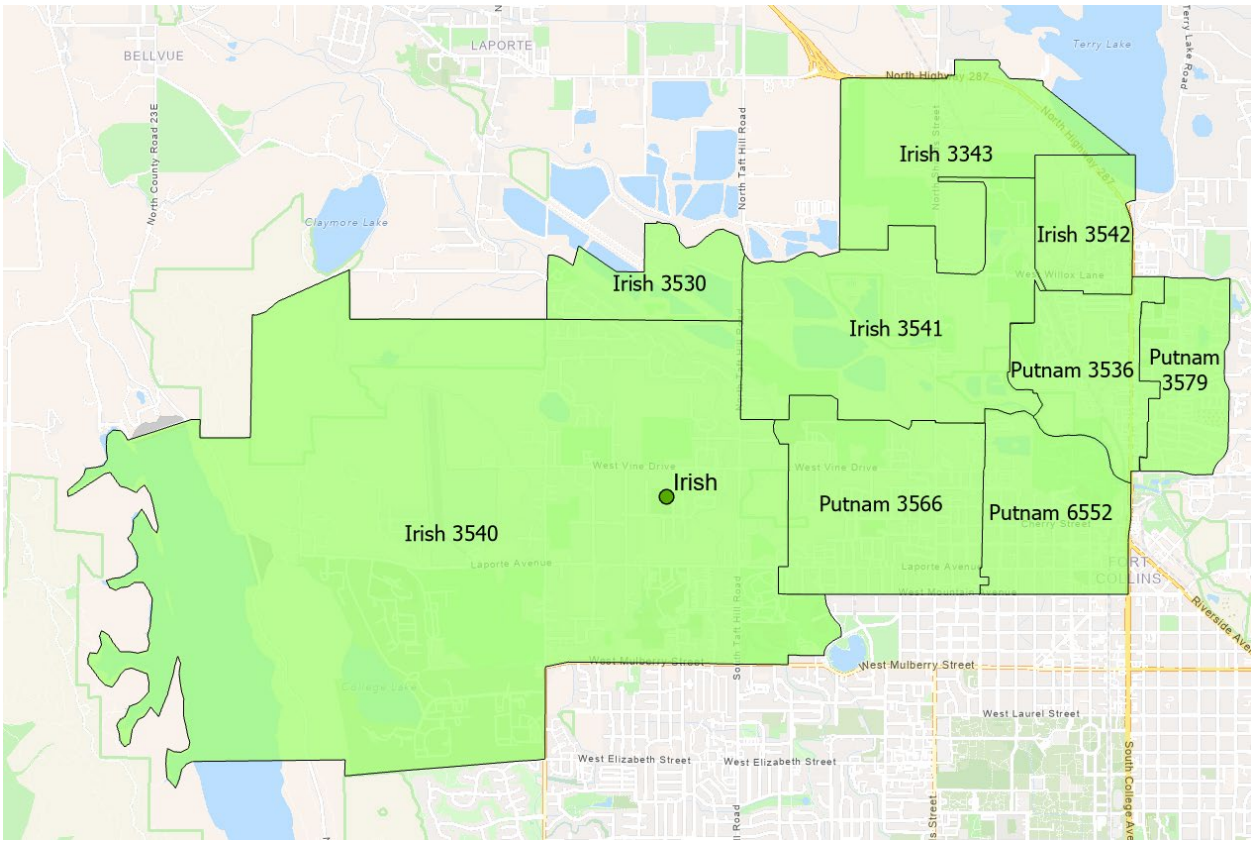
Proposed Boundary

Putnam Elementary School's Boundary is merged with Irish Elementary School's Boundary.

Current Boundaries



New Irish Boundary



NW3a Consolidate Putnam Elementary into Tavelli, Dunn

Proposed Boundary

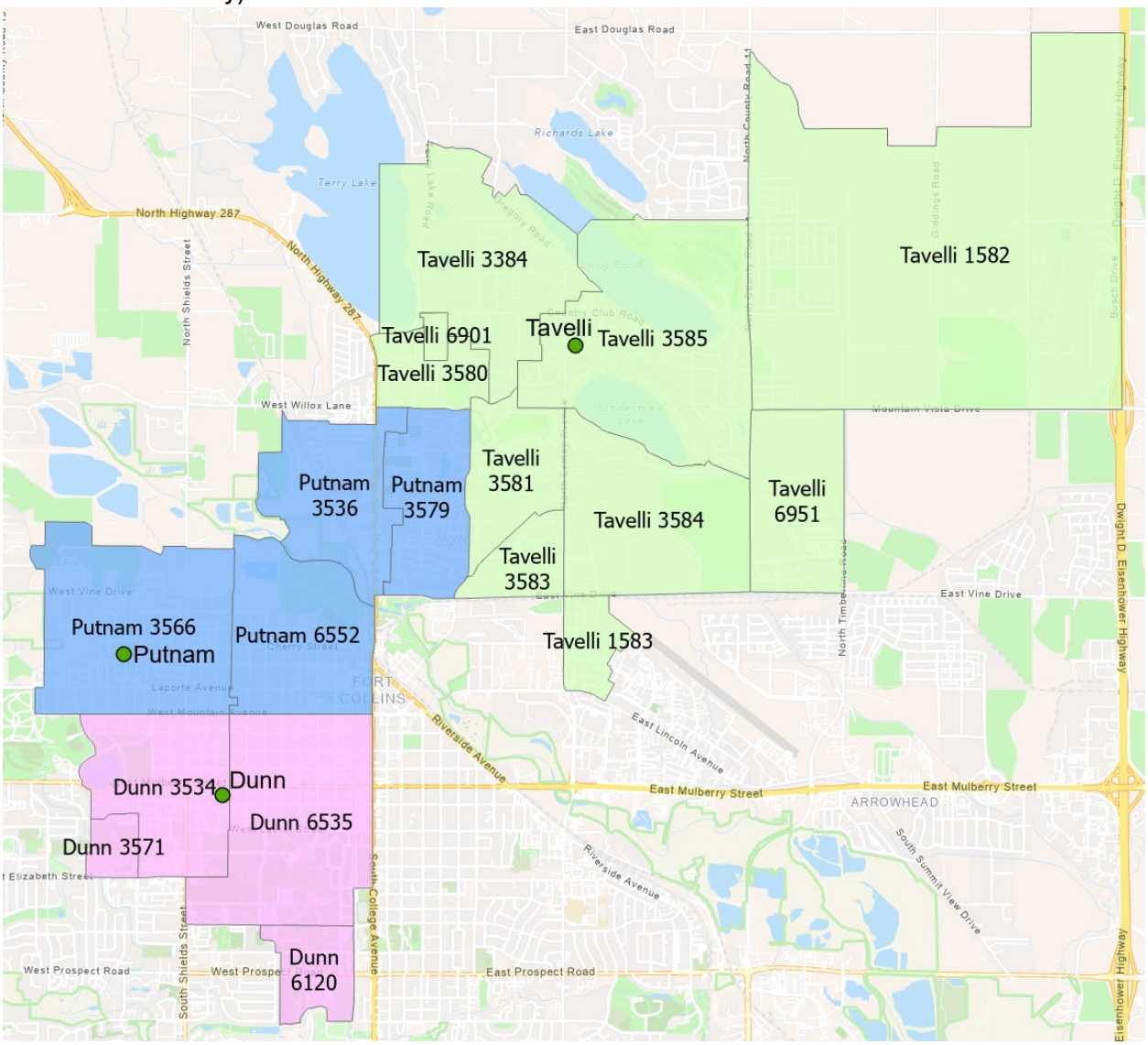
Tavelli Elementary:

Grid Codes 3536 and 3579 become part of Tavelli Elementary School's boundary.

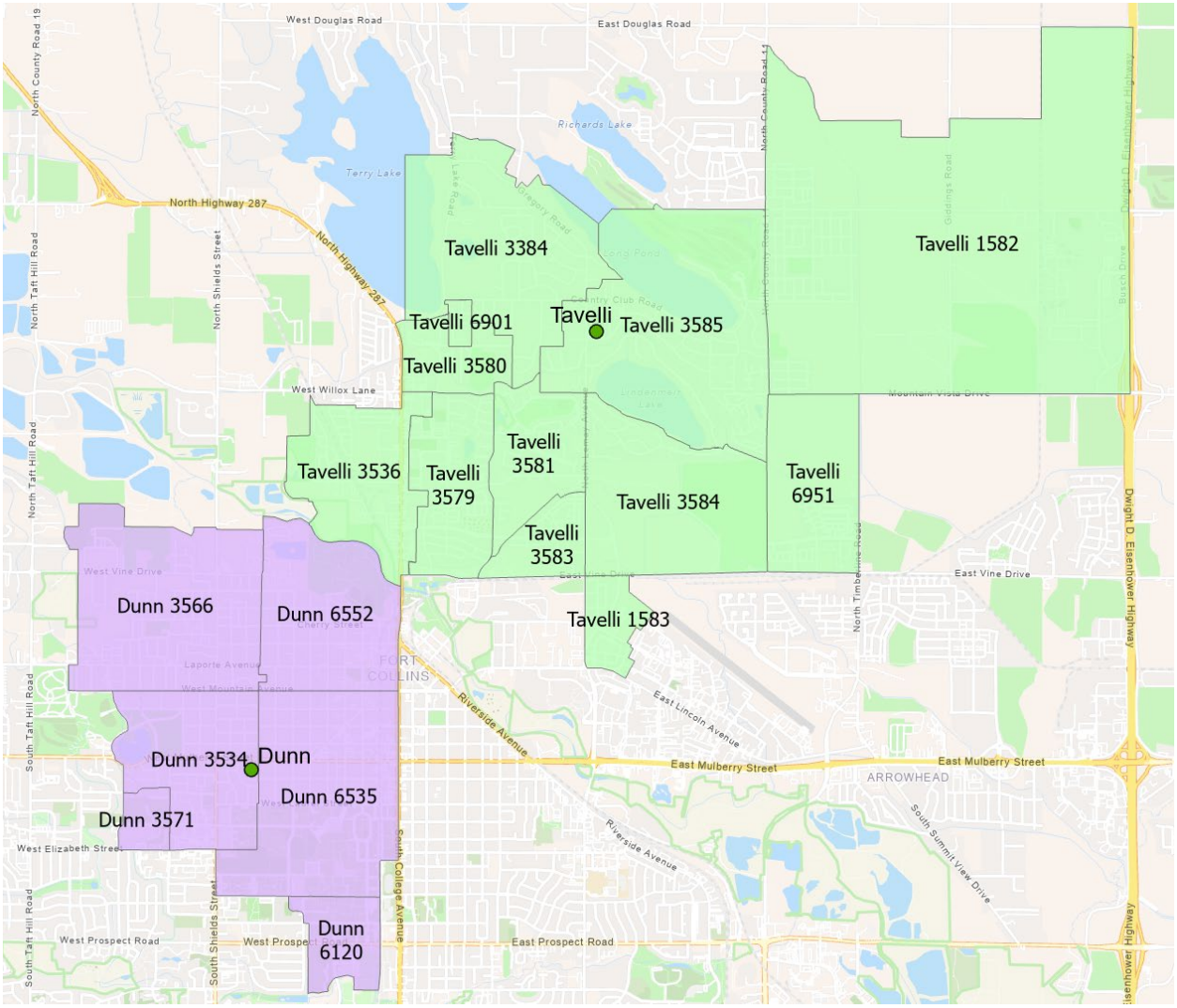
Dunn Elementary:

Grid Codes 3566 and 6552 become part of Dunn Elementary School's boundary.

Current Boundary (Gride Codes 3566 and 6552 will become part of Dunn Elementary School's boundary)



New Tavelli/ Dunn boundaries



NW3b Consolidate Irish Elementary into CLP Elementary, Bauder Elementary

Proposed Boundary

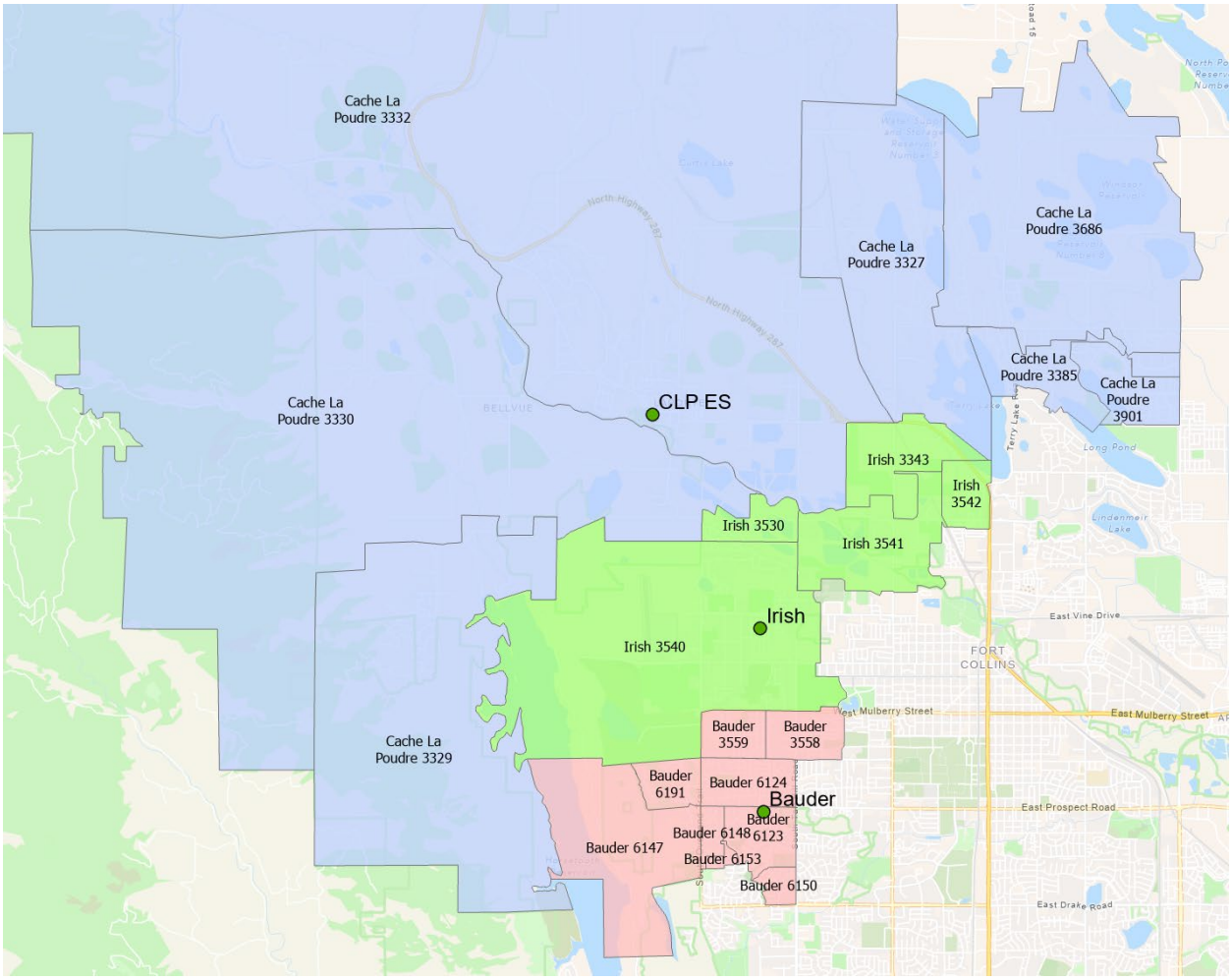
Bauder Elementary:

Grid Code 3540 becomes part of Bauder Elementary School's boundary.

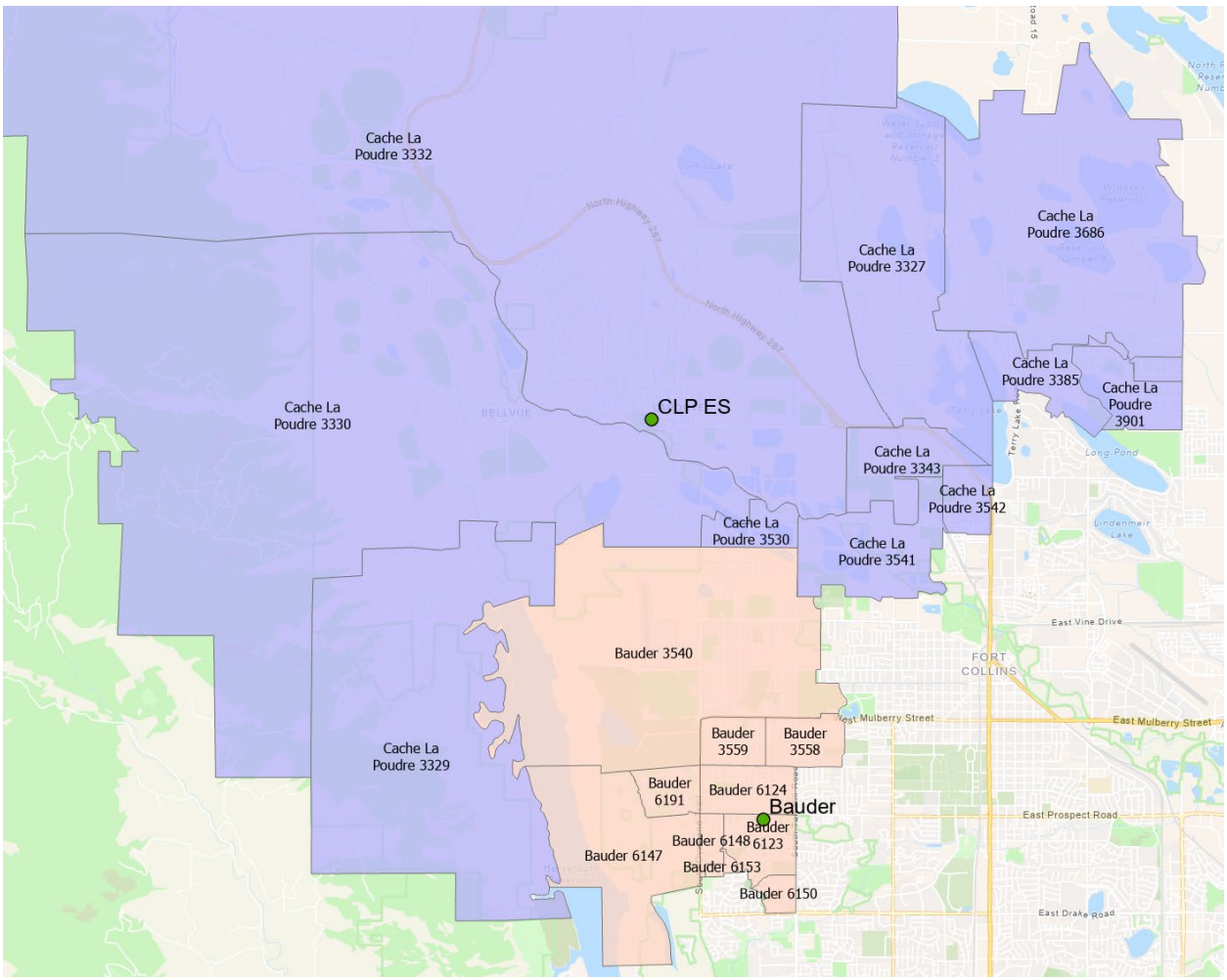
CLP Elementary:

Grid Codes 3530, 3541, 3542, and 3543 become part of CLP Elementary School's boundary.

Current Boundaries



New CLPE/ Bauder Boundaries



NW3c Consolidate Putnam Elementary into Tavelli, Dunn and Consolidate Irish Elementary into CLP Elementary, Bauder Elementary

Proposed Boundary

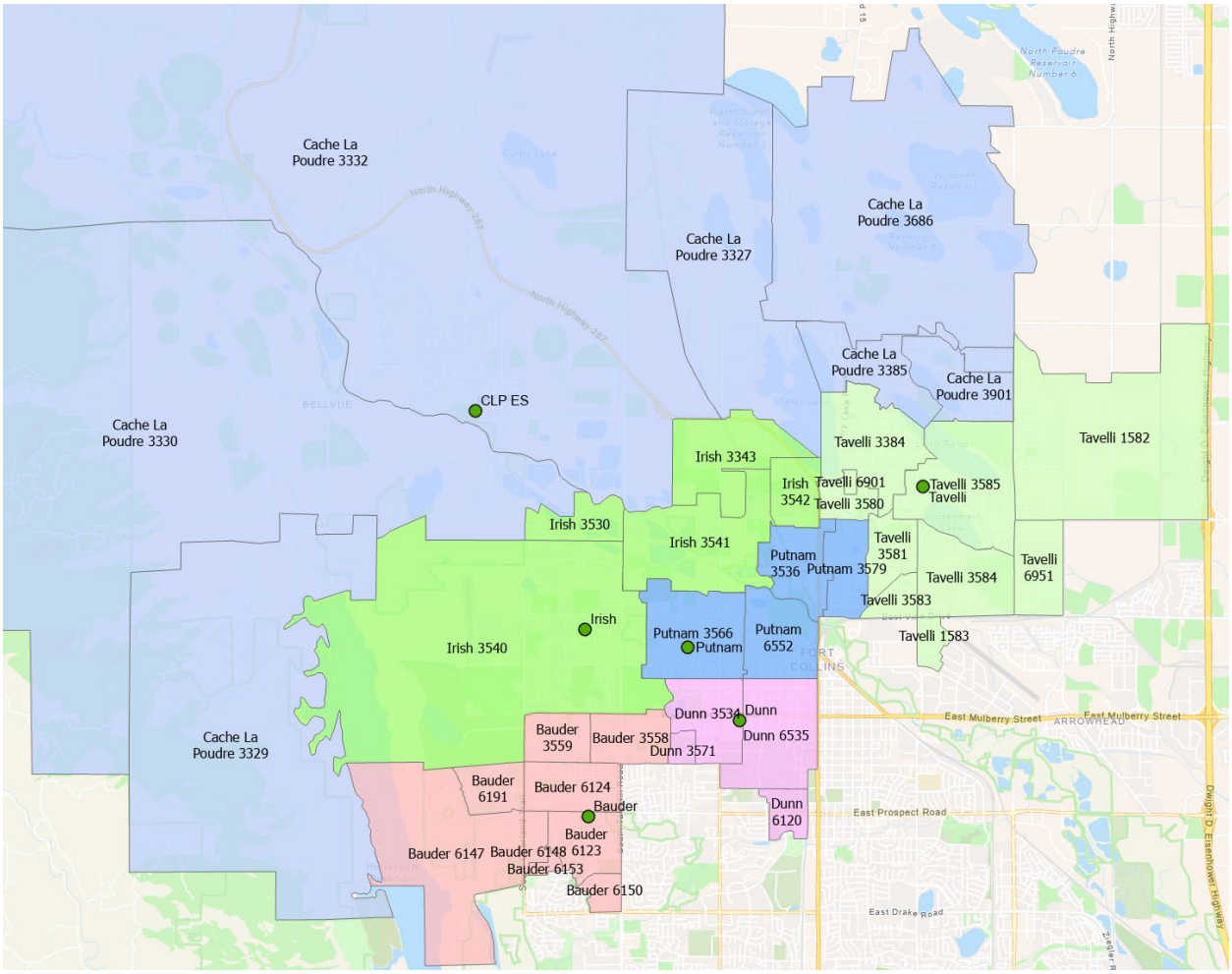
Tavelli Elementary:
Grid Codes 3536 and 3579 become part of Tavelli Elementary School's boundary.

Dunn Elementary:
Gride Codes 3566 and 6552 become part of Dunn Elementary School's boundary.

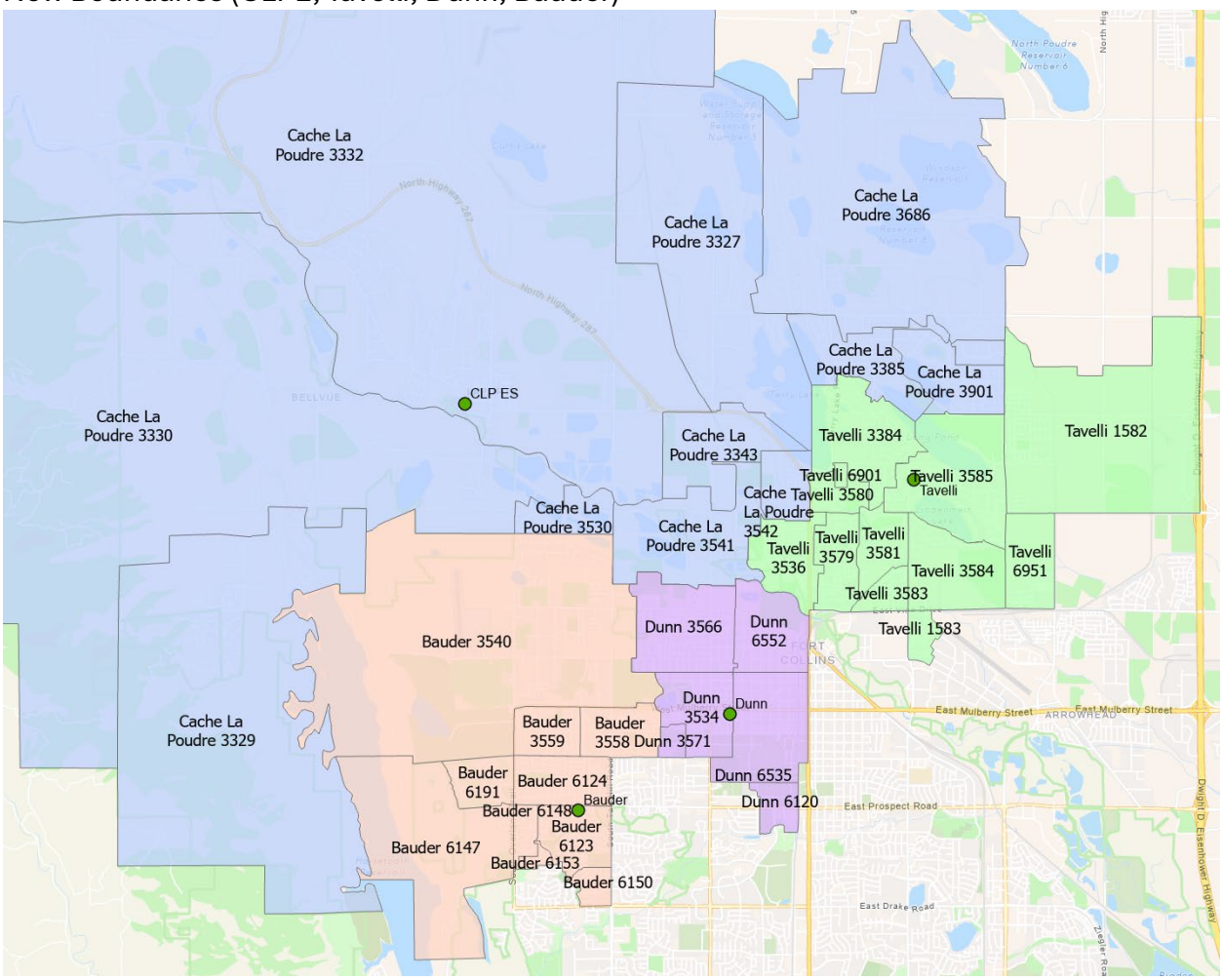
Bauder Elementary:
Grid Code 3540 becomes part of Bauder Elementary School's boundary.

