



