CLP Elementary:
Grid Codes 3530, 3541, 3542, and 3543 become part of CLP Elementary School's boundary.

Current Boundaries



New Boundaries (CLPE, Tavelli, Dunn, Bauder)

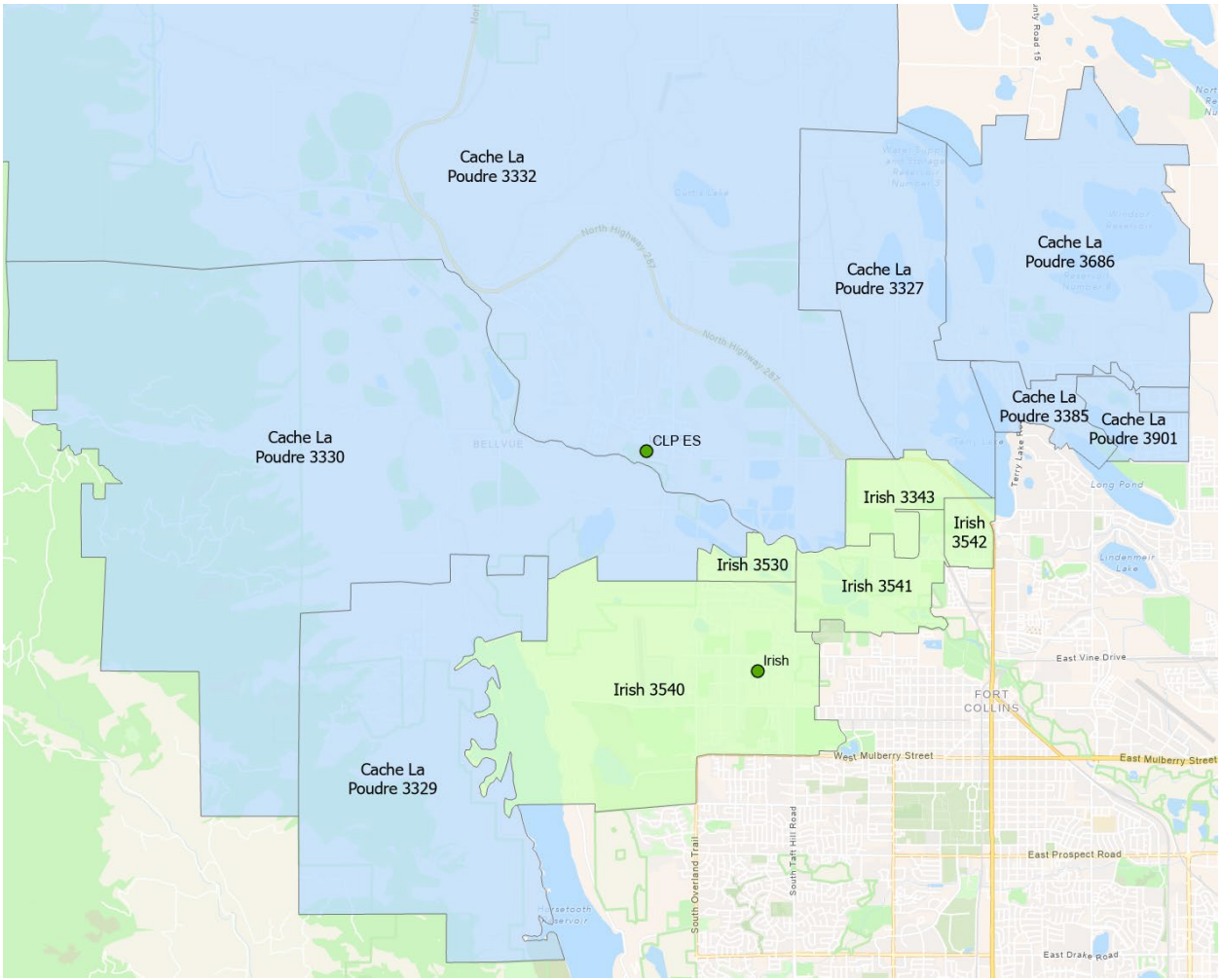


NW3d Consolidate Irish Elementary into CLP Elementary

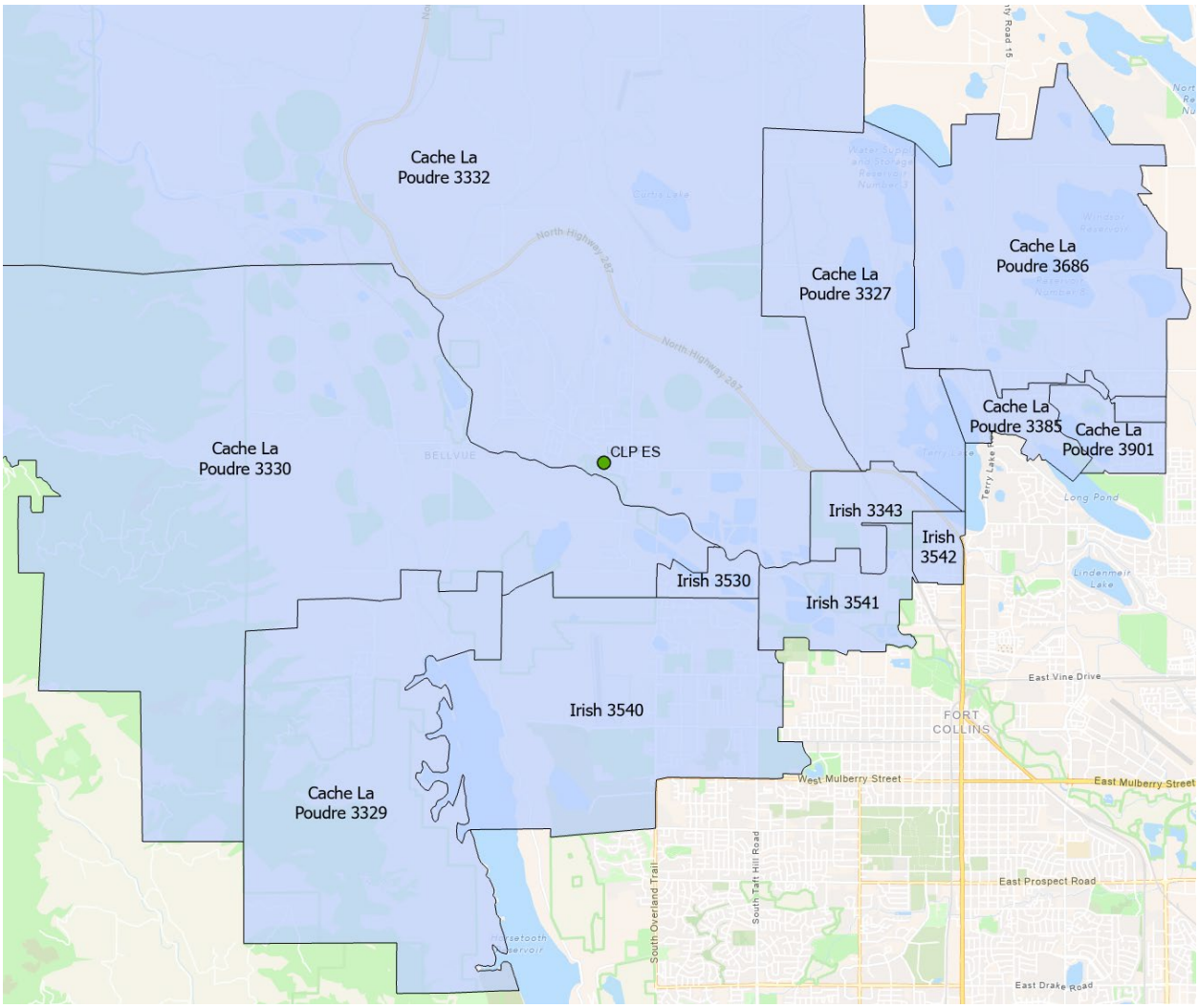
Proposed Boundary

Irish Elementary School's Boundary is merged with CLP Elementary School's Boundary.

Current Boundaries



New CLPE Boundary

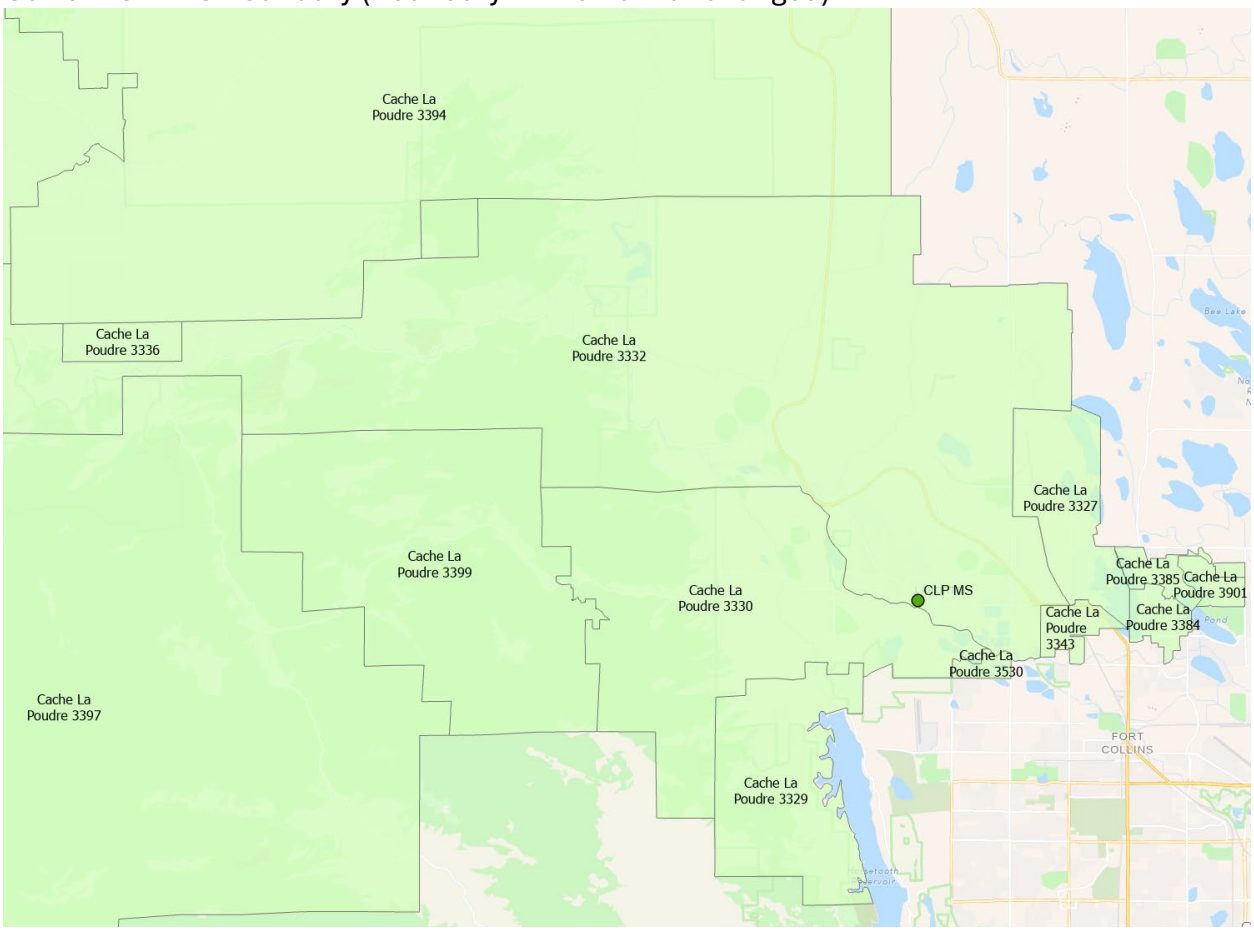


NW4a Consolidate CLP Elementary into Cache La Poudre MS

Proposed Boundary

CLP Elementary School is combined into Cache La Poudre Middle School

Current CLPMS Boundary (Boundary will remain unchanged)

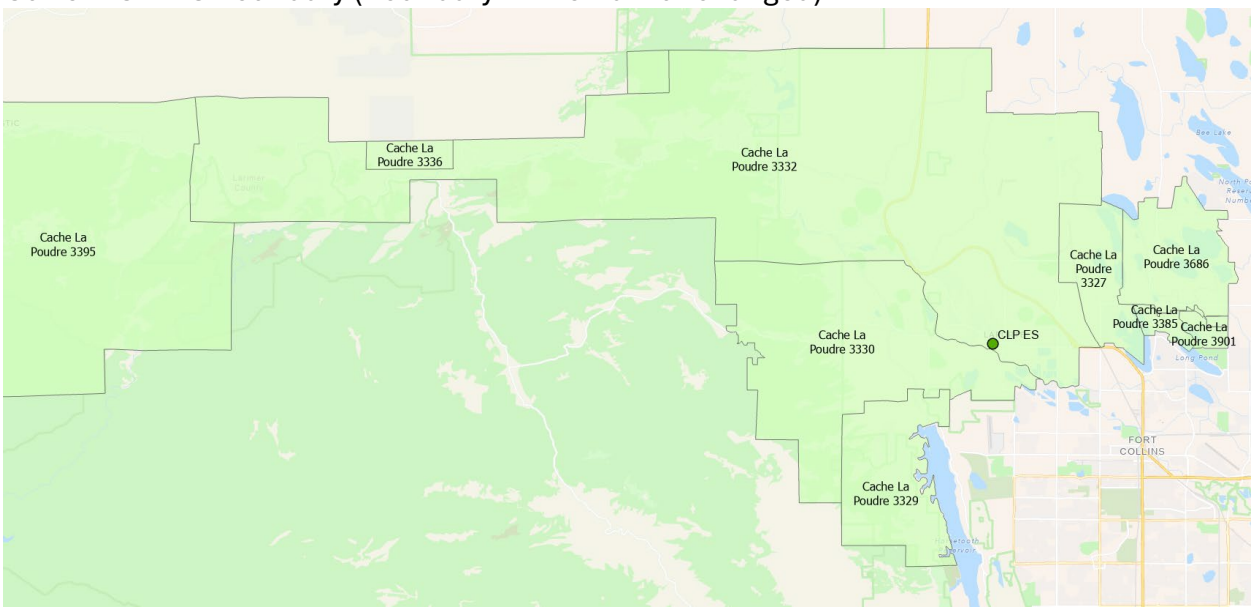


NW4b Consolidate Cache La Poudre MS into CLP Elementary

Proposed Boundary

Cache La Poudre Middle School is combined into CLP Elementary School

Current CLPES Boundary (Boundary will remain unchanged)



NW5a Consolidate Blevins MS into Lincoln MS, Webber MS

Proposed Boundary

Grid Code Subdivisions:

The northern portions of the divided grid codes will retain their designation and become part of the Lincoln Middle School boundary area. The southern portions will receive a new designation and become part of the Webber Middle School boundary area.

Grid code 6161 will be split. The southern portion of 6161 will be identified as 8001 for this scenario.

Grid Code 6113 will be split by Prospect Road. The southern portion will be identified as 8002 for this scenario.

Grid Code 6120 will be split by Prospect Road. The southern portion will be identified as 8003 for this scenario.

Lincoln Middle School:

Grid Codes 6191,6124,6161,6112,6113,6120 North of Prospect Road will become part of Lincoln Middle School's boundary.

Grid code 6161 will be split. The southern portion of 6161 will be identified as 8001 for this scenario.

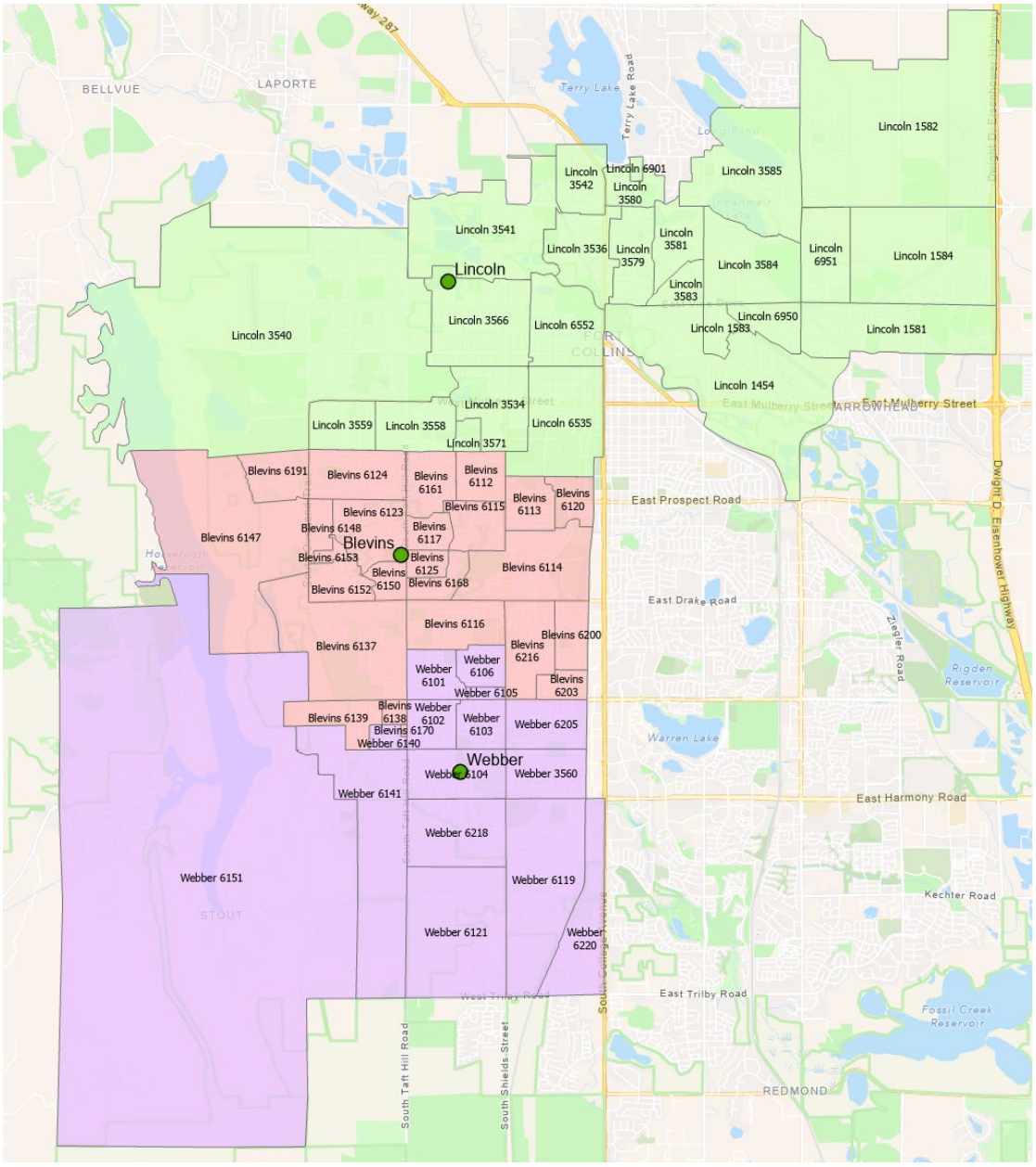
Grid Code 6113 will be split by Prospect Road. The southern portion will be identified as 8002 for this scenario.

Grid Code 6120 will be split by Prospect Road. The southern portion will be identified as 8003 for this scenario.

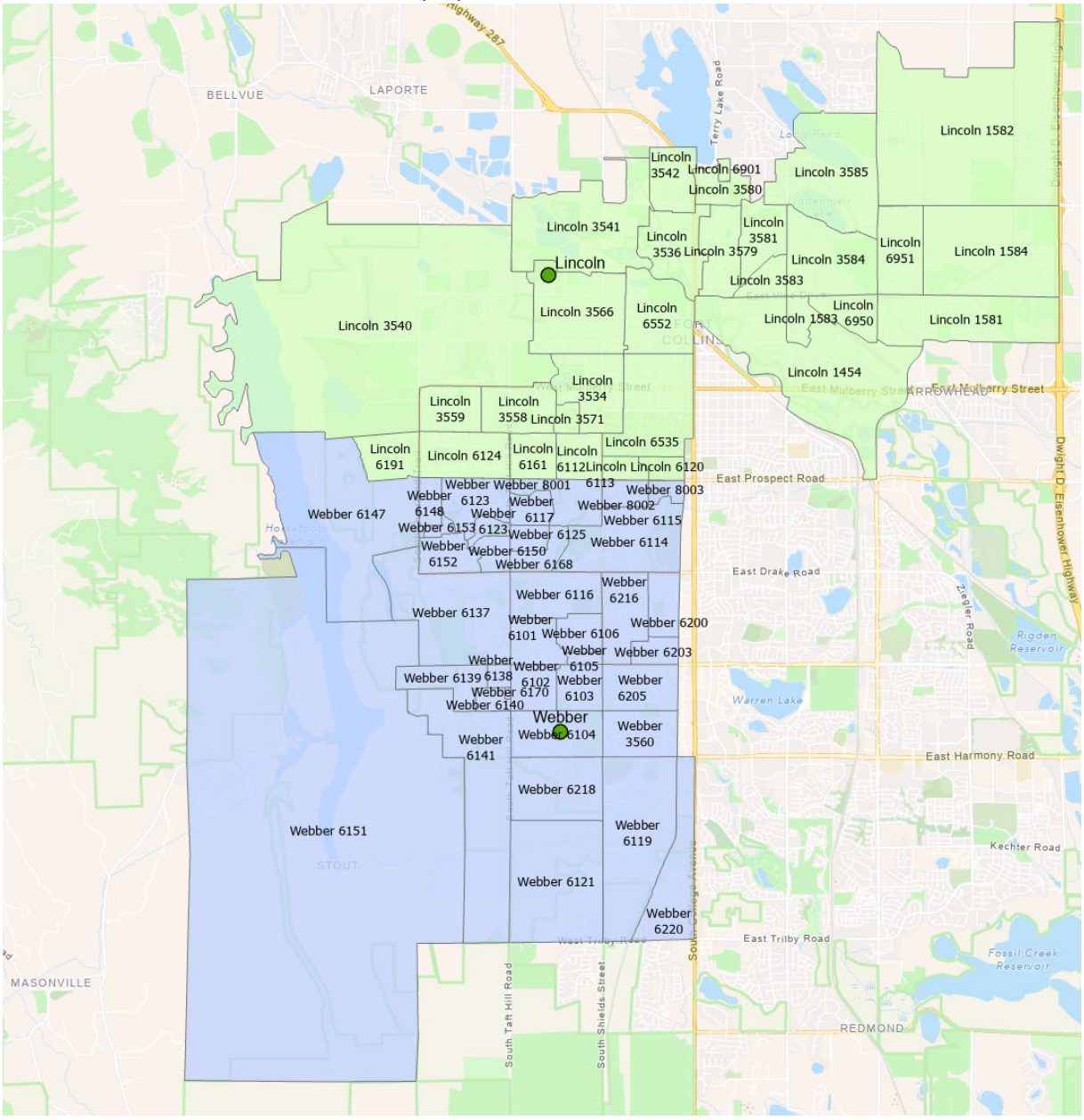
Webber Middle School:

All Grid Codes South of Prospect Road will become part of Webber Middle School's boundary as well as all of 6147. Including grid codes 8001-8003

Current Boundaries



New Lincoln/ Webber Boundaries (5a)



NW5b Consolidate Blevins MS into Lincoln MS, Webber MS

Proposed Boundary

Grid Code Subdivisions:

The northern portions of the divided grid codes will retain their designation and become part of the Lincoln Middle School boundary area. The southern portions will receive a new designation and become part of the Webber Middle School boundary area.

Grid code 6161 will be split. The southern portion of 6161 will be identified as 8001 for this scenario.

Grid Code 6113 will be split by Prospect Road. The southern portion will be identified as 8002 for this scenario.

Grid Code 6120 will be split by Prospect Road. The southern portion will be identified as 8003 for this scenario.

Grid code 6123 will be split. South of West Stuart Street and the Ryeland Lane cul-de-sac. The Southern Portion of 6123 will be identified as 8004 for this scenario.

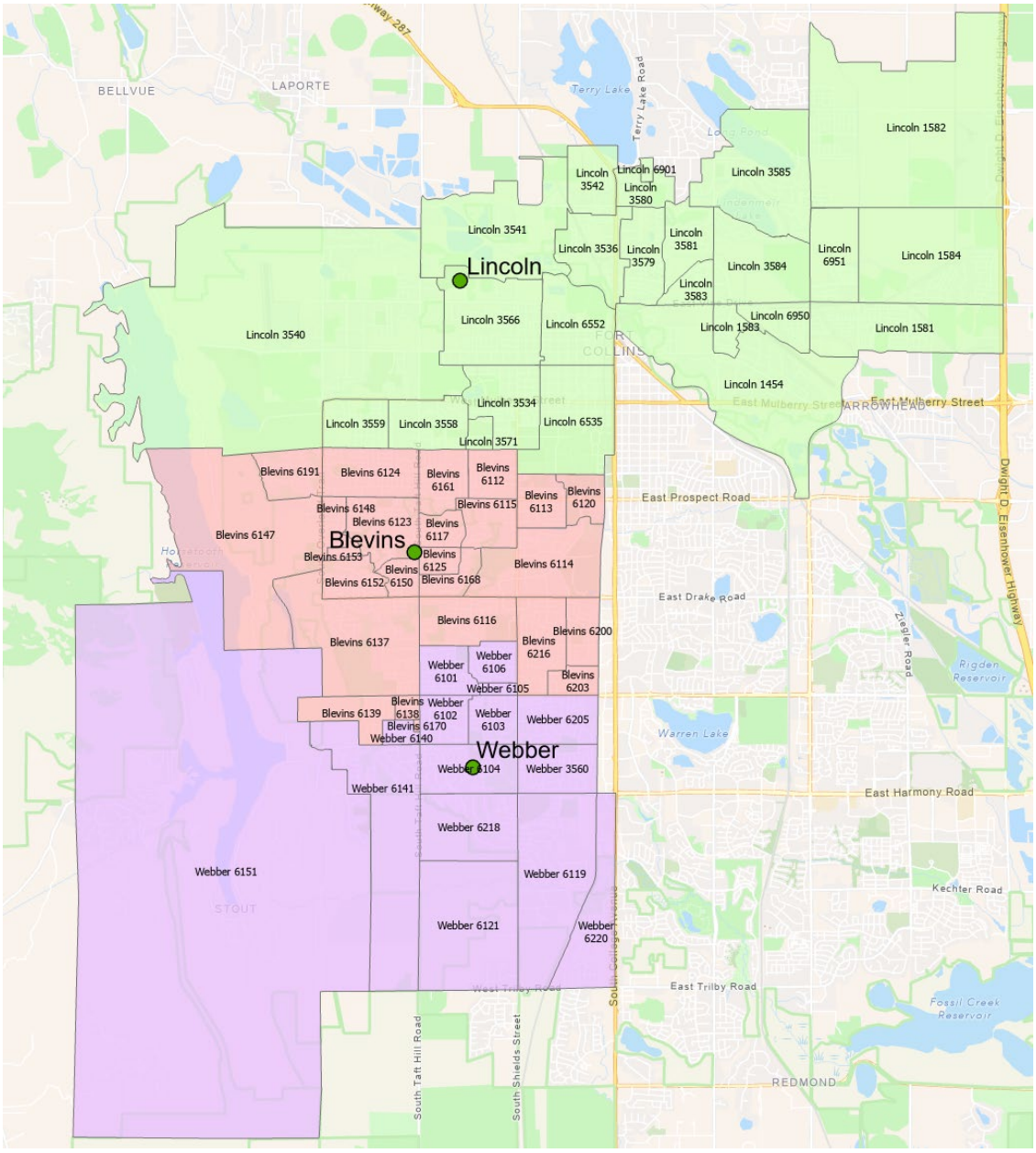
Lincoln Middle School:

Grid Codes 6191,6124,6161,6112,6113,6120 North of Prospect Road will become part of Lincoln Middle School's boundary. Grid codes 6147, 6148, 6153, and 6123 will also become part of Lincoln Middle School's boundary.

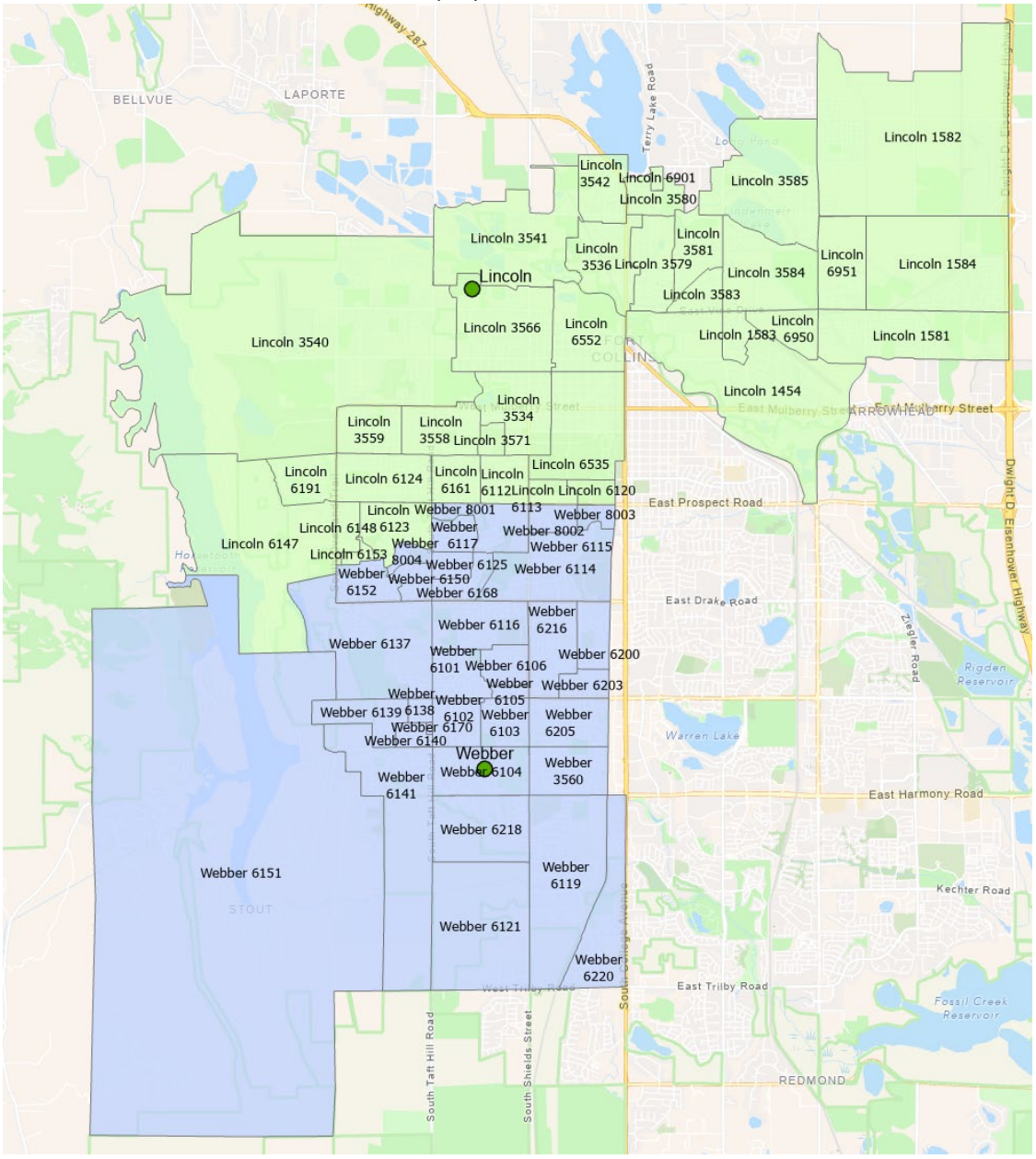
Webber Middle School:

All other grid codes south of Prospect Road including grid codes 8001 – 8004 will become part of the Webber Middle School boundary area.

Current Boundaries



New Lincoln/ Webber Boundaries (5b)

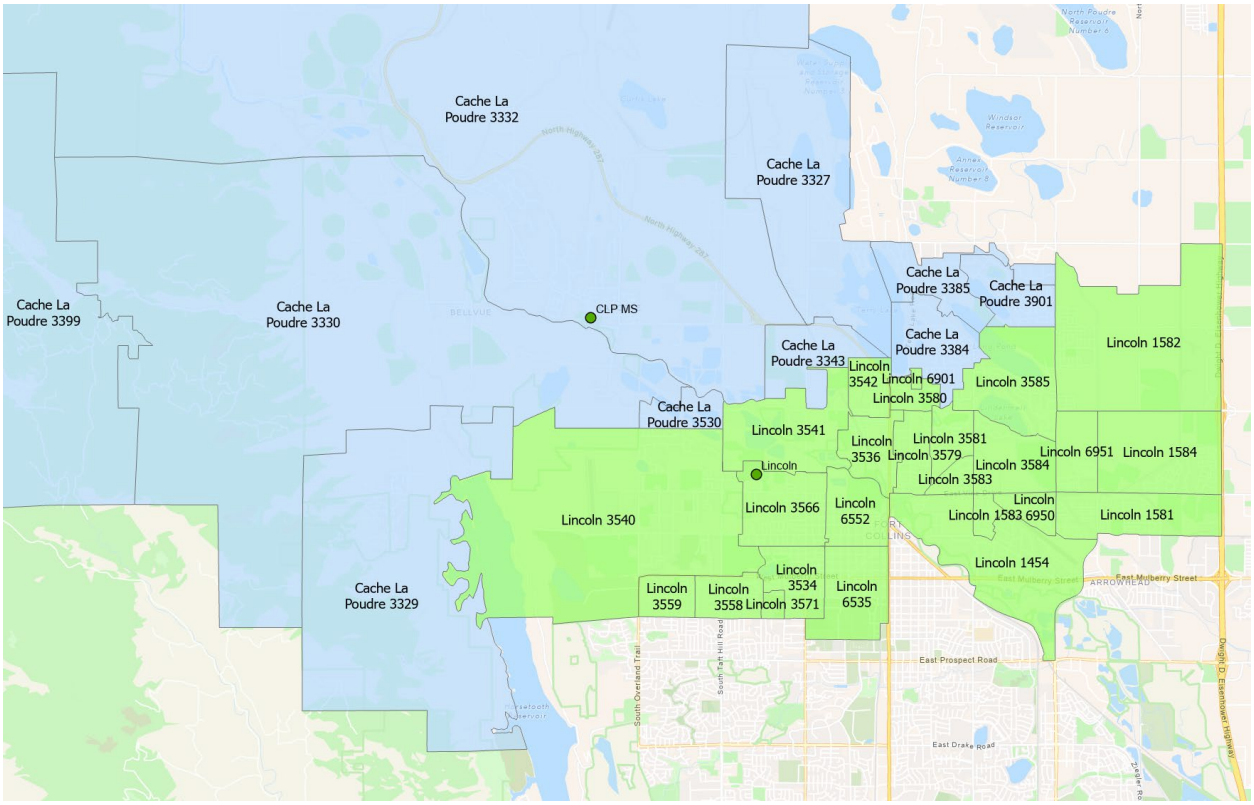


NW6 Consolidate Cache La Poudre MS into Lincoln MS

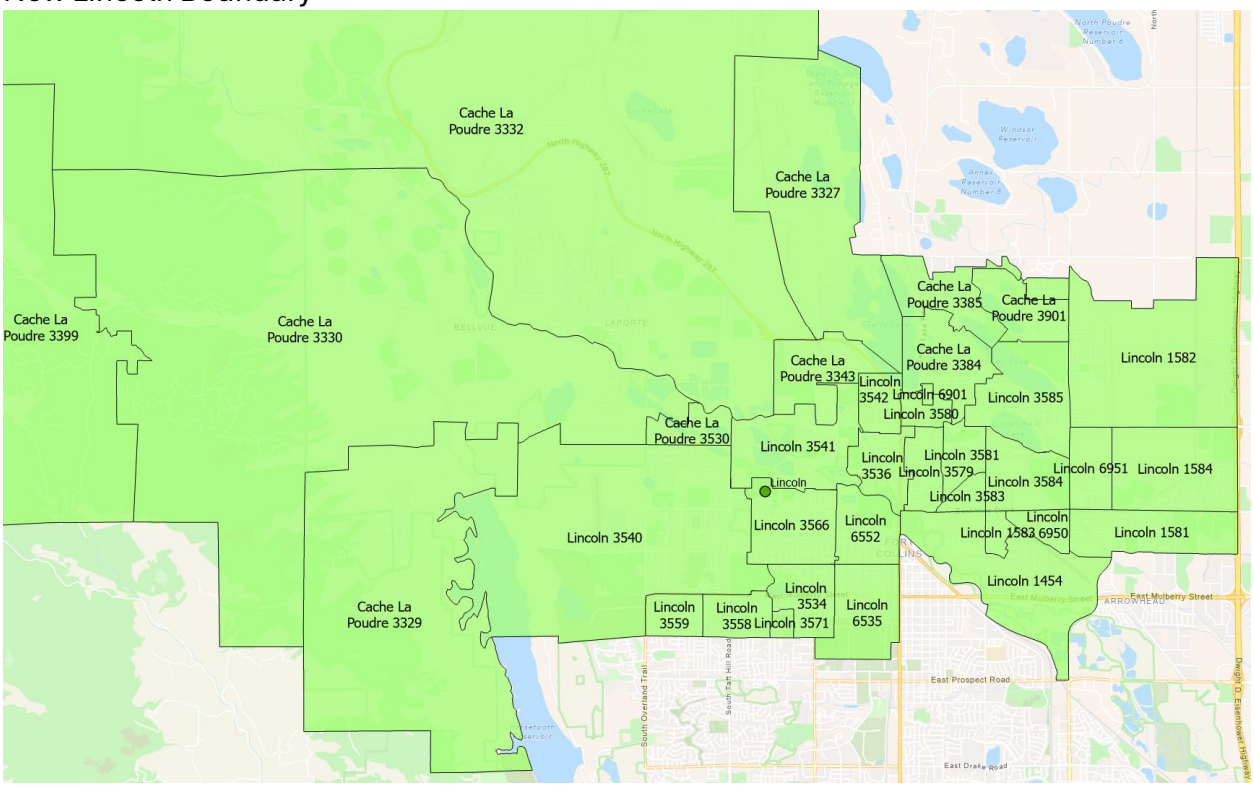
Proposed Boundary

Cache La Poudre Middle School's Boundary is merged with Lincoln Middle School's Boundary.

Current Boundaries



New Lincoln Boundary



NW7a Consolidate PCA into Centennial

Proposed Boundary

PCA and Centennial do not have boundaries and are based on placement

NW7b Consolidate PCA + Centennial into Unknown Building

Proposed Boundary

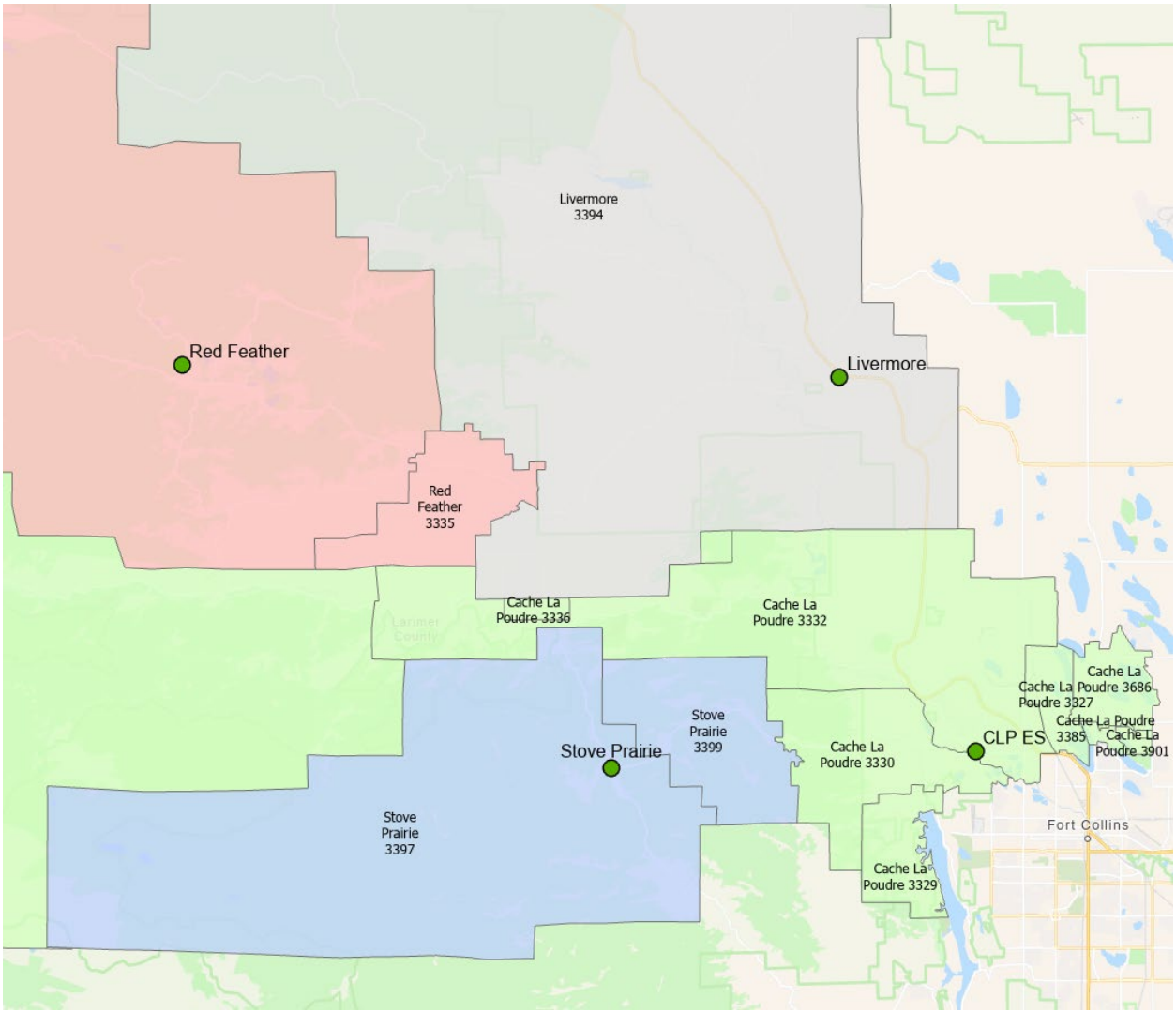
PCA and Centennial do not have boundaries and are based on placement

NW8 Consolidate PSD Mountain Schools into CLP Elementary

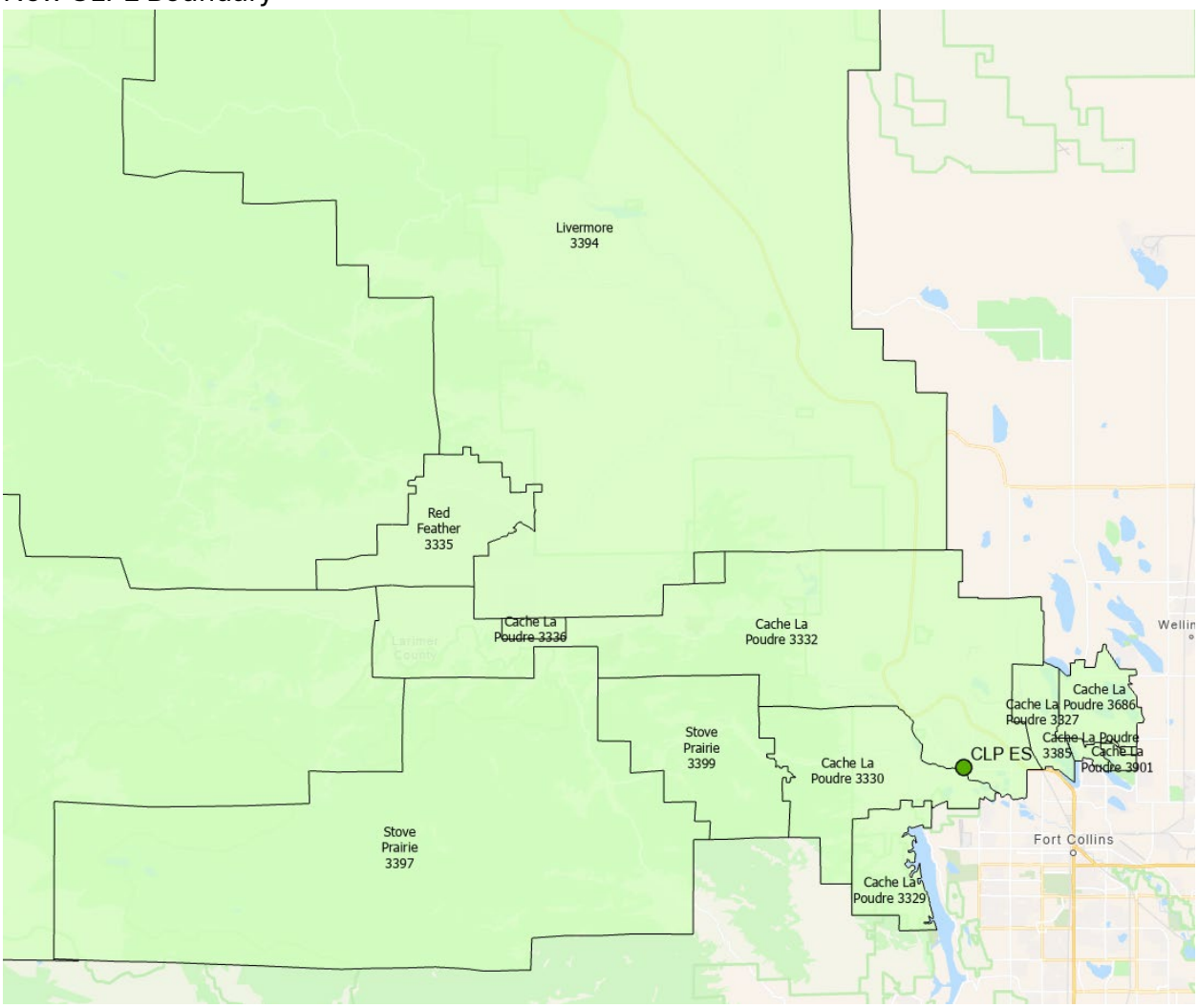
Proposed Boundary

Red Feather, Livermore, and Stove Prairie Elementary Schools are merged into CLP Elementary

Current Boundaries



New CLPE Boundary



Scenario	School Being Consolidated	Receiving School	2025-2026 Enrollment with Consolidation	2025-2026 NSC Utilization	2025-2026 RIC Utilization	2026-2027 Enrollment with Consolidation (6/25/2026)	2026-2027 NSC Utilization	2026-2027 RIC Utilization	Receiving Building FCA
NW1	Irish	Putnam	446	96.96%	77.57%	400	86.96%	69.57%	20.5
NW2	Putnam	Irish	446	83.36%	66.67%	400	74.77%	59.79%	21.55
NW3a	Putnam	Tavelli	548	95.30%	76.22%	554	96.35%	77.05%	21.4
NW3a	Putnam	Dunn	426	113.60%	90.83%	418	111.47%	89.13%	18.93
NW3b	Irish	CLPE	348	79.09%	63.27%	321	72.95%	58.36%	20.42
NW3b	Irish	Bauder	460	82.14%	65.71%	424	75.71%	60.57%	20.75
NW3c	Irish	CLPE	358	81.36%	65.09%	330	75.00%	60.00%	20.42
NW3c	Putnam	Tavelli	574	99.83%	79.83%	575	100.00%	79.97%	21.4
NW3c	Putnam	Dunn	437	116.53%	93.18%	427	113.87%	91.04%	18.93
NW3c	Irish	Bauder	469	83.75%	67.00%	437	78.04%	62.43%	20.75
NW3d	Irish	CLPE	519	117.95%	94.36%	468	106.36%	85.09%	20.42
NW4a	CLPE	CLP MS	544	111.70%	83.69%	500	102.67%	76.92%	23.42
NW4b	CLP MS	CLPE*	544	131.72%	98.91%	500	121.07%	90.91%	20.42
NW5a	Blevins	Lincoln	603	73.09%	54.82%	578	70.06%	52.55%	20.97
NW5a	Blevins	Webber	1001	100.10%	75.04%	1056	105.60%	79.16%	21.33
NW5b	Blevins	Lincoln	642	77.82%	58.36%	638	77.33%	58.00%	20.97
NW5b	Blevins	Webber	906	90.60%	67.92%	996	99.60%	74.66%	21.33
NW6	CLP MS	Lincoln	798	96.73%	72.55%	755	91.52%	68.64%	20.97
NW7a**	PCA	Centennial	193	58.13%	49.36%	192	57.83%	49.10%	22.25
NW7b	PCA + Centennial	TBD	193			192			
NW8	Mountain Schools	CLPE	325	73.86%	59.09%	304	69.09%	55.27%	20.42

* Utilizes the Middle School NSC ratio.

**Capacity and Utilization values are for the current Centennial HS building.

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW1	25-26	Pre-Consolidation	Irish	272		50.84%	40.66%
			Putnam	174		37.83%	30.26%
		Post-Consolidation	Putnam	446		96.96%	77.57%
	26-27	Pre-Consolidation	Irish	242	251	45.23%	36.17%
			Putnam	158	158	34.35%	27.48%
		Post-Consolidation	Putnam	400	409	86.96%	69.57%
	27-28	Pre-Consolidation	Irish		227	42.43%	33.93%
			Putnam		144	31.30%	25.04%
		Post-Consolidation	Putnam		371	80.65%	64.52%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW2	25-26	Pre-Consolidation	Irish	272		50.84%	40.66%
			Putnam	174		37.83%	30.26%
		Post-Consolidation	Irish	446		83.36%	66.67%
	26-27	Pre-Consolidation	Irish	242	251	45.23%	36.17%
			Putnam	158	158	34.35%	27.48%
		Post-Consolidation	Irish	400	409	74.77%	59.79%
	27-28	Pre-Consolidation	Irish		227	42.43%	33.93%
			Putnam		144	31.30%	25.04%
		Post-Consolidation	Irish		371	69.35%	55.46%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW3a	25-26	Pre-Consolidation	Dunn	364		97.07%	77.61%
			Putnam	174		37.83%	30.26%
			Tavelli	481		83.65%	66.90%
		Post-Consolidation	Dunn	426		113.60%	90.83%
			Tavelli	548		95.30%	76.22%
	26-27	Pre-Consolidation	Dunn	363	362	96.80%	77.40%
			Putnam	158	158	34.35%	27.48%
			Tavelli	496	465	86.26%	68.98%
		Post-Consolidation	Dunn	418		111.47%	89.13%
			Tavelli	554		96.35%	77.05%
	27-28	Pre-Consolidation	Dunn		361	96.27%	76.97%
			Putnam		144	31.30%	25.04%
			Tavelli		463	80.52%	64.39%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW3b	25-26	Pre-Consolidation	Bauder	374		66.79%	53.43%
			CLPE	247		56.14%	44.91%
			Irish	272		50.84%	40.66%
		Post-Consolidation	Bauder	460		82.14%	65.71%
			CLPE	348		79.09%	63.27%
	26-27	Pre-Consolidation	Bauder	351	339	62.68%	50.14%
			CLPE	226	229	51.36%	41.09%
			Irish	242	251	45.23%	36.17%
		Post-Consolidation	Bauder	424		75.71%	60.57%
			CLPE	321		72.95%	58.36%
	27-28	Pre-Consolidation	Bauder		299	53.39%	42.71%
			CLPE		202	45.91%	36.73%
			Irish		227	42.43%	33.93%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW3c	25-26	Pre-Consolidation	Bauder	374		66.79%	53.43%
			CLPE	247		56.14%	44.91%
			Dunn	364		97.07%	77.61%
			Irish	272		50.84%	40.66%
			Putnam	174		37.83%	30.26%
			Tavelli	481		83.65%	66.90%
		Post-Consolidation	Bauder	469		83.75%	67.00%
			CLPE	358		81.36%	65.09%
			Dunn	437		116.53%	93.18%
			Tavelli	574		99.83%	79.83%
	26-27	Pre-Consolidation	Bauder	351	339	62.68%	50.14%
			CLPE	226	229	51.36%	41.09%
			Dunn	363	362	96.80%	77.40%
			Irish	242	251	45.23%	36.17%
			Putnam	158	158	34.35%	27.48%
			Tavelli	496	465	86.26%	68.98%
		Post-Consolidation	Bauder	437		78.04%	62.43%
			CLPE	330		75.00%	60.00%
			Dunn	427		113.87%	91.04%
			Tavelli	575		100.00%	79.97%
	27-28	Pre-Consolidation	Bauder		299	53.39%	42.71%
			CLPE		202	45.91%	36.73%
			Dunn		361	96.27%	76.97%
			Irish		227	42.43%	33.93%
			Putnam		144	31.30%	25.04%
			Tavelli		463	80.52%	64.39%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW3d	25-26	Pre-Consolidation	CLPE	247		56.14%	44.91%
			Irish	272		50.84%	40.66%
		Post-Consolidation	CLPE	519		117.95%	94.36%
	26-27	Pre-Consolidation	CLPE	226	229	51.36%	41.09%
			Irish	242	251	45.23%	36.17%
		Post-Consolidation	CLPE	468	480	106.36%	85.09%
	27-28	Pre-Consolidation	CLPE		202	45.91%	36.73%
			Irish		227	42.43%	33.93%
		Post-Consolidation	CLPE		429	97.50%	78.00%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW4a	25-26	Pre-Consolidation	CLP MS	297		60.99%	45.69%
			CLPE	247		56.14%	44.91%
		Post-Consolidation	CLP MS	544		111.70%	83.69%
	26-27	Pre-Consolidation	CLP MS	274	292	56.26%	42.15%
			CLPE	226	229	51.36%	41.09%
		Post-Consolidation	CLP MS	500	521	102.67%	76.92%
	27-28	Pre-Consolidation	CLP MS		318	65.30%	48.92%
			CLPE		202	45.91%	36.73%
		Post-Consolidation	CLP MS		520	106.78%	80.00%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW4b	25-26	Pre-Consolidation	CLP MS	297		60.99%	45.69%
			CLPE	247		56.14%	44.91%
		Post-Consolidation	CLPE*	544		131.72%	98.91%
	26-27	Pre-Consolidation	CLP MS	274	292	56.26%	42.15%
			CLPE	226	229	51.36%	41.09%
		Post-Consolidation	CLPE*	500	521	121.07%	90.91%
	27-28	Pre-Consolidation	CLP MS		318	65.30%	48.92%
			CLPE		202	45.91%	36.73%
		Post-Consolidation	CLPE*		520	125.91%	94.55%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW5a	25-26	Pre-Consolidation	Blevins	365		41.57%	31.20%
			Lincoln	501		60.73%	45.55%
			Webber	739		73.90%	55.40%
		Post-Consolidation	Lincoln	603		73.09%	54.82%
			Webber	1001		100.10%	75.04%
	26-27	Pre-Consolidation	Blevins	378	360	43.05%	32.31%
			Lincoln	481	447	58.30%	43.73%
			Webber	785	738	78.50%	58.85%
		Post-Consolidation	Lincoln	578		70.06%	52.55%
			Webber	1056		105.60%	79.16%
	27-28	Pre-Consolidation	Blevins		353	40.21%	30.17%
			Lincoln		444	53.82%	40.36%
			Webber		748	74.80%	56.07%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW5b	25-26	Pre-Consolidation	Blevins	365		41.57%	31.20%
			Lincoln	501		60.73%	45.55%
			Webber	739		73.90%	55.40%
		Post-Consolidation	Lincoln	642		77.82%	58.36%
			Webber	906		90.60%	67.92%
	26-27	Pre-Consolidation	Blevins	378	360	43.05%	32.31%
			Lincoln	481	447	58.30%	43.73%
			Webber	785	738	78.50%	58.85%
		Post-Consolidation	Lincoln	638		77.33%	58.00%
			Webber	996		99.60%	74.66%
	27-28	Pre-Consolidation	Blevins		353	40.21%	30.17%
			Lincoln		444	53.82%	40.36%
			Webber		748	74.80%	56.07%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW6	25-26	Pre-Consolidation	CLP MS	297		60.99%	45.69%
			Lincoln	501		60.73%	45.55%
		Post-Consolidation	Lincoln	798		96.73%	72.55%
	26-27	Pre-Consolidation	CLP MS	274	292	56.26%	42.15%
			Lincoln	481	447	58.30%	43.73%
		Post-Consolidation	Lincoln	755	739	91.52%	68.64%
	27-28	Pre-Consolidation	CLP MS		318	65.30%	48.92%
			Lincoln		444	53.82%	40.36%
		Post-Consolidation	Lincoln		762	92.36%	69.27%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW7a	25-26	Pre-Consolidation	Centennial	100		30.12%	25.58%
			PCA	93		34.96%	29.71%
		Post-Consolidation	Centennial	193		58.13%	49.36%
	26-27	Pre-Consolidation	Centennial	87	98	26.20%	22.25%
			PCA	105	92	39.47%	33.55%
		Post-Consolidation	Centennial	192	190	57.83%	49.10%
	27-28	Pre-Consolidation	Centennial		102	30.72%	26.09%
			PCA		90	33.83%	28.75%
		Post-Consolidation	Centennial		192	57.83%	49.10%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
NW8	25-26	Pre-Consolidation	CLPE	247		56.14%	44.91%
			Livermore	37		46.25%	37.00%
			Red Feather	20		25.00%	20.00%
			Stove Prairie	21		26.25%	21.00%
		Post-Consolidation	CLPE	325		73.86%	59.09%
	26-27	Pre-Consolidation	CLPE	226	229	51.36%	41.09%
			Livermore	37	40	46.25%	37.00%
			Red Feather	20	19	25.00%	20.00%
			Stove Prairie	21	23	26.25%	21.00%
		Post-Consolidation	CLPE	304	311	69.09%	55.27%
	27-28	Pre-Consolidation	CLPE		202	45.91%	36.73%
			Livermore		40	50.00%	40.00%
			Red Feather		19	23.75%	19.00%
			Stove Prairie		19	23.75%	19.00%
		Post-Consolidation	CLPE		280	63.64%	50.91%

Data Considerations:

25-26 Enrollment values are sourced from the 2025-2026 October Count collection.

26-27 Enrollment values reflect active 2026-2027 enrollments as of 6/25/2026

26-27 Projected Enrollment values are source from the most recent 1-Year Projection.

27-28 Projected Enrollment values are sourced from the most recent 5-Year Projections.

25-26 and 26-27 Utilization numbers are based on 'Enrollment'

27-28 Utilization numbers are based on 'Project Enrollment'

27-28 Post-Consolidation data calculated when consolidating into a single school.

Southwest Scenarios

Table of Contents

Definitions:.....2

Modeling Considerations.....3

SW1: Consolidate Johnson and Olander into Beattie, Lopez, and McGraw 5

SW2: Consolidate Beattie and Olander into Lopez and Johnson. Grid Code 6220 from Lopez into McGraw. 8

SW3a: Consolidate Beattie and McGraw into Lopez, Johnson, and Olander 11

SW3b: Consolidate Beattie and McGraw into Lopez, Johnson, and Olander 14

SW4a: Consolidate Johnson into Lopez and Olander 17

SW4a.1: Consolidate Johnson into Lopez and Olander. Reassign Grid Code 6220 to Southeast Region school Werner Elementary.....20

SW4b: Consolidate Lopez Elementary into Johnson Elementary.....23

SW4b.1: Consolidate Lopez Elementary into Johnson and Olander. Reassign Grid Code 6220 to Southeast Region school Werner Elementary.....26

Appendix:.....29

Definitions:

- **Utilization NSC (National Standard Capacity)**
  This capacity measure reflects national norms for how school buildings are designed and utilized. It begins with the Room Index Capacity and applies a standardized percentage to account for typical operational factors such as scheduling, shared spaces, and program variability.

  The percentages used in this calculation align with national public school planning practices and vary by school level:
  - **Elementary School: 80%**
  - **Middle School: 75%**
  - **High School: 85%**
  - **K–12 and 6–12 Schools: 80%**

  Utilization NSC provides a more realistic estimate of functional building capacity and is used to support consistent, system-wide planning and comparison

- **Utilization RIC (Room Index Capacity)**
  The Room Index Capacity serves as a standardized reference point for calculating building capacity across the district. This baseline is determined using consistent assumptions that vary by building level.

  - **Elementary: 25 students** per general education classroom
  - **Secondary: 30 students** per instructional classroom

  This standardized measure provides the foundation for calculating all other capacity metrics and ensures consistency in planning and analysis across schools.

- **Facilities Condition Assessment**
  A Facility Condition Assessment (FCA) is a comprehensive evaluation of a building's physical condition, including its major systems and components
  FCA scores are interpreted as follows:
  - **0–17.49**: Lower maintenance needs at the present time; building system upgrades may have already been implemented.
  - **17.50–20.59:** The building generally has had system upgrades; building systems are easier to modify.
  - **20.60–30.00:** Building system upgrades are needed; building systems may be more complicated to modify due to age or design.

- **Synergy** is Poudre School District's Student Information System (SIS), used to manage student enrollment, attendance, schedules, grades, and other student records

Transportation Definitions

- **Route Tier** – The scheduled sequence in which a bus serves schools during the day (e.g., first, second, or third tier), allowing one bus to complete multiple school routes.
- **Run Time** – The total time required for a bus to complete a single route, from the first student pickup to the final student drop-off.
- **Student Ride Time Increase/Decrease** – The change in the average or maximum amount of time students spend on the bus compared to the current transportation model.
- **Bell Time Model** – The set of school start and dismissal times used to develop transportation routes and maximize bus efficiency.
- **Route/Run Efficiency** – A measure of how effectively buses, drivers, and routes are utilized to transport students while minimizing travel time, idle time, and operating costs.
- **Average Bus Capacity** – The average percentage or number of available seats occupied on buses across all routes, indicating overall utilization.
- **Total Students & Runs** – The total number of students transported and the total number of individual bus runs required to provide transportation.
- **Ridership Increase** – The projected increase in the number of students expected to use district transportation under a proposed scenario.

Modeling Considerations

- **National Standard Capacity (NSC) serves as the baseline measure for overall building capacity.**
    - Elementary Schools: 80% of Room Index Capacity (RIC)
    - Middle Schools: 75% of RIC
    - High Schools: 85% of RIC
    - K–12 and 6–12 Schools: 80% of RIC

- **Track Adjustments**
    - Adding or eliminating a track is an acceptable strategy, provided sufficient classroom space is available.
- **Early Childhood (EC) Programs**
    - Early Childhood classrooms may be relocated to other schools, when appropriate, to optimize capacity.
- **Bell Schedule Flexibility**
    - School bell times may be adjusted as needed to support operational or capacity solutions.
- **Modular Classrooms**
    - Existing modular classrooms may be utilized where available; however, adding new modular classrooms is not to be assumed as part of capacity modeling.
- **Receiving Schools**

Capacity scenarios should limit the number of receiving schools to two whenever possible. Three receiving schools may be considered when necessary but is less desirable.

Methodology:

Consolidate student population into fewer schools with the goal of utilizing 80% of each school that is retained.

There are currently 1,418 students; therefore, the required capacity would need to exceed the current population by 20%. In other words, 1,418 is 80% of 1,773. The schools that are retained would need to have a combined capacity of approximately 1,773 seats, which would allow for the distribution of the student population to occupy approximately 80% of each school that is retained.

Due to multiple possible combinations, the scenarios were developed with consideration of additional factors, such as FCA, regional distribution, and transportation needs.

SW1: Consolidate Johnson and Olander into Beattie, Lopez, and McGraw

Proposed Boundary

Beattie Elementary

Grid Code 6105 and 6101 from Johnson Elementary and Grid Code 6137 and 6152 from Olander Elementary becomes part of Beattie Elementary School's boundary.

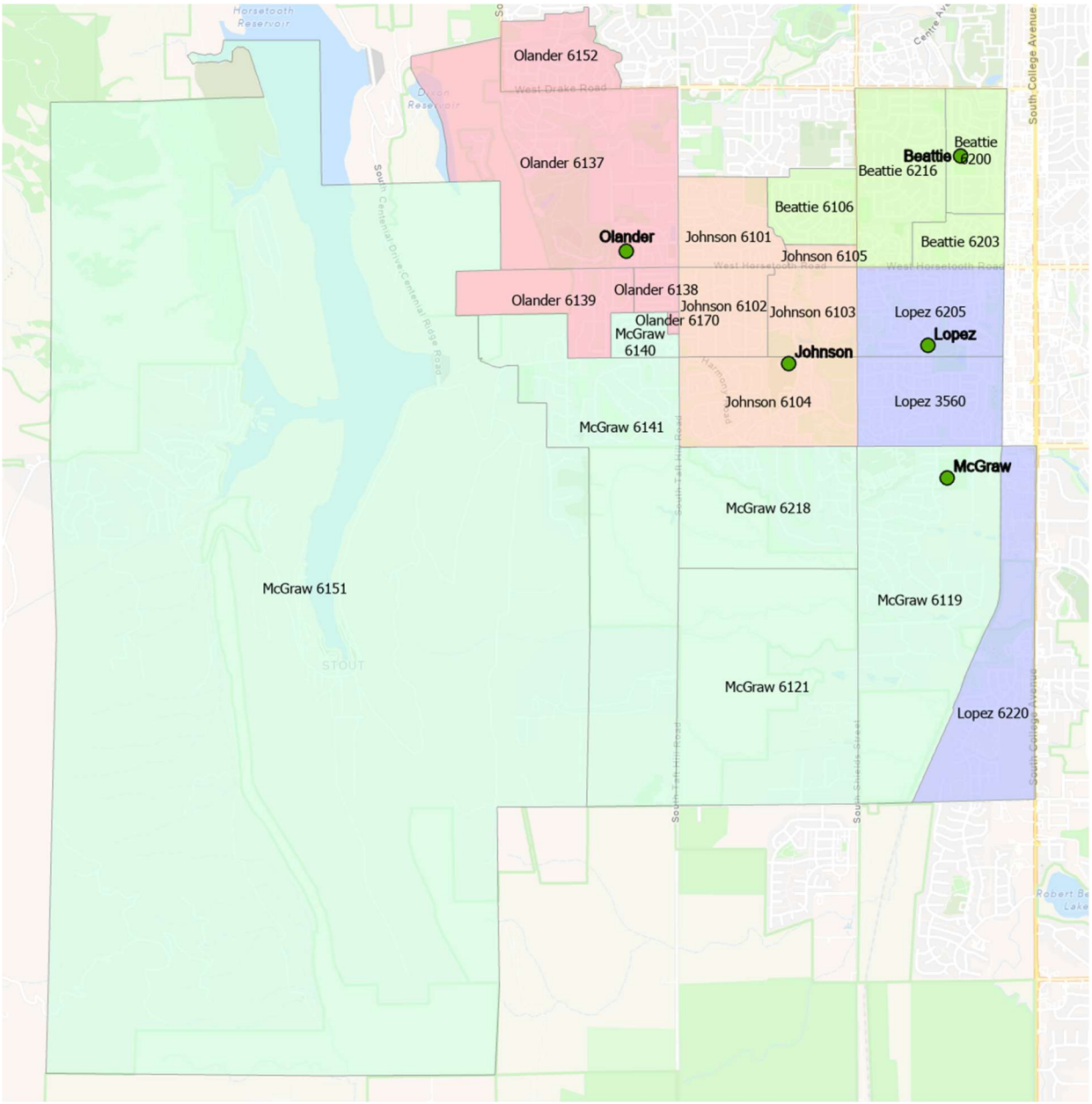
Lopez Elementary

Grid Code 6140 from McGraw Elementary, Grid Codes 6102, 6103, and 6104 from Johnson Elementary and Grid Codes 6138, 6139, and 6170 from Olander Elementary becomes part of Lopez Elementary School's boundary.

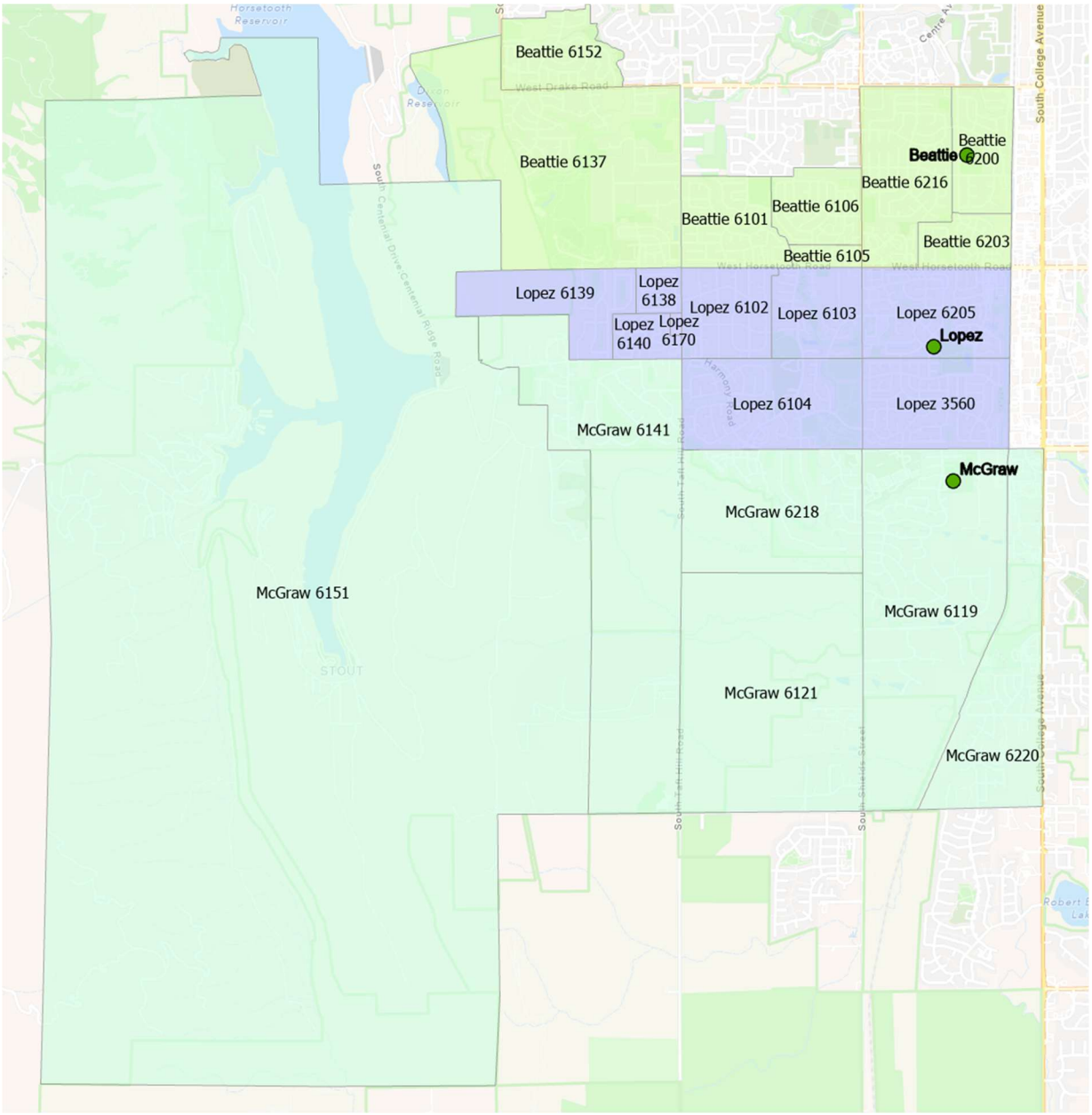
McGraw Elementary

Grid Code 6220 from Lopez Elementary will become part of McGraw Elementary School's boundary.

Existing Boundaries:



Proposed Boundaries:



SW2: Consolidate Beattie and Olander into Lopez and Johnson. Grid Code 6220 from Lopez into McGraw.

Proposed Boundary

Johnson Elementary

Grid Codes 6152, 6137, 6138, 6139, and 6170 from Olander Elementary become part of the Johnson Elementary School boundary.

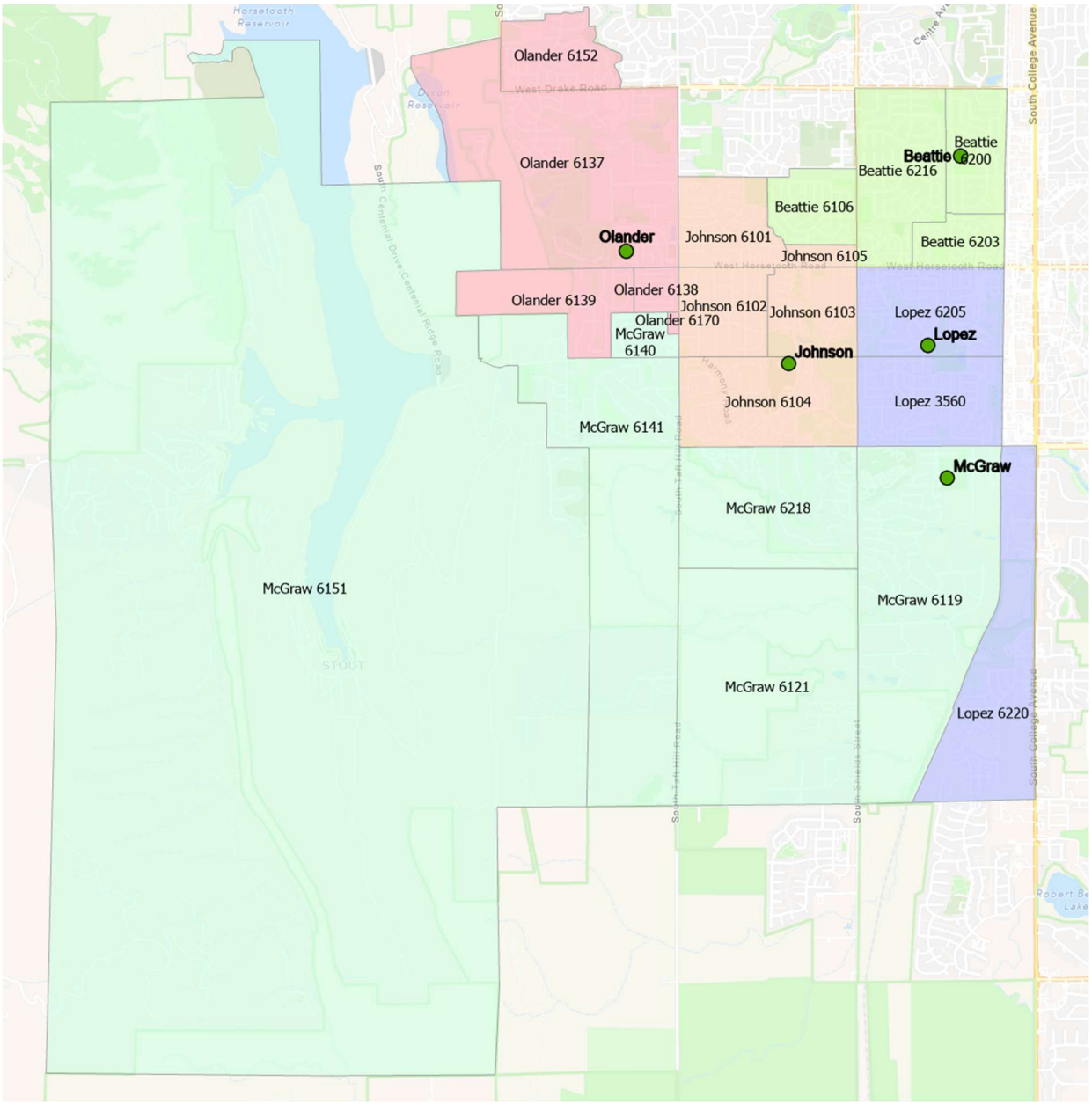
Lopez Elementary

Grid Codes 6203, 6200, 6216, and 6106 from Beattie Elementary becomes part of Johnson Elementary School's boundary.

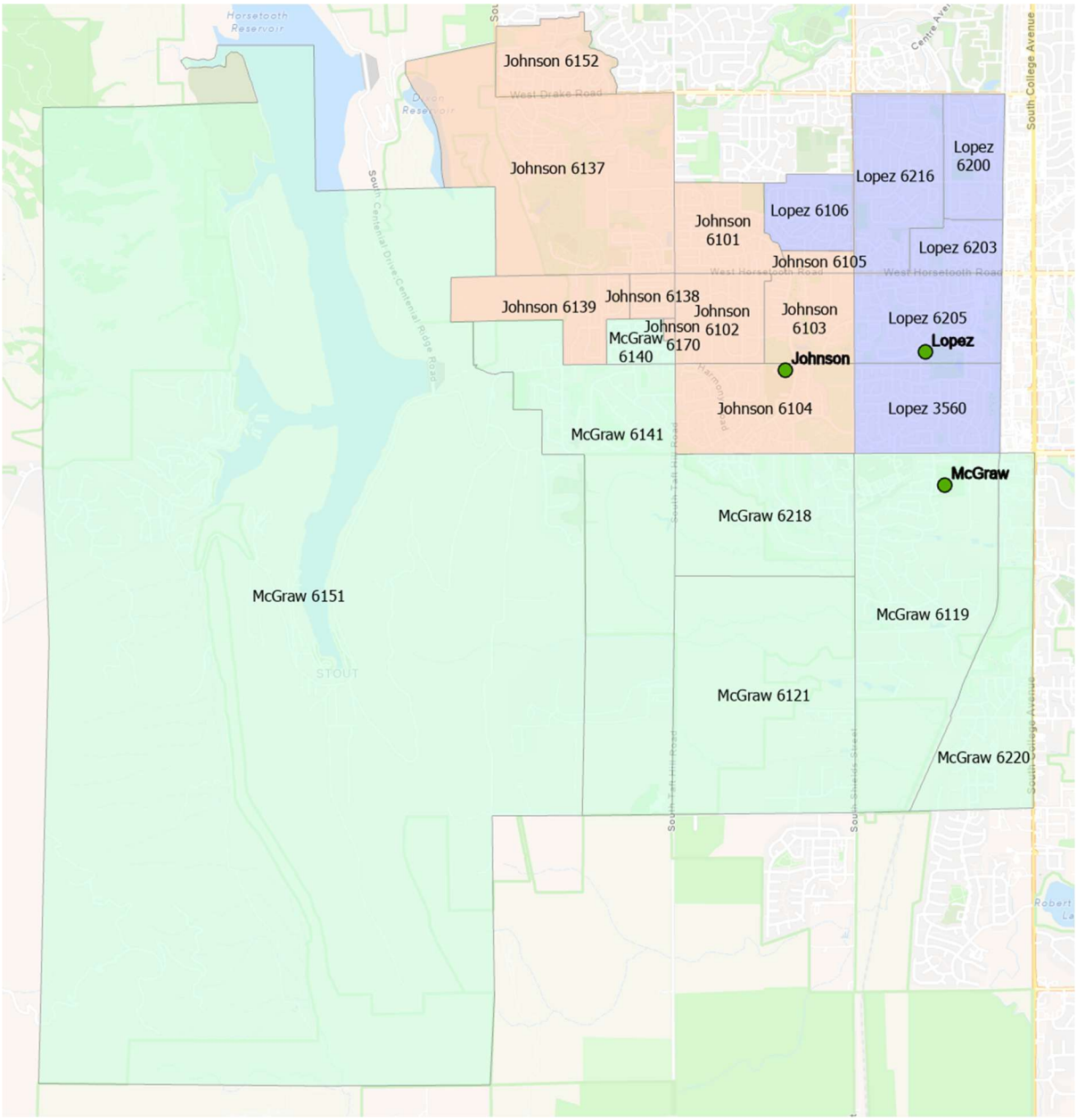
McGraw Elementary

Grid Code 6220 from Lopez Elementary becomes part of McGraw Elementary School's boundary

Existing Boundaries:



Proposed Boundaries:



SW3a: Consolidate Beattie and McGraw into Lopez, Johnson, and Olander

Proposed Boundary

Johnson Elementary

Grid Code 6218 from McGraw becomes part of Johnson Elementary's boundary.

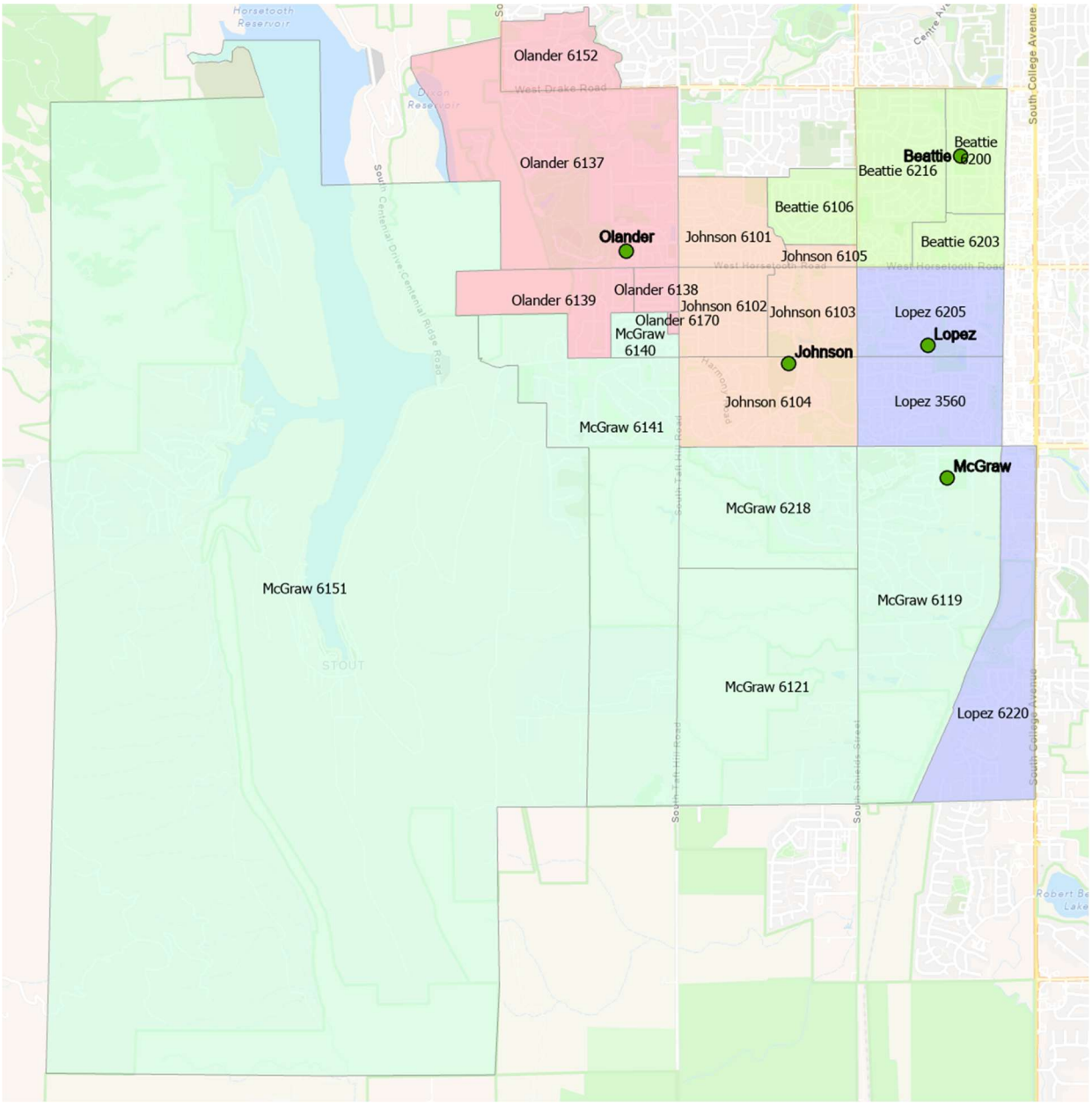
Lopez Elementary

Grid Codes 6200, 6216, 6203, and 6106 from Beattie and Grid Codes 6119 and 6121 from McGraw become part of the Lopez Elementary boundary.

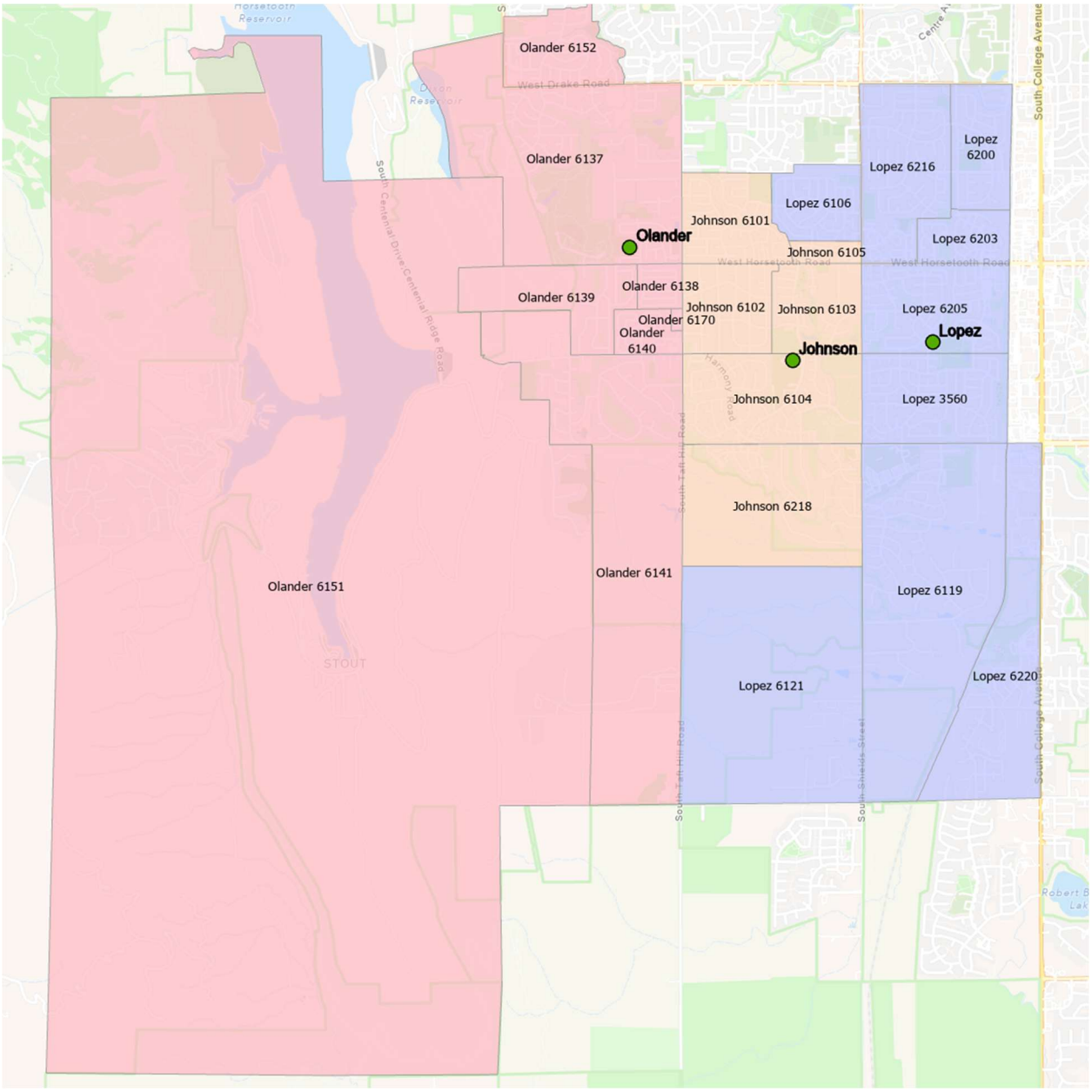
Olander Elementary

Grid Codes 6141, 6151, and 6140 from McGraw become part of the Olander Elementary Boundary.

Existing Boundaries:



Proposed Boundaries:



SW3b: Consolidate Beattie and McGraw into Lopez, Johnson, and Olander

Grid Code Changes

Grid Code 6101 will be split into two between Olander and Johnson Elementary to preserve Johnson Elementary's walk boundary. The NW portion of 6101 will remain 6101 and become part of Olander's boundary. The SW corner of 6101 will become grid code 8005 and remain part of Johnson Elementary's boundary.

Proposed Boundary

Johnson Elementary

Grid Code 6218, 6121, and 6119 from McGraw Elementary, Grid Code 6106 from Beattie Elementary, and Grid Code 6220 from Lopez Elementary become part of Johnson Elementary's boundary. The new grid code 8005 will remain with Johnson Elementary.

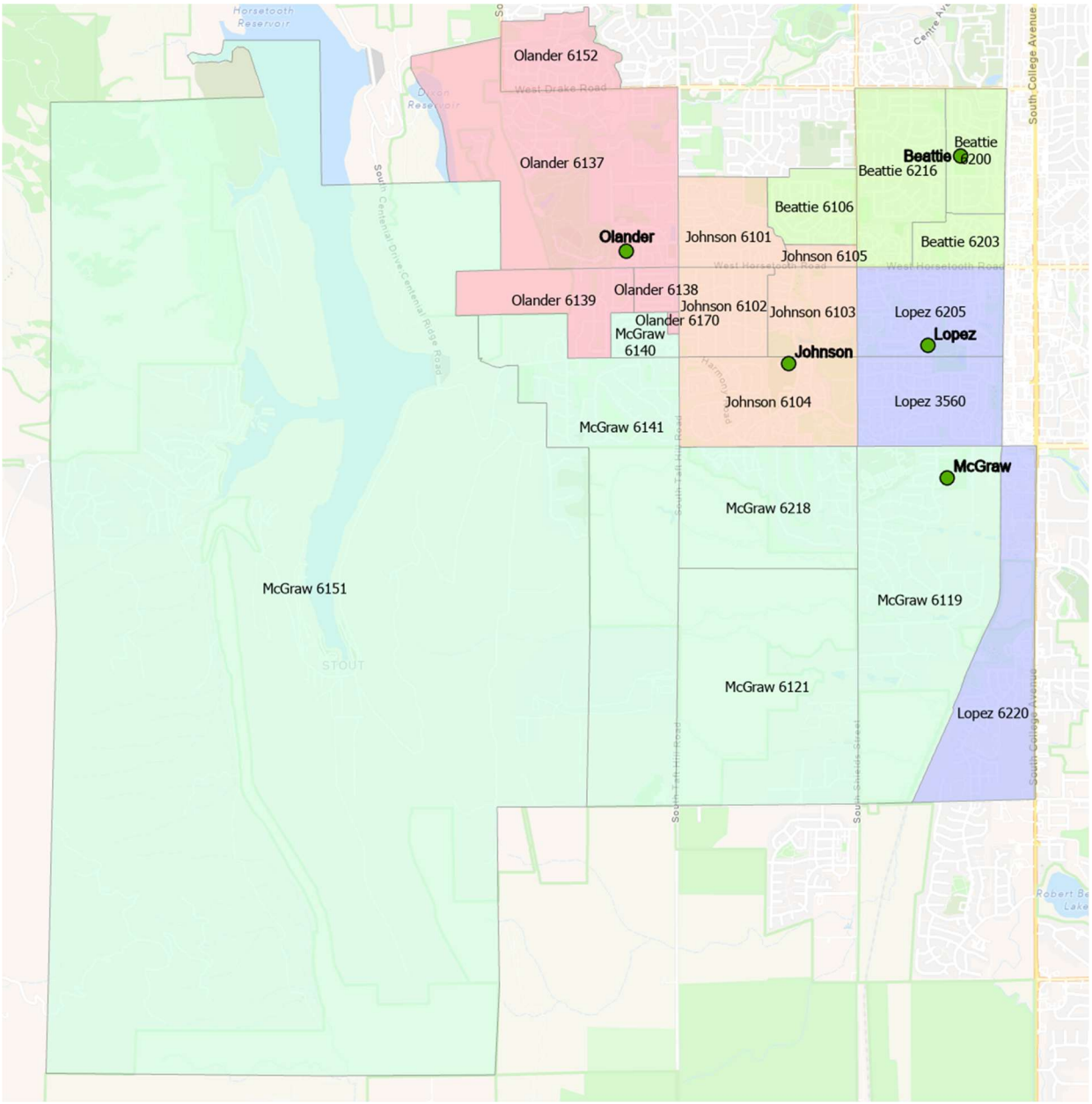
Lopez Elementary

Grid Codes 6200, 6216, and 6203 from Beattie Elementary becomes part of the Lopez Elementary boundary.

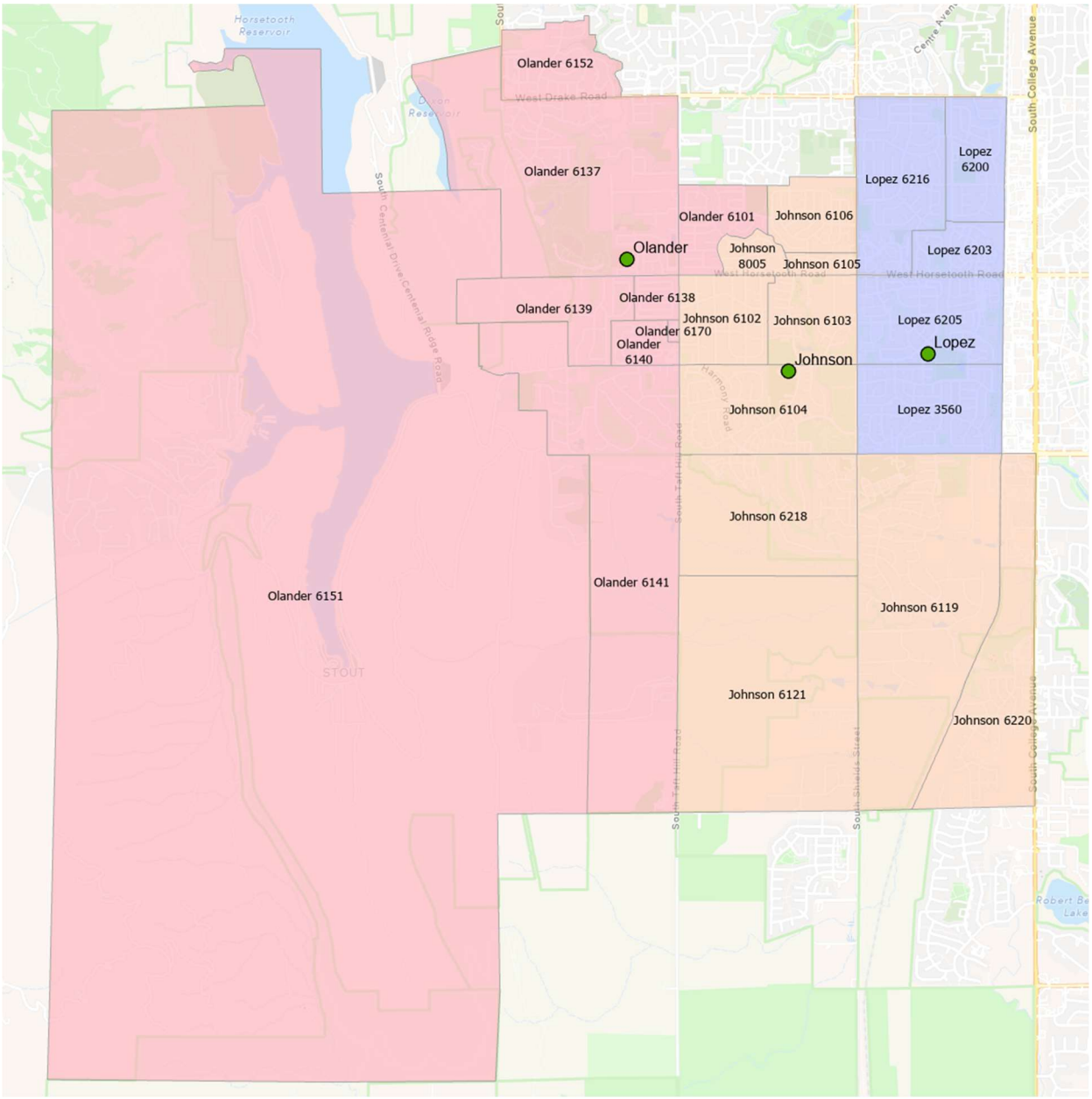
Olander Elementary

Grid Codes 6140, 6141, and 6151 from McGraw and Grid Code 6101 become part of the Olander Elementary Boundary.

Existing Boundaries:



Proposed Boundaries:



SW4a: Consolidate Johnson into Lopez and Olander

Proposed Boundary

Beattie Elementary

No Changes

Lopez Elementary

Grid Codes 6102, 6103, 6104, and 6105 becomes part of Lopez Elementary's boundary.

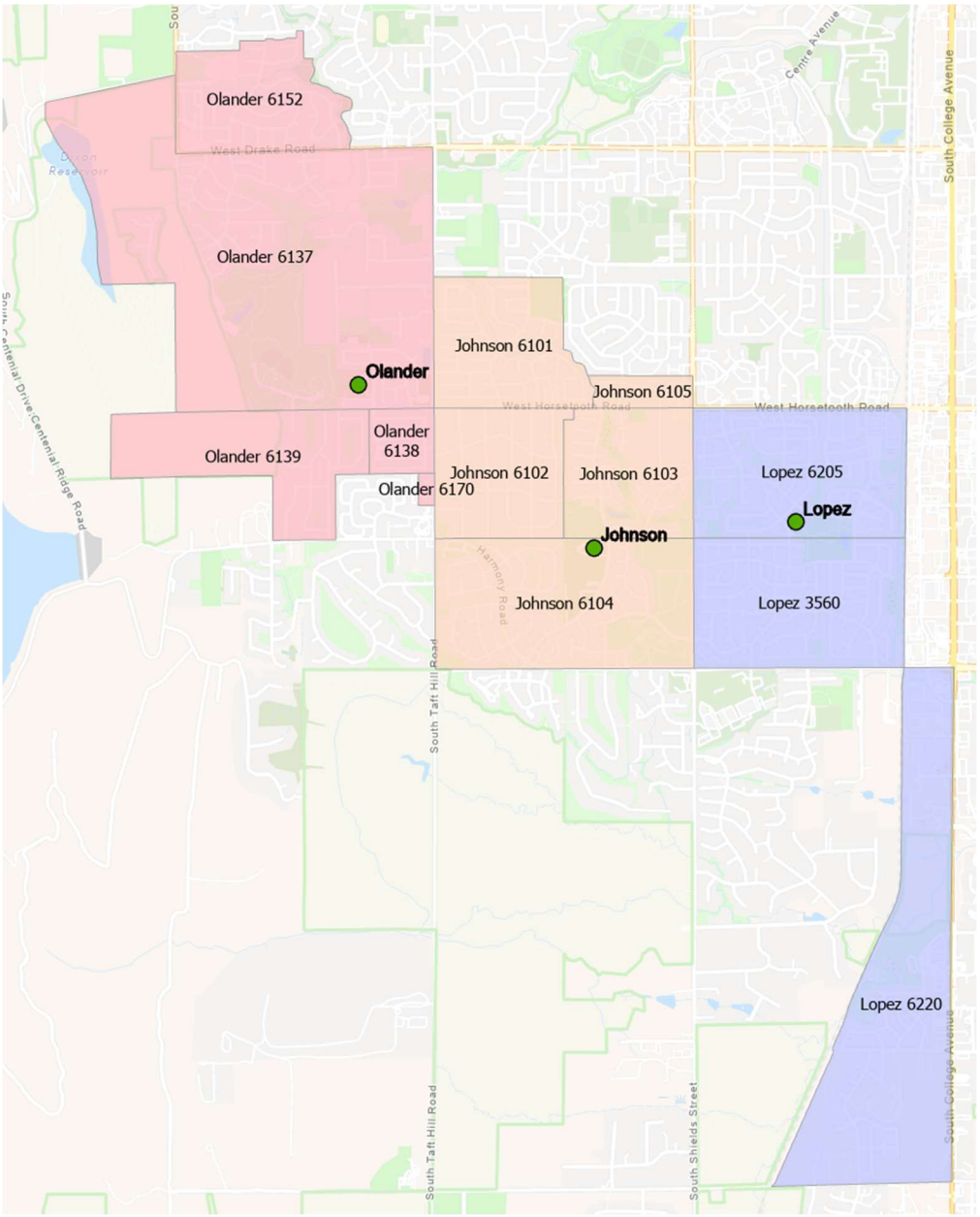
Olander Elementary

Grid Code 6101 from Johnson Elementary becomes part of the Olander Elementary boundary.

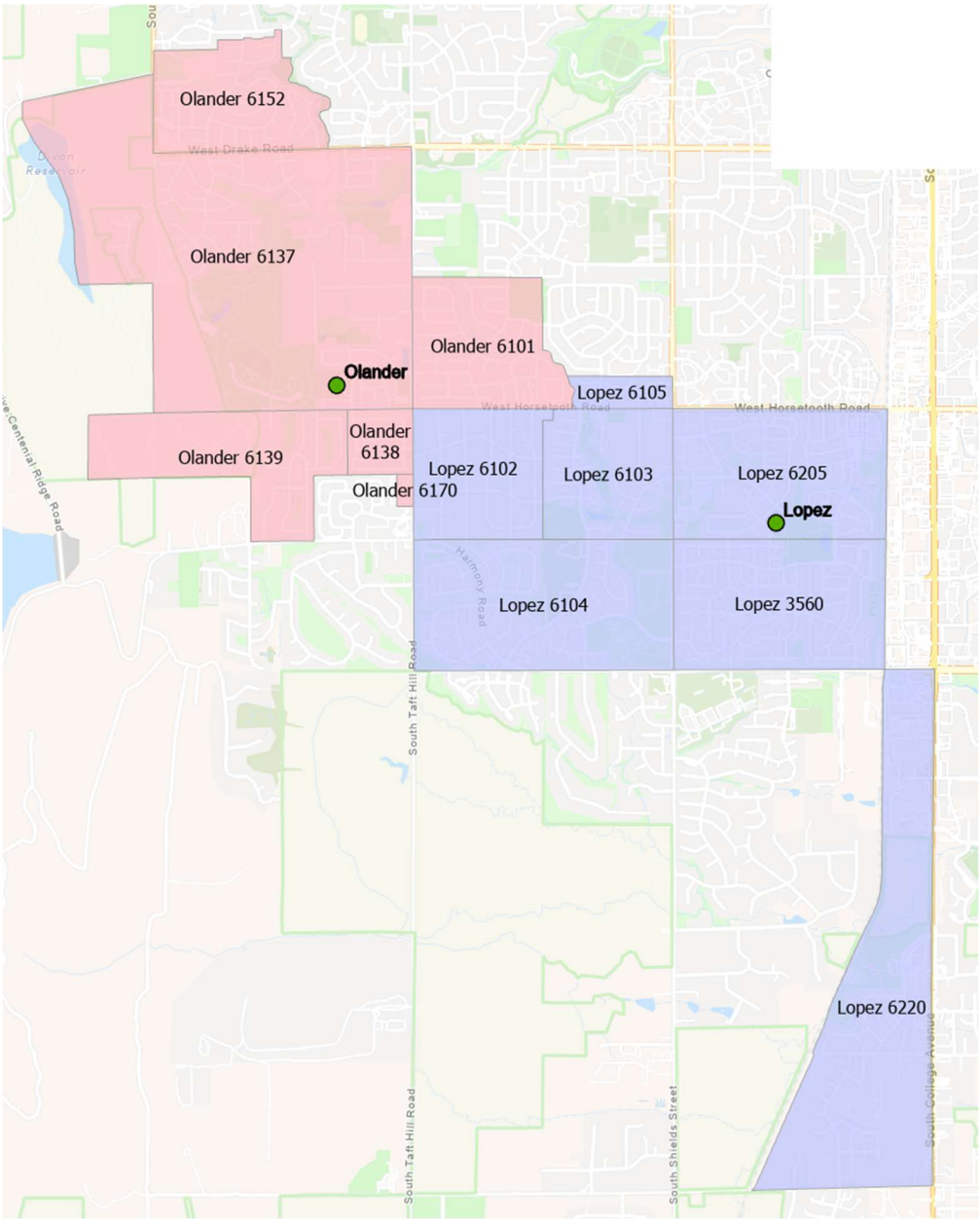
McGraw Elementary

No Changes

Existing Boundaries:



Proposed Boundaries:



SW4a.1: Consolidate Johnson into Lopez and Olander. Reassign Grid Code 6220 to Southeast Region school Werner Elementary.

Proposed Boundary

Beattie Elementary

No Changes

Lopez Elementary

Grid Codes 6102, 6103, 6104, and 6105 becomes part of the Lopez Elementary boundary.

Olander Elementary

Grid Code 6101 from Johnson Elementary becomes part of Olander Elementary's boundary.

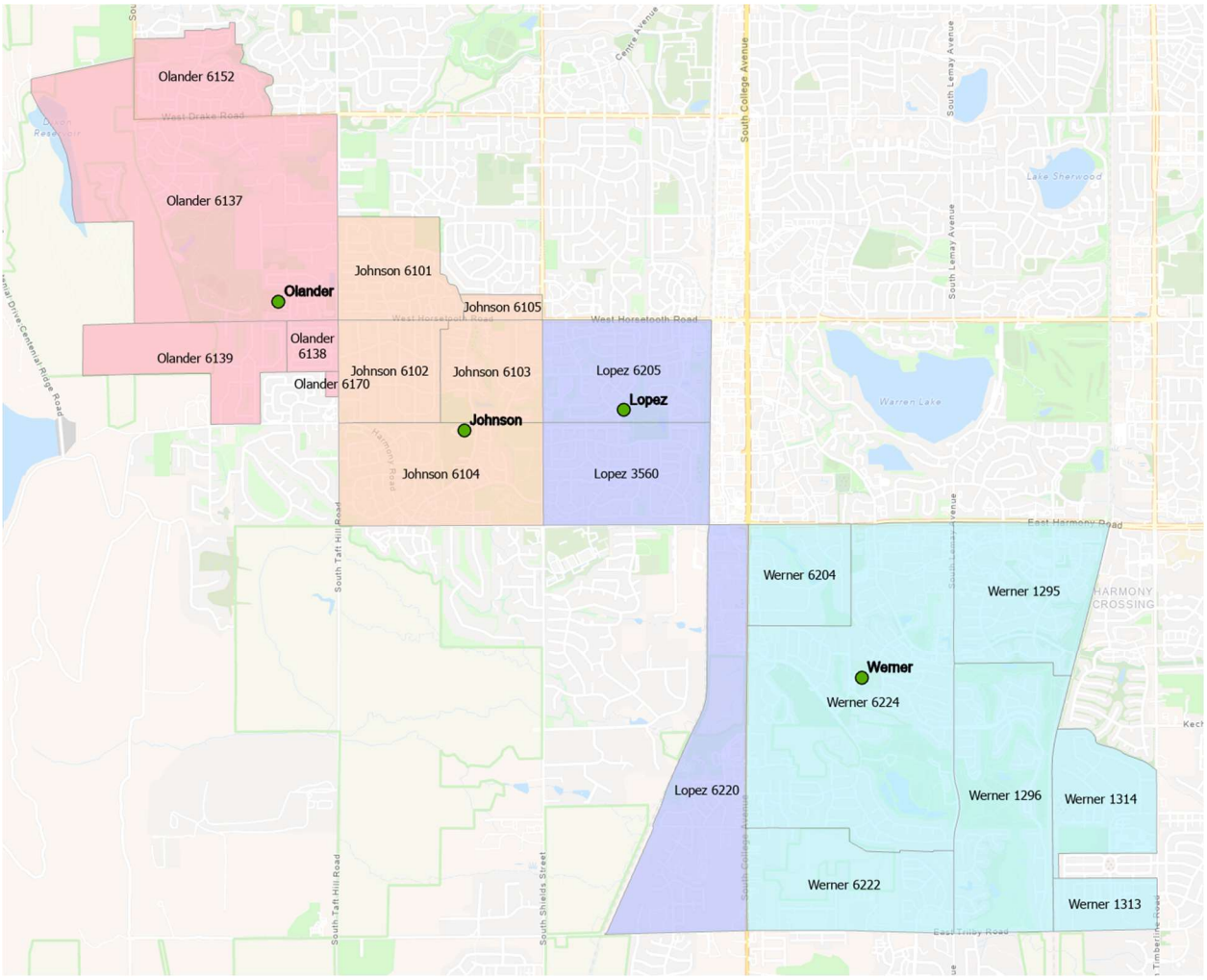
McGraw Elementary

No Changes

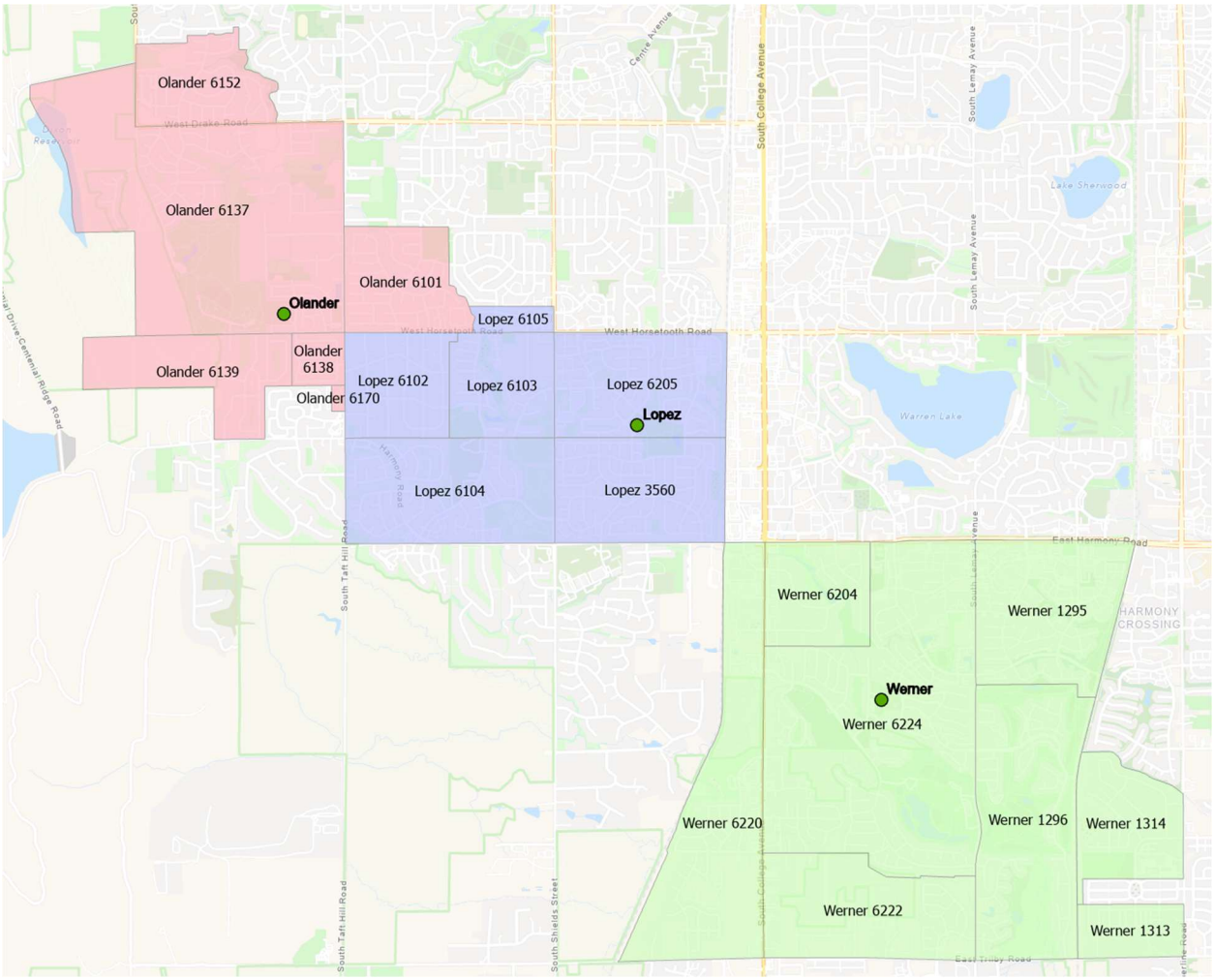
Werner Elementary (SE Region)

Grid Code 6220 from Lopez Elementary becomes part of Werner Elementary's Boundary.

Existing Boundaries:



Proposed Boundaries:



SW4b: Consolidate Lopez Elementary into Johnson Elementary

Proposed Boundary

Beattie Elementary

No Changes

Johnson Elementary

Grid Codes 6205, 3560 from Lopez Elementary becomes part of Johnson Elementary

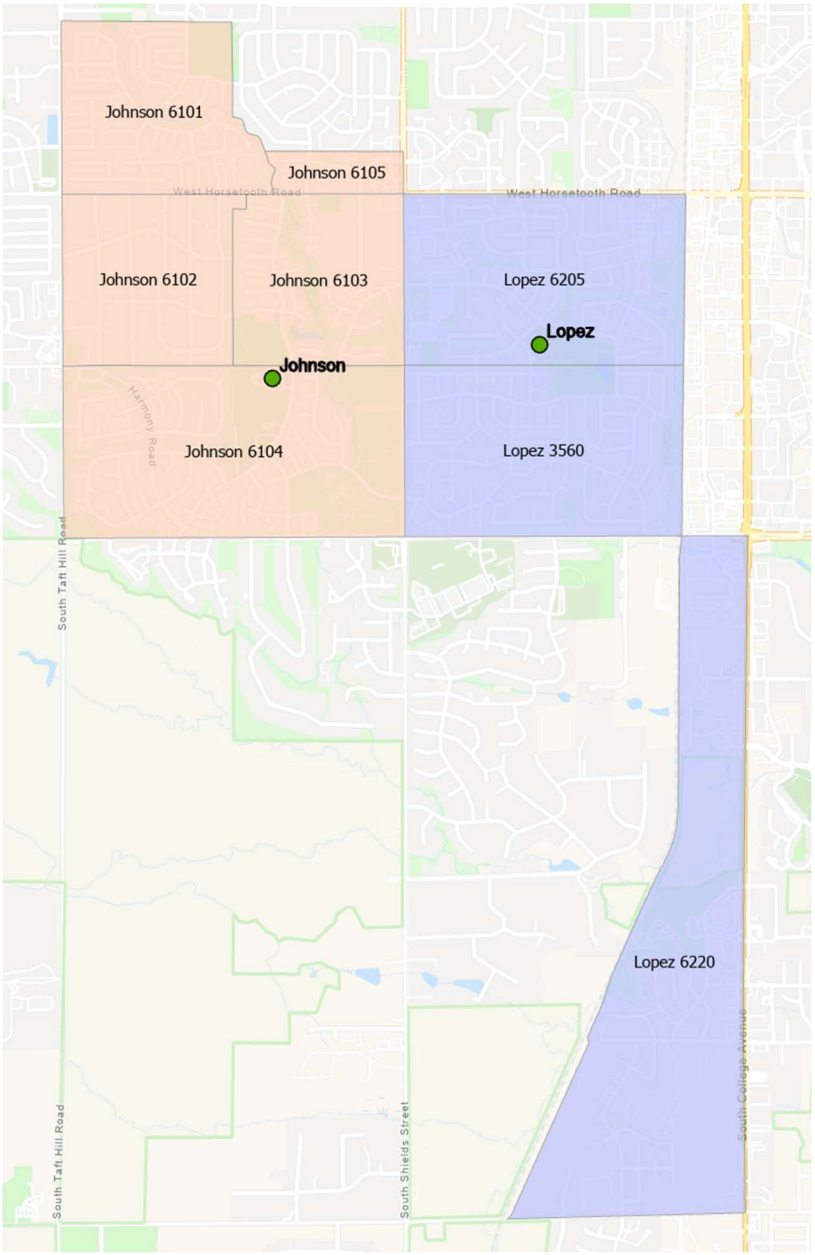
McGraw Elementary

No Changes

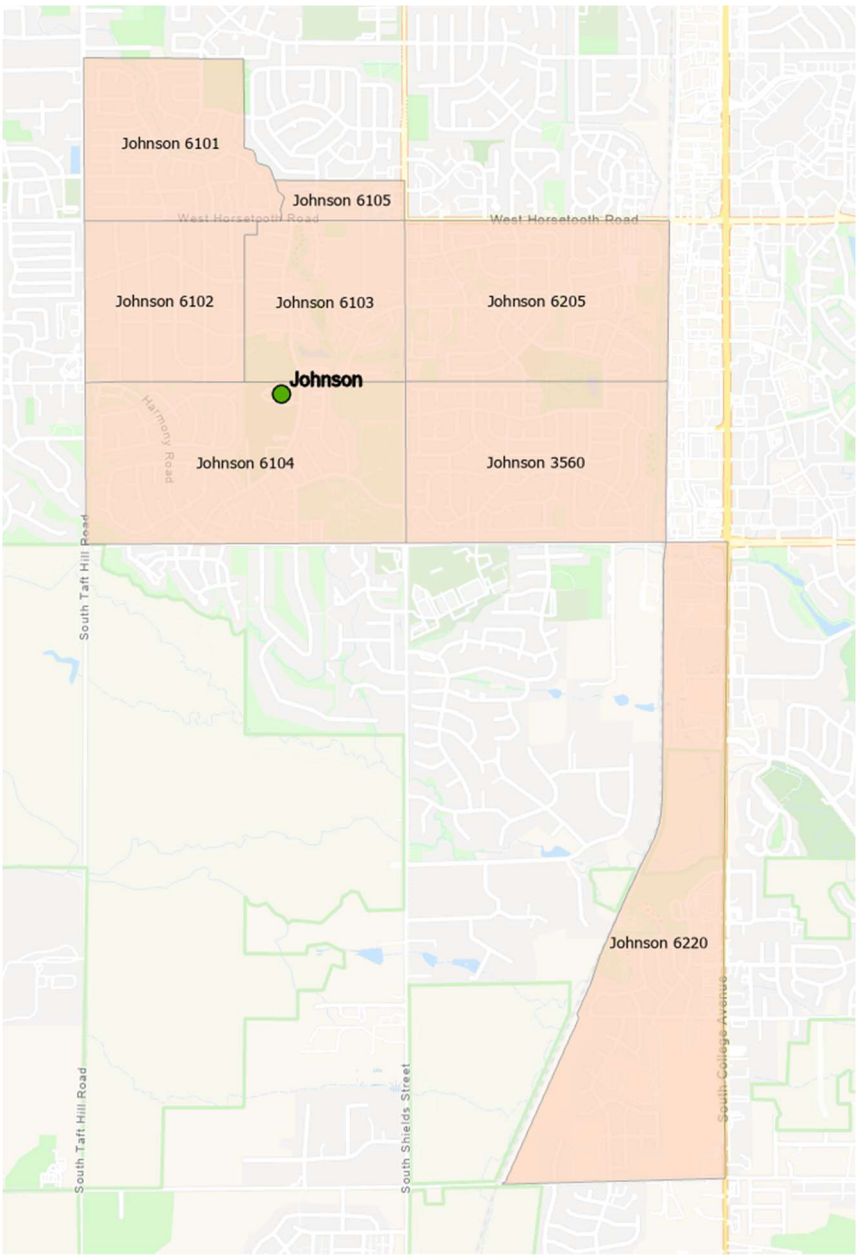
Olander Elementary

No Changes

Existing Boundaries:



Proposed Boundaries:



SW4b.1: Consolidate Lopez Elementary into Johnson and Olander. Reassign Grid Code 6220 to Southeast Region school Werner Elementary.

Proposed Boundary

Beattie Elementary

No Changes

Johnson Elementary

Grid Codes 6205, 3560 from Lopez Elementary become part of Johnson Elementary

McGraw Elementary

No Changes

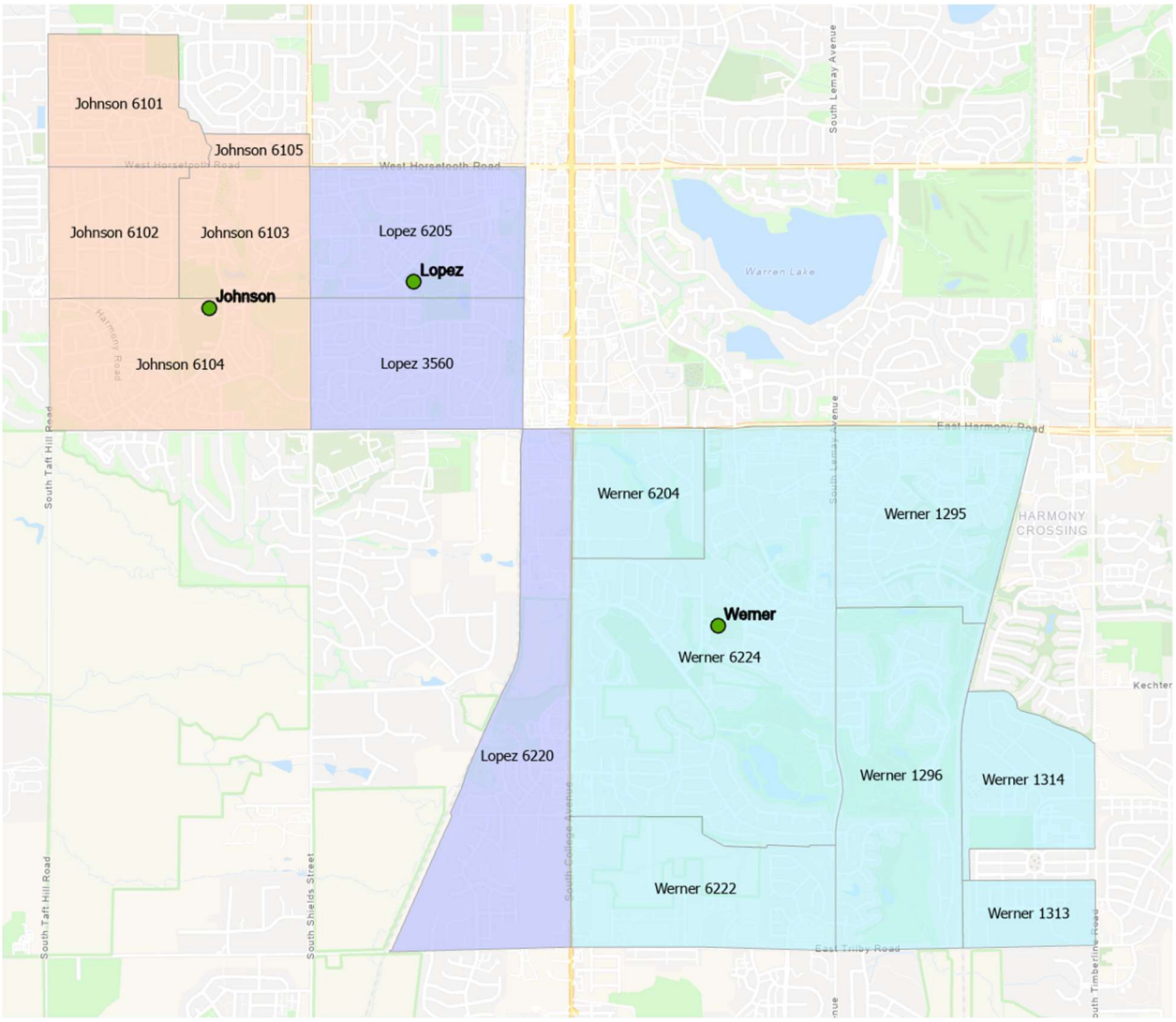
Olander Elementary

No Changes

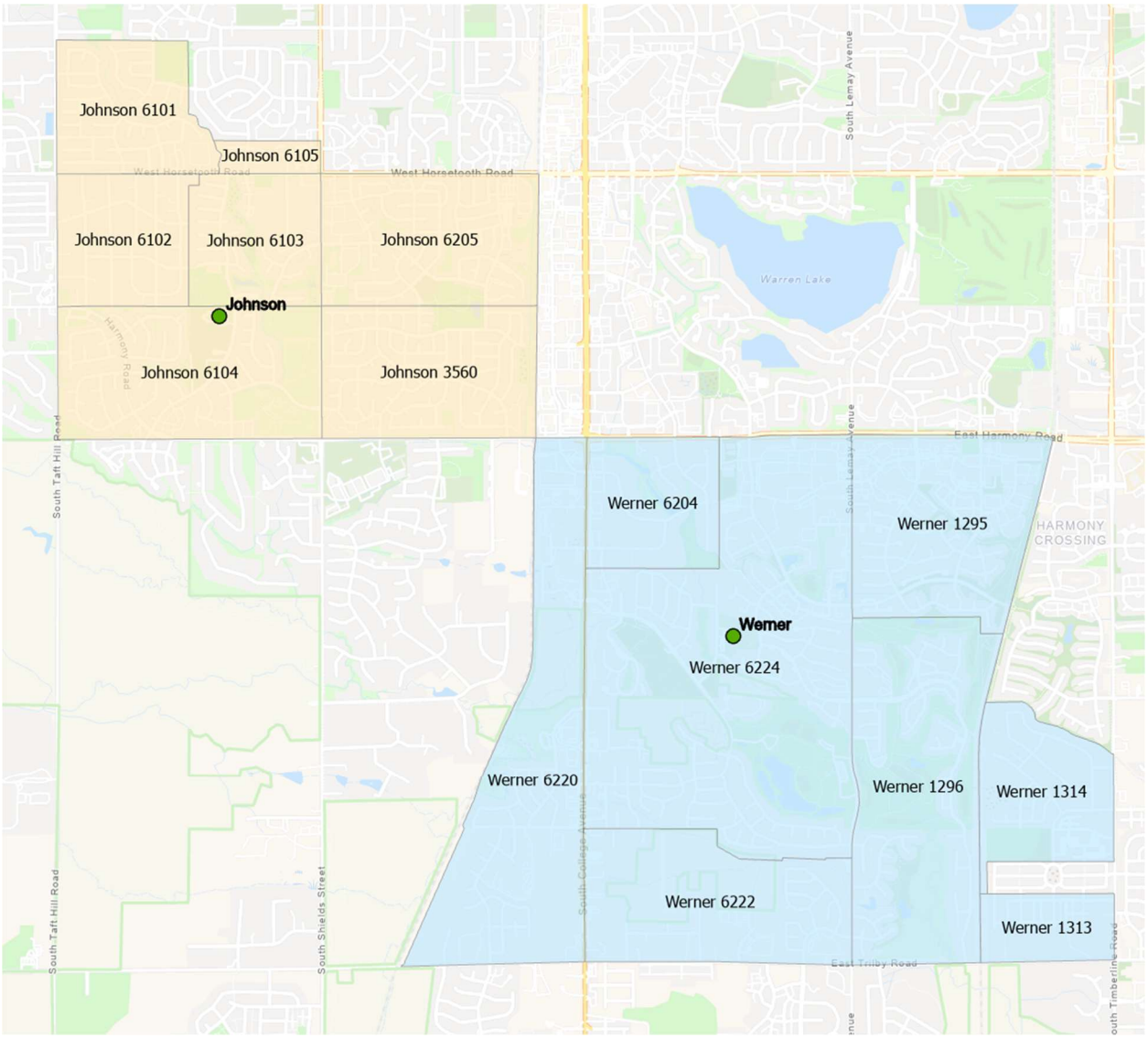
Werner Elementary

Grid Code 6220 from Lopez Elementary becomes part of Werner Elementary

Existing Boundaries:

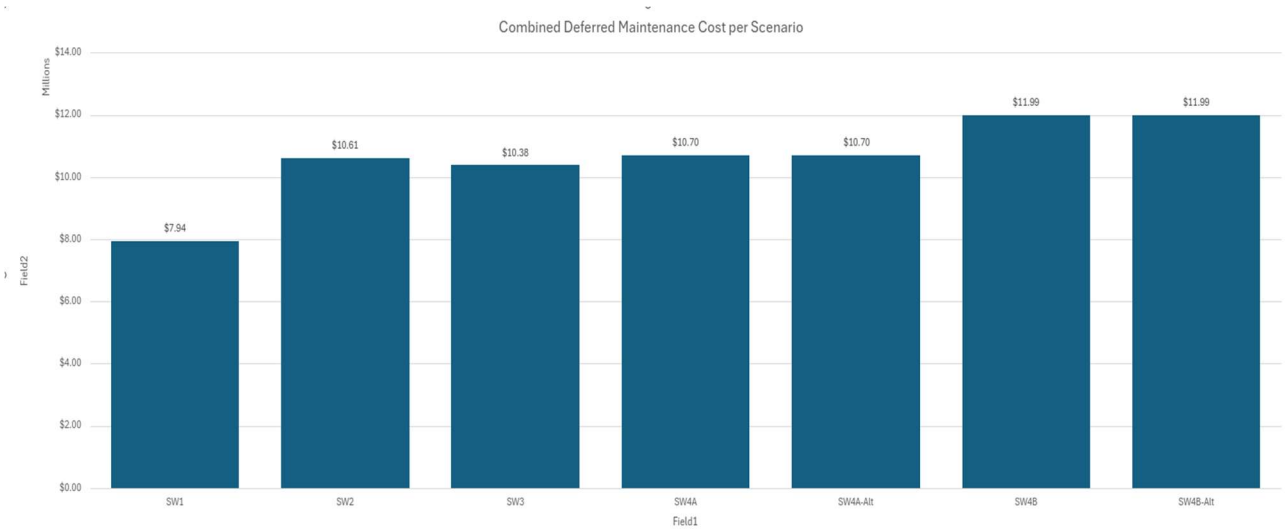


Proposed Boundaries:



Appendix:

Deferred Maintenance Scenario Comparison:



Scenario	Proposed Change	Combined Deferred Maintenance Cost Estimate
SW1	Consolidate JOH and OLA to BEA, LOP, MCG	$7,940,116.00
SW2	Consolidate BEA and OLA to LOP and JOH	$10,613,600.00
SW3a	Consolidate BEA and MCG to LOP, JOH, and OLA	$10,383,822.00
SW3b	Consolidate BEA and MCG to LOP, JOH, and OLA	$10,383,822.00
SW4a	Consolidate JOH to LOP and OLA	$10,701,540.00
SW4b	Consolidate LOP to JOH	$11,993,690.00

Scenario Descriptions

Scenario	Description	Proposed Change
SW1	The following schools are organized by FCA scores from most favorable to least favorable Beattie (14.00), McGraw (17.28), Lopez (20.75), and Johnson (21.17)/Olander (21.17). This scenario also considers the equal distribution of receiver schools geographically based on a North to South (N/S) orientation. The N/S orientation distribution consideration was originally its own scenario; however, the schools in that scenario and the FCA scenario were the same; therefore, the two were combined into a single scenario.	Consolidate JOH and OLA to BEA, LOP, MCG.
SW2	Retain the largest schools. Retaining the fewest number of schools and prioritizing the schools with the highest capacity first until the target capacity of 1,773 is reached.	Consolidate BEA and OLA to LOP and JOH.
SW3a	Receiver schools are distributed evenly in an east to west orientation. Retaining schools with consideration of equitable distribution across the region on an East/West orientation.	Consolidate BEA and MCG to LOP, JOH, and OLA.
SW3b	Receiver schools are distributed evenly in an east to west orientation. Retaining schools with consideration of equitable distribution across the region on an East/West orientation. A more balanced utilization among receiver schools relative to SW3a.	Consolidate BEA and MCG to LOP, JOH, and OLA.
SW4a	Contemplating a single school closure, with priority to higher capacity schools.	Consolidate JOH to LOP and OLA.
SW4a.1	Contemplating a single school closure, with priority to higher capacity schools. Grid Code 6220 is geographically separated from the southwest region by the railroad and may have better transportation access to Werner Elementary.	Consolidate JOH to LOP and OLA. Grid Code 6220 a.k.a. “The Boot” from LOP to WER.
SW4b	Contemplating a single school closure, with priority to higher capacity schools. Johnson Elementary has a slightly less favorable FCA score than Lopez Elementary. However, Johnson Elementary’s campus is directly adjacent to Webber Middle School which may be more desirable as a receiver school in this scenario.	Consolidate LOP to JOH.
SW4b.1	Contemplating a single school closure, with priority to higher capacity schools. Grid Code 6220 may have better transportation access to Werner Elementary.	Consolidate LOP to JOH. Grid Code 6220 a.k.a. “The Boot” from LOP to WER.

Scenario	School Being Consolidated	Receiving School	2025-2026 Enrollment with Consolidation	2025-2026 NSC Utilization	2025-2026 RIC Utilization	2026-2027 Enrollment with Consolidation (6/25/2026)	2026-2027 NSC Utilization	2026-2027 RIC Utilization	Receiving Building FCA
SW1	Johnson, Olander	Beattie	446	120.25%	96.20%	439	109.75%	87.80%	14.0
SW1	Johnson, Olander	Lopez	503	100.60%	80.48%	458	91.60%	73.28%	20.8
SW1	Johnson, Olander	McGraw	364	82.73%	66.18%	338	76.82%	61.45%	17.3
SW2	Beattie	Lopez	482	96.40%	77.12%	444	88.80%	71.04%	20.8
SW2	Olander	Johnson	549	109.80%	87.84%	506	101.20%	80.96%	21.2
SW2	Grid Code 6220 - LOP	McGraw	387	87.95%	70.36%	355	80.68%	64.55%	17.3
SW3a	Beattie, McGraw	Lopez	645	129.00%	103.20%	596	119.20%	95.36%	20.8
SW3a	McGraw	Johnson	326	65.20%	52.16%	322	64.40%	51.52%	21.2
SW3a	McGraw	Olander	392	89.09%	71.27%	336	76.36%	61.09%	21.2
SW3b	Beattie	Lopez	476	95.20%	76.16%	442	88.40%	70.72%	20.8
SW3b	Beattie, Mcgraw, Grid Code 6220 - LOP	Johnson	442	88.40%	70.72%	431	86.20%	68.96%	21.2
SW3b	McGraw, Grid Code 6101- JOH	Olander	424	96.36%	77.09%	372	84.55%	67.64%	21.2
SW4a	Johnson	Olander	334	75.91%	60.73%	304	69.09%	55.27%	20.8
SW4a	Johnson	Lopez	504	100.80%	80.64%	465	93.00%	74.40%	21.2
SW4a.1	Johnson	Lopez	466	93.20%	74.56%	433	86.60%	69.28%	20.8
SW4a.1	Grid Code 6220- LOP	Werner*	399	83.96%	67.17%	399	83.96%	67.17%	21.2
SW4b	Lopez	Johnson	570	114.00%	91.20%	521	104.20%	83.36%	21.2
SW4b.1	Lopez	Johnson	532	106.40%	85.12%	489	97.80%	78.24%	21.2
SW4b.1	Grid Code 6220	Werner*	399	83.96%	67.17%	399	83.96%	67.17%	20.6

* Southeast Region

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SW1	25-26	Pre-Consolidation	Beattie	231		58.0%	46.2%
			Johnson	281		56.0%	45.0%
			Lopez	289		58.0%	46.2%
			McGraw	349		79.0%	63.5%
			Olander	268		61.0%	48.7%
		Post-Consolidation	Beattie	481		120.3%	96.2%
			Lopez	503		100.6%	80.5%
			McGraw	364		82.7%	66.2%
	26-27	Pre-Consolidation	Beattie	213		53.3%	42.6%
			Johnson	258		51.6%	41.3%
			Lopez	263		52.6%	42.1%
			McGraw	323		73.4%	58.7%
			Olander	248		56.4%	45.1%
		Post-Consolidation	Beattie	439		109.8%	87.8%
			Lopez	458		91.6%	73.3%
			McGraw	338		76.8%	61.5%
	27-28	Pre-Consolidation	Beattie		218	54.5%	43.6%
			Johnson		259	51.8%	41.4%
			Lopez		258	51.6%	41.3%
			McGraw		318	72.3%	57.8%
			Olander		228	51.8%	41.5%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SW2	25-26	Pre-Consolidation	Beattie	231		58.0%	46.2%
			Johnson	281		56.0%	45.0%
			Lopez	289		58.0%	46.2%
			McGraw	349		79.0%	63.5%
			Olander	268		61.0%	48.7%
		Post-Consolidation	Johnson	549		96.4%	77.1%
			Lopez	482		109.8%	87.8%
			McGraw	387		88.0%	70.4%
	26-27	Pre-Consolidation	Beattie	213		53.3%	42.6%
			Johnson	258		51.6%	41.3%
			Lopez	263		52.6%	42.1%
			McGraw	323		73.4%	58.7%
			Olander	248		56.4%	45.1%
		Post-Consolidation	Johnson	444		88.8%	71.0%
			Lopez	506		101.2%	81.0%
			McGraw	355		80.7%	64.5%
	27-28	Pre-Consolidation	Beattie		218	54.5%	43.6%
			Johnson		259	51.8%	41.4%
			Lopez		258	51.6%	41.3%
			McGraw		318	72.3%	57.8%
			Olander		228	51.8%	41.5%
		Post-Consolidation	Johnson		487	97.4%	77.9%
			Lopez		450	90.0%	72.0%
			McGraw		344	78.2%	62.5%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SW3a	25-26	Pre-Consolidation	Beattie	231		58.0%	46.2%
			Johnson	281		56.0%	45.0%
			Lopez	289		58.0%	46.2%
			McGraw	349		79.0%	63.5%
			Olander	268		61.0%	48.7%
		Post-Consolidation	Johnson	326		65.2%	52.2%
			Lopez	645		129.0%	103.2%
			Olander	392		89.1%	71.3%
	26-27	Pre-Consolidation	Beattie	213		53.3%	42.6%
			Johnson	258		51.6%	41.3%
			Lopez	263		52.6%	42.1%
			McGraw	323		73.4%	58.7%
			Olander	248		56.4%	45.1%
		Post-Consolidation	Johnson	322		64.4%	51.5%
			Lopez	596		119.2%	95.4%
			Olander	336		76.4%	61.1%
	27-28	Pre-Consolidation	Beattie		218	54.5%	43.6%
			Johnson		259	51.8%	41.4%
			Lopez		258	51.6%	41.3%
			McGraw		318	72.3%	57.8%
			Olander		228	51.8%	41.5%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SW3b	25-26	Pre-Consolidation	Beattie	231		58.0%	46.2%
			Johnson	281		56.0%	45.0%
			Lopez	289		58.0%	46.2%
			McGraw	349		79.0%	63.5%
			Olander	268		61.0%	48.7%
		Post-Consolidation	Johnson	442		88.4%	70.7%
			Lopez	476		95.2%	76.2%
			Olander	424		96.4%	77.1%
	26-27	Pre-Consolidation	Beattie	213		53.3%	42.6%
			Johnson	258		51.6%	41.3%
			Lopez	263		52.6%	42.1%
			McGraw	323		73.4%	58.7%
			Olander	248		56.4%	45.1%
		Post-Consolidation	Johnson	431		86.2%	69.0%
			Lopez	442		88.4%	70.7%
			Olander	372		84.5%	67.6%
	27-28	Pre-Consolidation	Beattie		218	54.5%	43.6%
			Johnson		259	51.8%	41.4%
			Lopez		258	51.6%	41.3%
			McGraw		318	72.3%	57.8%
			Olander		228	51.8%	41.5%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SW4a	25-26	Pre-Consolidation	Johnson	281		56.0%	45.0%
			Lopez	289		58.0%	46.2%
			Olander	268		61.0%	48.7%
			Werner* (4a.1)	361		76.0%	60.8%
		Post-Consolidation	Lopez	504		100.8%	80.6%
			Olander	334		75.9%	60.7%
			Lopez (4a.1)	466		93.2%	74.6%
			Werner* (4a.1)	399		84.0%	67.2%
	26-27	Pre-Consolidation	Johnson	258		51.6%	41.3%
			Lopez	263		52.6%	42.1%
			Olander	248		56.4%	45.1%
			Werner* (4a.1)	367		77.2%	61.8%
		Post-Consolidation	Lopez	465		93.0%	74.4%
			Olander	304		69.1%	55.3%
			Lopez (4a.1)	433		86.6%	69.3%
			Werner* (4a.1)	399		84.0%	67.2%
	27-28	Pre-Consolidation	Johnson		259	51.8%	41.4%
			Lopez		258	51.6%	41.3%
			Olander		228	51.8%	41.5%
			Werner* (4a.1)		357	75.1%	60.1%

*SE Region Scenario 4a.1 - Grid Code 6220 from Lopez Elementary (Boot Shaped Boundary) is reassigned to Werner Elementary

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SW4b	25-26	Pre-Consolidation	Johnson	281		56.0%	45.0%
			Lopez	289		58.0%	46.2%
			Werner* (4b.1)	361		76.0%	60.8%
		Post-Consolidation	Johnson	570		114.0%	91.2%
			Johnson (4b.1)	532		106.4%	85.1%
			Werner* (4b.1)	399		84.0%	67.2%
	26-27	Pre-Consolidation	Johnson	258		51.6%	41.3%
			Lopez	263		52.6%	42.1%
			Werner* (4b.1)	367		77.2%	61.8%
		Post-Consolidation	Johnson	521		104.2%	83.4%
			Johnson (4b.1)	489		97.8%	78.2%
			Werner* (4b.1)	399		84.0%	67.2%
	27-28	Pre-Consolidation	Johnson		259	51.8%	41.4%
			Lopez		258	51.6%	41.3%
			Werner* (4b.1)		357	75.1%	60.1%
		Post-Consolidation	Johnson		517	103.4%	82.7%
			Johnson (4b.1)		491	98.2%	78.6%
			Werner* (4b.1)		383	80.6%	64.5%

*SE Region Scenario 4b.1 - Grid Code 6220 is reassigned to Werner Elementary

Data Considerations:
25-26 Enrollment values are sourced from the 2025-2026 October Count collection.
26-27 Enrollment values reflect active 2026-2027 enrollments as of 6/25/2026
26-27 Projected Enrollment values are source from the most recent 1-Year Projection.
27-28 Projected Enrollment values are sourced from the most recent 5-Year Projections.
25-26 and 26-27 Utilization numbers are based on 'Enrollment'
27-28 Utilization numbers are based on 'Project Enrollment'
27-28 Post-Consolidation data calculated when consolidating one or more schools entirely into a single school.

		Scenario	School Being Consolidated	Receiving School	2025-2026 Enrollment with Consolidation	2025-2026 NSC Utilization	2025-2026 RIC Utilization	2026-2027 Enrollment with Consolidation (6/25/2026)	2026-2027 NSC Utilization	2026-2027 RIC Utilization	Receiving Building FCA
Consolidate Two Schools	SW1	SW1	Johnson, Olander	Beattie	446	120.3%	96.2%	439	109.8%	87.8%	14.0
		SW1	Johnson, Olander	Lopez	503	100.6%	80.5%	458	91.6%	73.3%	20.8
		SW1	Johnson, Olander	McGraw	364	82.7%	66.2%	338	76.8%	61.5%	17.3
		SW1 Region	Johnson, Olander	Beattie, Lopez, McGraw	1313	98.0%	78.4%	1235	92.2%	73.7%	
	SW2	SW2	Beattie	Lopez	482	96.4%	77.1%	444	88.8%	71.0%	20.8
		SW2	Olander	Johnson	549	109.8%	87.8%	506	101.2%	81.0%	21.2
		SW2	Grid Code 6220 - LOP	McGraw	387	88.0%	70.4%	355	80.7%	64.5%	17.3
		SW2 Region	Beattie, Olander	Lopez, Johnson, McGraw	1418	98.5%	78.8%	1305	90.6%	72.5%	
	SW3a	SW3a	Beattie, McGraw	Lopez	645	129.0%	103.2%	596	119.2%	95.4%	20.8
		SW3a	McGraw	Johnson	326	65.2%	52.2%	322	64.4%	51.5%	21.2
		SW3a	McGraw	Olander	392	89.1%	71.3%	336	76.4%	61.1%	21.2
		SW3a Region	Beattie, McGraw	Johnson, Lopez, Olander	1363	94.7%	75.7%	1254	90.6%	72.5%	
	SW3b	SW3b	Beattie	Lopez	476	95.2%	76.2%	442	88.4%	70.7%	20.8
		SW3b	Beattie, Mcgraw, Grid Code 6220 - LOP	Johnson	442	88.4%	70.7%	431	86.2%	69.0%	21.2
		SW3b	McGraw, Grid Code 6101- JOH	Olander	424	96.4%	77.1%	372	84.5%	67.6%	21.2
		SW3b Region	Beattie, McGraw	Johnson, Lopez, Olander	1342	93.2%	74.6%	1236	90.6%	72.5%	
Consolidate One School	SW4a	SW4a	Johnson	Olander	334	75.9%	60.7%	304	69.1%	55.3%	20.8
		SW4a	Johnson	Lopez	504	100.8%	80.6%	465	93.0%	74.4%	21.2
		SW4a	NA	McGraw	349	79.0%	63.5%	336	76.4%	61.1%	17.3
		SW4a	NA	Beattie	231	58.0%	46.2%	225	56.3%	45.0%	14.0
		SW4a Region	Johnson	Beattie, Lopez, Olander, McGraw	1418	79.7%	63.7%	1330	74.7%	59.8%	
		SW4a.1	Johnson	Lopez	466	93.2%	74.6%	433	86.6%	69.3%	20.8
		SW4a.1	Grid Code 6220- LOP	Werner*	399	84.0%	67.2%	399	84.0%	67.2%	21.2
		SW4a.1	NA	Olander	268	61.0%	48.7%	241	54.8%	43.8%	21.2
		SW4a.1	NA	McGraw	349	79.0%	63.5%	336	76.4%	61.1%	17.3
		SW4a.1	NA	Beattie	231	58.0%	46.2%	225	56.3%	45.0%	14.0
		SW4a.1 Region	Johnson -> Lopez, Lopez 6220 -> Werner	Beattie, Lopez, Olander, McGraw	1314	73.8%	59.1%	1235	69.4%	55.5%	
	SW4b	SW4b	Lopez	Johnson	570	114.0%	91.2%	521	104.2%	83.4%	21.2
		SW4b	NA	Olander	268	61.0%	48.7%	241	54.8%	43.8%	21.2
		SW4b	NA	McGraw	349	79.0%	63.5%	336	76.4%	61.1%	17.3
		SW4b	NA	Beattie	231	58.0%	46.2%	225	56.3%	45.0%	14.0
		SW4b Region	Lopez	Beattie, Lopez, Olander, McGraw	1418	79.7%	63.7%	1323	74.3%	59.5%	
		SW4b.1	Lopez	Johnson	532	106.4%	85.1%	489	97.8%	78.2%	21.2
		SW4b.1	Grid Code 6220	Werner*	399	84.0%	67.2%	399	84.0%	67.2%	20.6
		SW4b.1	NA	Olander	268	61.0%	48.7%	241	54.8%	43.8%	21.2
		SW4b.1	NA	McGraw	349	79.0%	63.5%	336	76.4%	61.1%	17.3
		SW4b.1	NA	Beattie	231	58.0%	46.2%	225	56.3%	45.0%	14.0
		SW4b.1 Region	Lopez-> Johnson, Lopez 6220 -> Werner	Beattie, Johnson, Olander, McGraw	1380	77.5%	62.0%	1291	72.5%	58.0%	

* Southeast Region

Southwest Scenario SW5

Table of Contents

Southwest Region 1

SW5: Close Beattie Elementary into Bennett and Lopez. 1

Close Johnson Elementary into McGraw and Olander. 1

Southwest Region							
Scenario	School Being Closed	Receiving School	2025-2026 Enrollment with Consolidation	2025-2026 NSC Utilization	2026-2027 Enrollment with Consolidation (6/25/2026)	2026-2027 NSC Utilization	Receiving Building FCA
SW5	Beattie	Bennett	414	94.09%	385	87.50%	15.42
SW5	Beattie	Lopez	421	84.20%	379	75.80%	20.75
SW5	Johnson	McGraw	433	98.41%	400	90.91%	17.28
SW5	Johnson	Olander	405	92.05%	370	84.09%	21.17

Southwest Region

SW5: Close Beattie Elementary into Bennett and Lopez.

Close Johnson Elementary into McGraw and Olander.

Proposed Boundary

Grid Code Subdivisions:

Grid Code 6216 will be split along W Swallow Road, which runs through the boundary area from West to East. The northern portion will remain designated as 6216. The southern portion will be designated 8010 for this scenario.

Bennett Elementary

Grid Codes 6106 and 6216 from Beattie Elementary School will become part of the Bennett Elementary School Boundary.

Lopez Elementary

Grid codes 6200, 6203, and 8010 from Beattie Elementary School will become part of the Lopez Elementary School Boundary.

McGraw Elementary

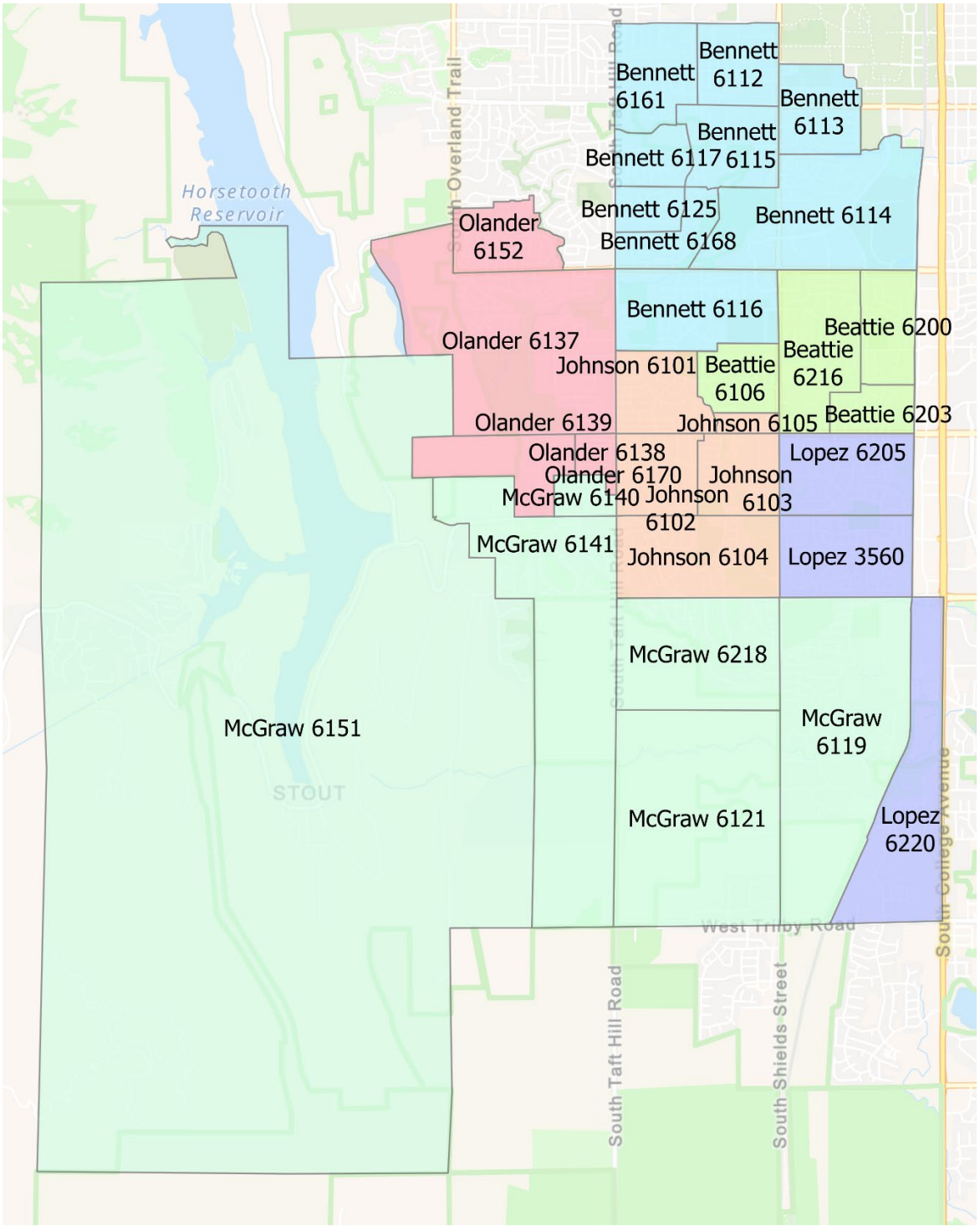
Grid code 6104 from Johnson Elementary School will become part of the McGraw Elementary School Boundary.

Olander Elementary

Grid codes 6101, 6102, 6103, and 6105 will become part of the Olander Elementary School Boundary.

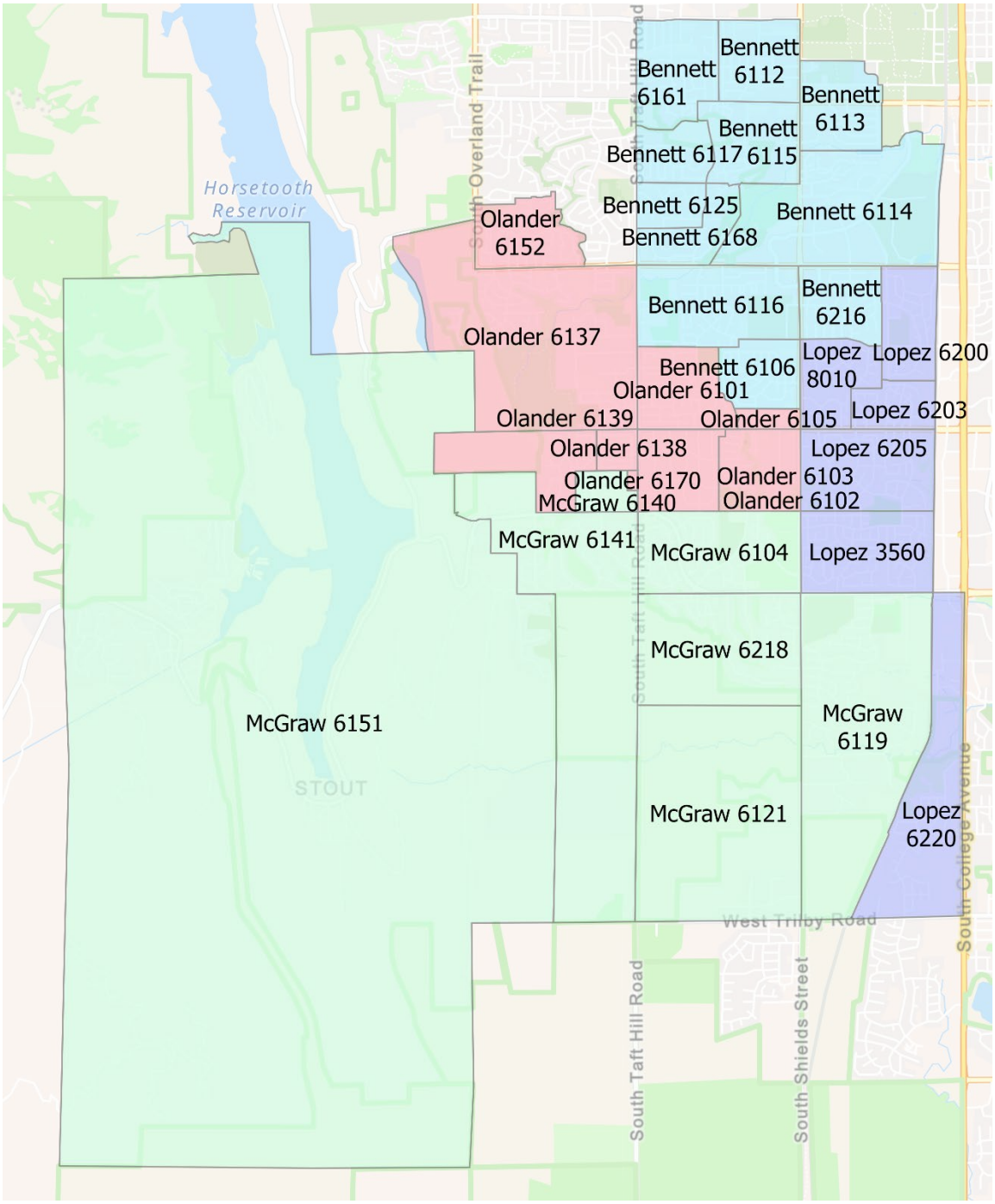
Existing Boundaries

Beattie Elementary, Johnson Elementary, Bennet Elementary, Lopez Elementary, McGraw Elementary, Olander Elementary



Proposed Boundaries

Bennet Elementary, Lopez Elementary, McGraw Elementary, Olander Elementary



SE Scenario Modeling

Table of Contents

Definitions....2

Methodology:....4

SE1: Close Timnath Elementary into Bethke Elementary and Bamford Elementary, Additionally Bamford Grid Code 1254 to Bacon Elementary, Werner Grid Codes 1313 and 1314 to Bacon Elementary....5

SE2: Close Linton Elementary into Kruse Elementary....8

SE3: Close Timnath Elementary into Linton Elementary and Bamford Elementary. Additionally, Bamford Grid Code 1254 to Bacon Elementary, Werner Grid Codes 1313 and 1314 to Bacon Elementary....10

Deferred Maintenance Scenario Comparison:....13

Definitions

- **Utilization NSC (National Standard Capacity)**
  This capacity measure reflects national norms for how school buildings are designed and utilized. It begins with the Room Index Capacity and applies a standardized percentage to account for typical operational factors such as scheduling, shared spaces, and program variability.

  The percentages used in this calculation align with national public school planning practices and vary by school level:
  - **Elementary School: 80%**
  - **Middle School: 75%**
  - **High School: 85%**
  - **K–12 and 6–12 Schools: 80%**

  Utilization NSC provides a more realistic estimate of functional building capacity and is used to support consistent, system-wide planning and comparison

- **Utilization RIC (Room Index Capacity)**
  The Room Index Capacity serves as a standardized reference point for calculating building capacity across the district. This baseline is determined using consistent assumptions that vary by building level.

  - **Elementary: 25 students** per general education classroom
  - **Secondary: 30 students** per instructional classroom

  This standardized measure provides the foundation for calculating all other capacity metrics and ensures consistency in planning and analysis across schools.

- **Facilities Condition Assessment**
  A Facility Condition Assessment (FCA) is a comprehensive evaluation of a building's physical condition, including its major systems and components

  FCA scores are interpreted as follows:
  - **0–17.49**: Lower maintenance needs at the present time; building system upgrades may have already been implemented.
  - **17.50–20.59:** The building generally has had system upgrades; building systems are easier to modify.
  - **20.60–30.00:** Building system upgrades are needed; building systems may be more complicated to modify due to age or design.

- **Synergy** is Poudre School District's Student Information System (SIS), used to manage student enrollment, attendance, schedules, grades, and other student records

Transportation Definitions

- **Route Tier** – The scheduled sequence in which a bus serves schools during the day (e.g., first, second, or third tier), allowing one bus to complete multiple school routes.
- **Run Time** – The total time required for a bus to complete a single route, from the first student pickup to the final student drop-off.
- **Student Ride Time Increase/Decrease** – The change in the average or maximum amount of time students spend on the bus compared to the current transportation model.
- **Bell Time Model** – The set of school start and dismissal times used to develop transportation routes and maximize bus efficiency.
- **Route/Run Efficiency** – A measure of how effectively buses, drivers, and routes are utilized to transport students while minimizing travel time, idle time, and operating costs.
- **Average Bus Capacity** – The average percentage or number of available seats occupied on buses across all routes, indicating overall utilization.
- **Total Students & Runs** – The total number of students transported and the total number of individual bus runs required to provide transportation.
- **Ridership Increase** – The projected increase in the number of students expected to use district transportation under a proposed scenario.

Methodology:

Consolidate student population into schools with the goal of utilizing 80% of each school that is retained.

Due to multiple possible combinations, the scenarios were developed with consideration of the identification criteria and general feasibility; facility condition, enrollment, utilization, and transportation feasibility.

Modeling Considerations

- **National Standard Capacity (NSC) serves as the baseline measure for overall building capacity.**
    - Elementary Schools: 80% of Room Index Capacity (RIC)
    - Middle Schools: 75% of RIC
    - High Schools: 85% of RIC
    - K–12 and 6–12 Schools: 80% of RIC

- **Track Adjustments**
    - Adding or eliminating a track is an acceptable strategy, provided sufficient classroom space is available.
- **Early Childhood (EC) Programs**
    - Early Childhood classrooms may be relocated to other schools, when appropriate, to optimize capacity.
- **Bell Schedule Flexibility**
    - School bell times may be adjusted as needed to support operational or capacity solutions.
- **Modular Classrooms**
    - Existing modular classrooms may be utilized where available; however, adding new modular classrooms is not to be assumed as part of capacity modeling.
- **Receiving Schools**

Capacity scenarios should limit the number of receiving schools to two whenever possible. Three receiving schools may be considered when necessary but is less desirable.

SE1: Close Timnath Elementary into Bethke Elementary and Bamford Elementary, Additionally Bamford Grid Code 1254 to Bacon Elementary, Werner Grid Codes 1313 and 1314 to Bacon Elementary

Proposed Boundary

Grid Code Subdivisions:

Grid Code 1291 will be split from north to south along S County Road 5. The western portion of 1291 will be identified as 8006 for this scenario.

Grid Code 1288 will be divided. A new grid code identified as 8007 for this scenario is bordered by County Road 40 to the north, County Line Road/County Road 1 to the east, East Harmony Road to the south, and roughly along the Timnath Reservoir Outlet canal to the west. This area is the Harmony Golf Club Neighborhood.

Bacon Elementary

Grid Code 1254 will become part of Bacon Elementary School's boundary.

Grid Code 1313 and 1314 from Werner Elementary will become part of Bacon Elementary School's boundary. Grid Codes 1313 and 1314 are bordered by S Timberline Road and are adjacent to the Bacon Elementary School property.

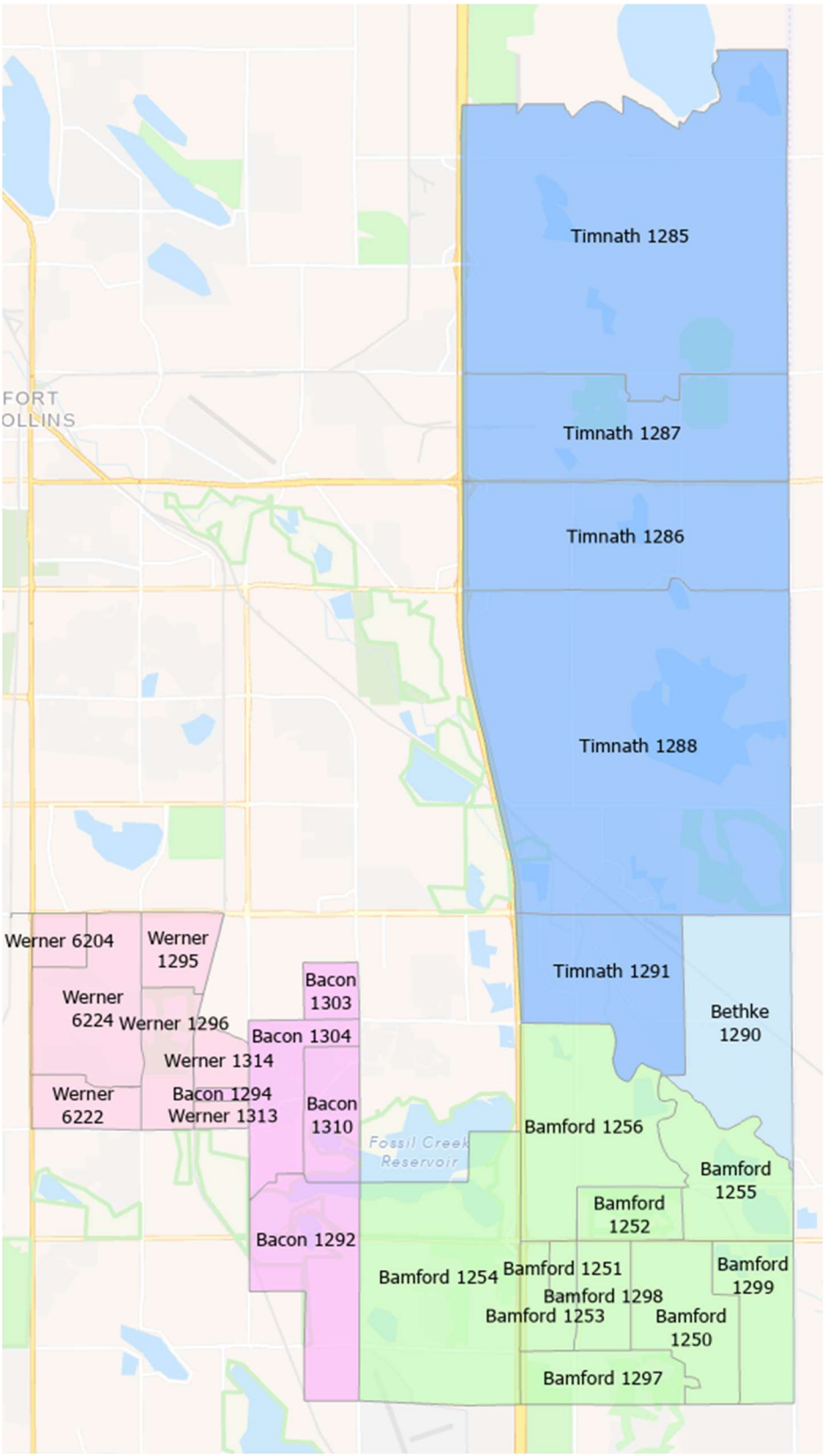
Bamford Elementary

Grid Code 8006, 1285,1286, 1287, and 1288 will become part of Bamford Elementary School's boundary.

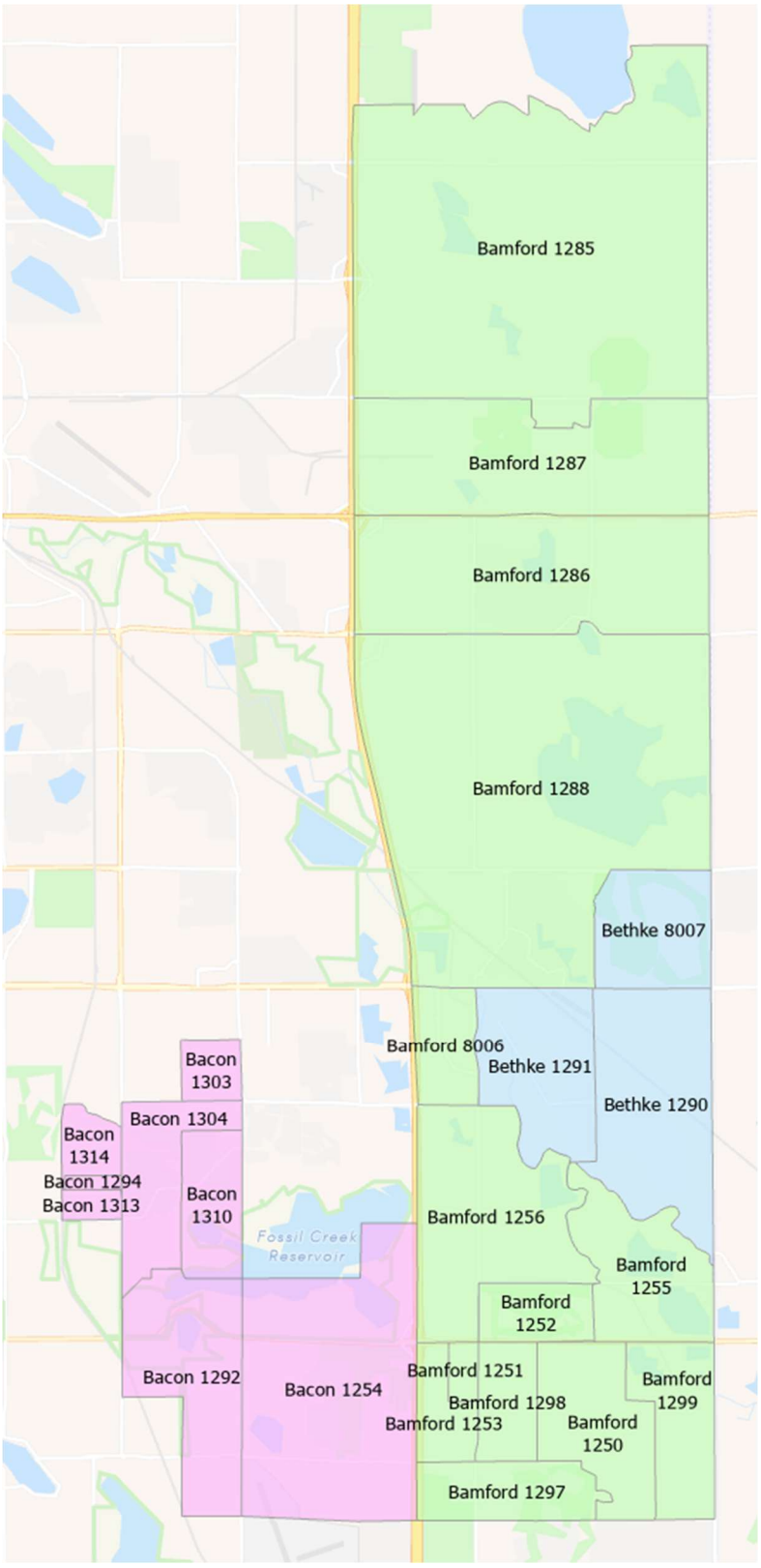
Bethke Elementary

Grid Code 8007 and 1291 will become part of Bethke Elementary School's boundary.

Existing Boundaries:



Proposed Boundaries:

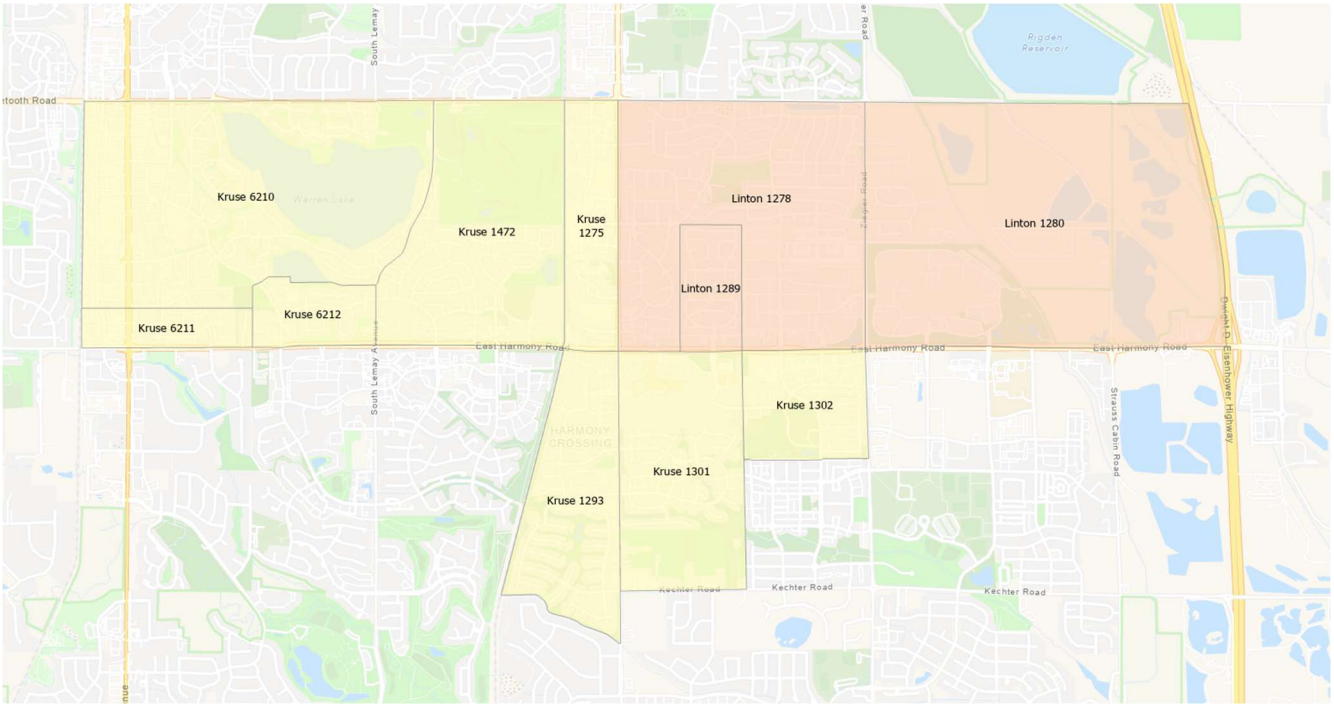


SE2: Close Linton Elementary into Kruse Elementary

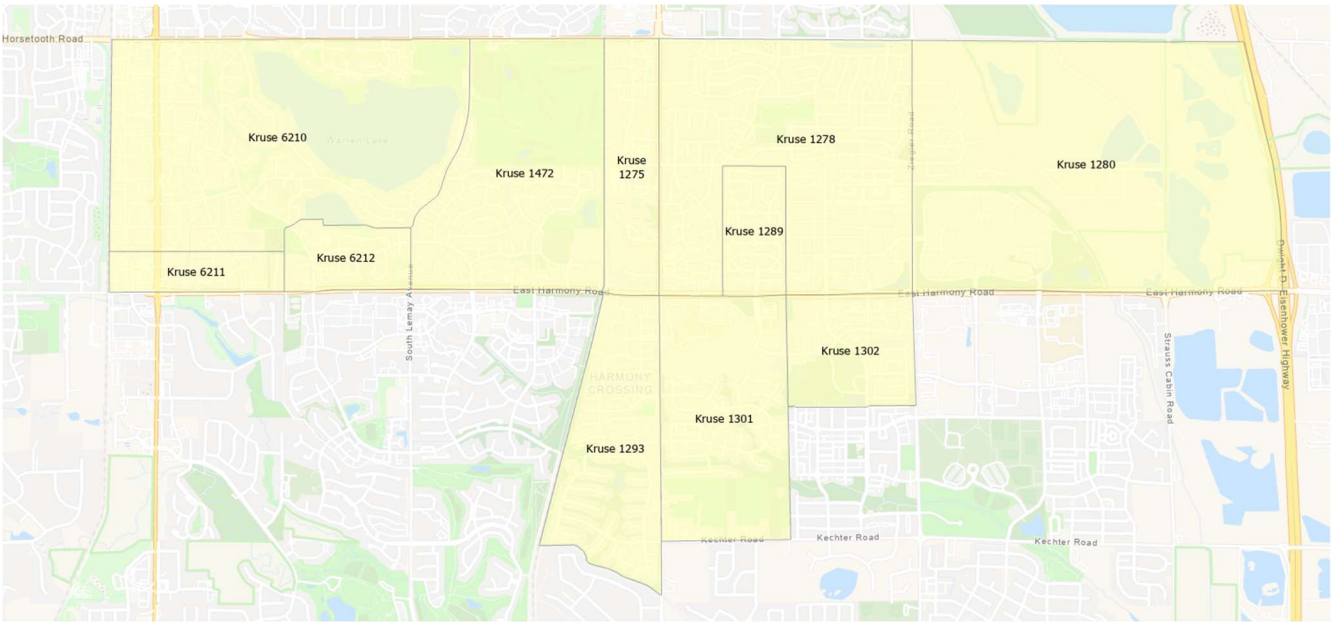
Proposed Boundary

All grid codes currently pertaining to Linton Elementary School's boundary are merged with Kruse Elementary School's boundary.

Existing Boundaries:



Proposed Boundaries:



SE3: Close Timnath Elementary into Linton Elementary and Bamford Elementary. Additionally, Bamford Grid Code 1254 to Bacon Elementary, Werner Grid Codes 1313 and 1314 to Bacon Elementary

Proposed Boundary

Grid Code Subdivisions:

Grid Code 1288 will be split from north to south roughly along Timnath Reservoir and downtown Timnath. The western portion will be designated as 8008 for this scenario. The eastern portion will remain as 1288.

Bacon Elementary

Grid Code 1254 will become part of Bacon Elementary School's boundary.

Grid Code 1313 and 1314 from Werner Elementary will become part of Bacon Elementary School's boundary. Grid Codes 1313 and 1314 are bordered by S Timberline Road and are adjacent to the Bacon Elementary School property.

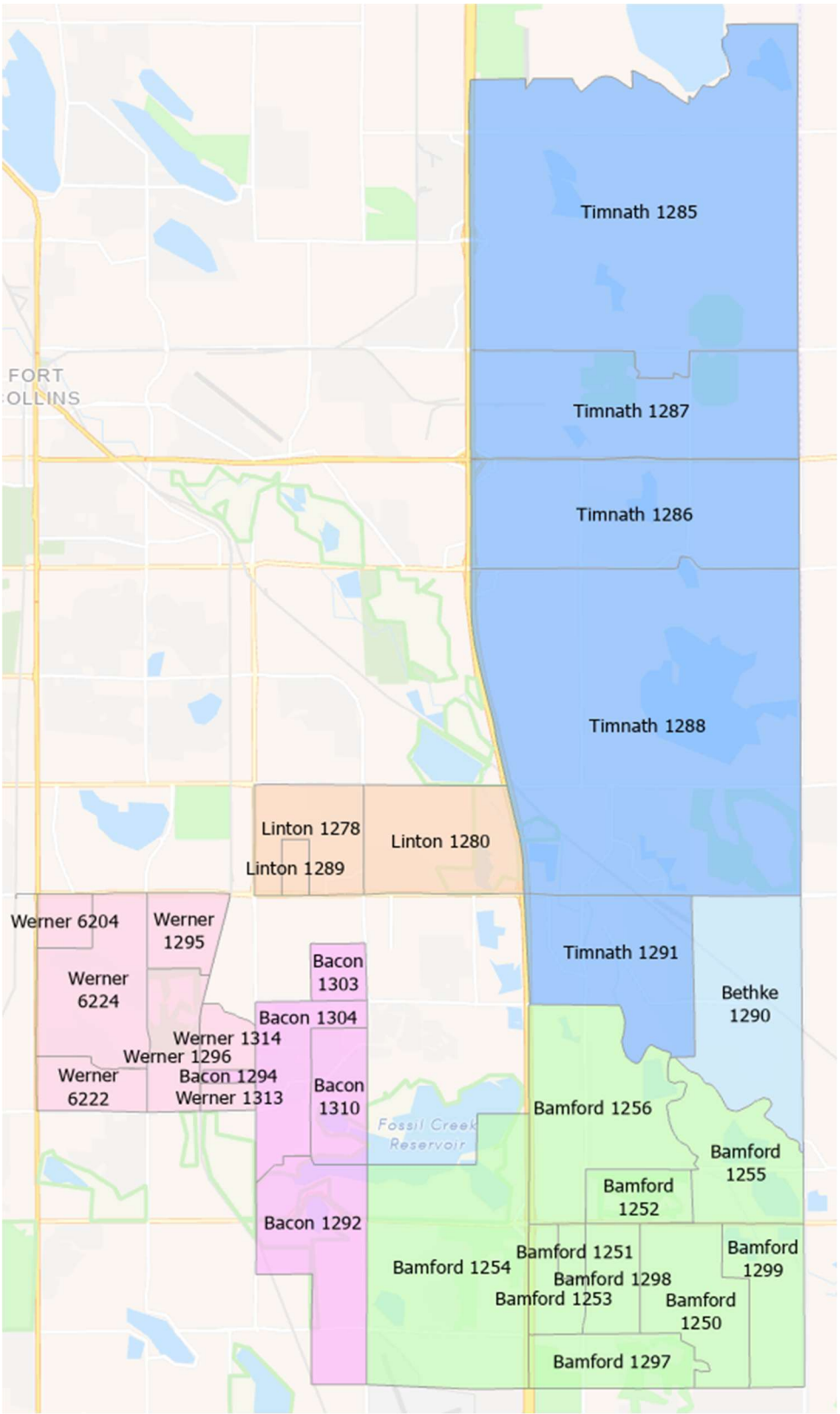
Bamford Elementary

Grid Codes 1288 and 1291 will become part of Bamford Elementary School's boundary.

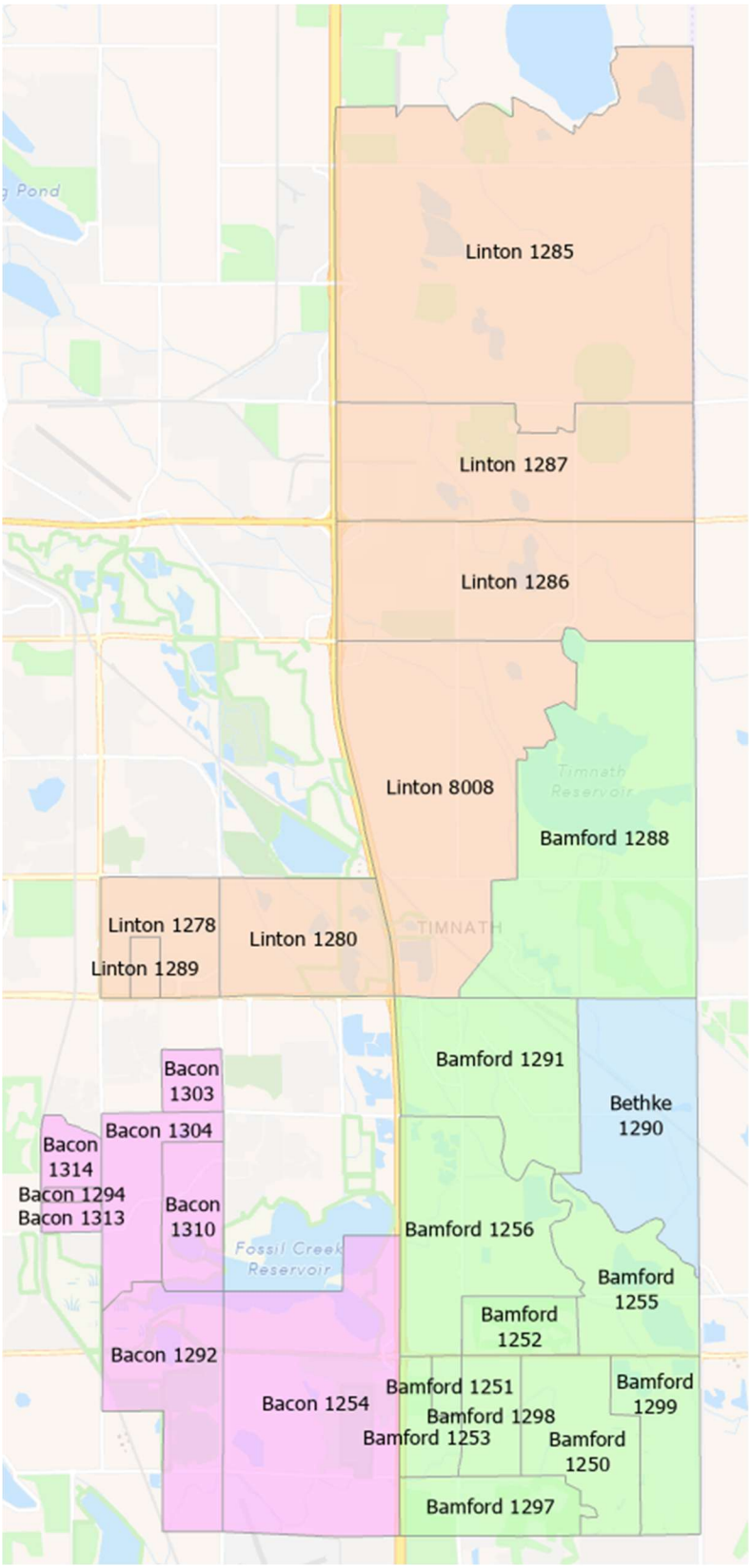
Linton Elementary

Grid Codes 8008, 1285, 1286, 1287 become part of Linton Elementary School's boundary.

Existing Boundaries:



Proposed Boundaries:



Deferred Maintenance Scenario Comparison:

The deferred maintenance totals for each scenario in the graph below show the decreased deferred maintenance costs associated with the proposed school closures from the total deferred maintenance costs that are currently calculated for all schools in the region.



	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SE1	25-26	Pre-Consolidation	Timnath	424		94.64%	75.71%
			Bamford	309		48.28%	38.63%
			Bethke	506		78.96%	63.17%
			Bacon	377		72.50%	58.00%
			Werner	361		75.97%	60.77%
		Post-Consolidation	Bamford	559		87.34%	69.88%
			Bethke	620		96.75%	77.40%
			Bacon	469		90.19%	72.15%
			Werner	317		66.71%	53.37%
	26-27	Pre-Consolidation	Timnath	427	415	95.31%	76.25%
			Bamford	293	316	45.78%	36.63%
			Bethke	487	493	76.00%	60.80%
			Bacon	360	360	69.23%	55.38%
			Werner	367	375	77.23%	61.78%
		Post-Consolidation	Bamford	558		87.19%	69.75%
			Bethke	582		90.82%	72.66%
			Bacon	461		88.65%	70.92%
			Werner	320		67.34%	53.87%
	27-28	Pre-Consolidation	Timnath		401	89.51%	71.61%
			Bamford		332	51.88%	41.50%
			Bethke		493	76.94%	61.55%
			Bacon		350	67.31%	53.85%
			Werner		357	75.13%	60.10%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SE2	25-26	Pre-Consolidation	Kruse	337		74.03%	59.23%
			Linton	243		52.83%	42.26%
		Post-Consolidation	Kruse	580		127.42%	101.93%
	26-27	Pre-Consolidation	Kruse	300	302	65.91%	52.72%
			Linton	231	218	50.22%	40.17%
		Post-Consolidation	Kruse	531	520	116.65%	93.32%
	27-28	Pre-Consolidation	Kruse		280	61.51%	49.21%
			Linton		186	40.43%	32.35%
		Post-Consolidation*	Kruse		466	102.37%	81.90%

	Year	Consolidation Status	School	Enrollment	Projected Enrollment	NSC	RIC
SE3	25-26	Pre-Consolidation	Timnath	424		94.64%	75.71%
			Bamford	309		48.28%	38.63%
			Linton	243		52.83%	42.26%
			Bacon	377		72.50%	58.00%
			Werner	361		75.97%	60.77%
		Post-Consolidation	Bamford	435		67.97%	54.38%
			Linton	480		104.35%	83.48%
			Bacon	469		90.19%	72.15%
			Werner	317		66.71%	53.37%
	26-27	Pre-Consolidation	Timnath	427	415	95.31%	76.25%
			Bamford	293	316	45.78%	36.63%
			Linton	231	218	50.22%	40.17%
			Bacon	360	360	69.23%	55.38%
			Werner	367	375	77.23%	61.78%
		Post-Consolidation	Bamford	447		69.84%	55.88%
			Linton	434		94.35%	75.48%
			Bacon	461		88.65%	70.92%
			Werner	320		67.34%	53.87%
	27-28	Pre-Consolidation	Timnath		401	89.51%	71.61%
			Bamford		332	51.88%	41.50%
			Linton		186	40.43%	32.35%
			Bacon		350	67.31%	53.85%
			Werner		357	75.13%	60.10%

Data Considerations:

25-26 Enrollment values are sourced from the 2025-2026 October Count collection.

26-27 Enrollment values reflect active 2026-2027 enrollments as of 6/25/2026

26-27 Projected Enrollment values are source from the most recent 1-Year Projection.

27-28 Projected Enrollment values are sourced from the most recent 5-Year Projections.

25-26 and 26-27 Utilization numbers are based on 'Enrollment'

27-28 Utilization numbers are based on 'Project Enrollment'

*27-28 Post-Consolidation data calculated when consolidating one or more schools entirely into a single school.

Scenario	School Being Consolidated	Receiving School	2025-2026 Enrollment with Consolidation	2025-2026 NSC Utilization	2025-2026 RIC Utilization	2026-2027 Enrollment with Consolidation (6/25/2026)	2026-2027 NSC Utilization	2026-2027 RIC Utilization	Receiving Building FCA
SE1	Timnath Elementary	Bamford	559	87.34%	69.88%	558	87.19%	69.75%	9.03
SE1	Timnath Elementary	Bethke	620	96.75%	77.40%	582	90.82%	72.66%	16.28
SE1	GRID 1254 - BAM	Bacon	469	90.19%	72.15%	461	88.65%	70.92%	14.97
SE1	GRID 1313-WER, GRID 1314-WER	Bacon	469	90.19%	72.15%	461	88.65%	70.92%	14.97
SE2	Linton Elementary	Kruse	580	127.42%	101.93%	531	116.65%	93.32%	17.55
SE3	Timnath Elementary	Bamford	435	67.97%	54.38%	447	69.84%	55.88%	9.03
SE3	Timnath Elementary	Linton	480	104.35%	83.48%	434	94.35%	75.48%	19.95
SE3	GRID 1254 - BAM	Bacon	469	90.19%	72.15%	461	88.65%	70.92%	14.97
SE3	GRID 1313-WER, GRID 1314-WER	Bacon	469	90.19%	72.15%	461	88.65%	70.92%	14.97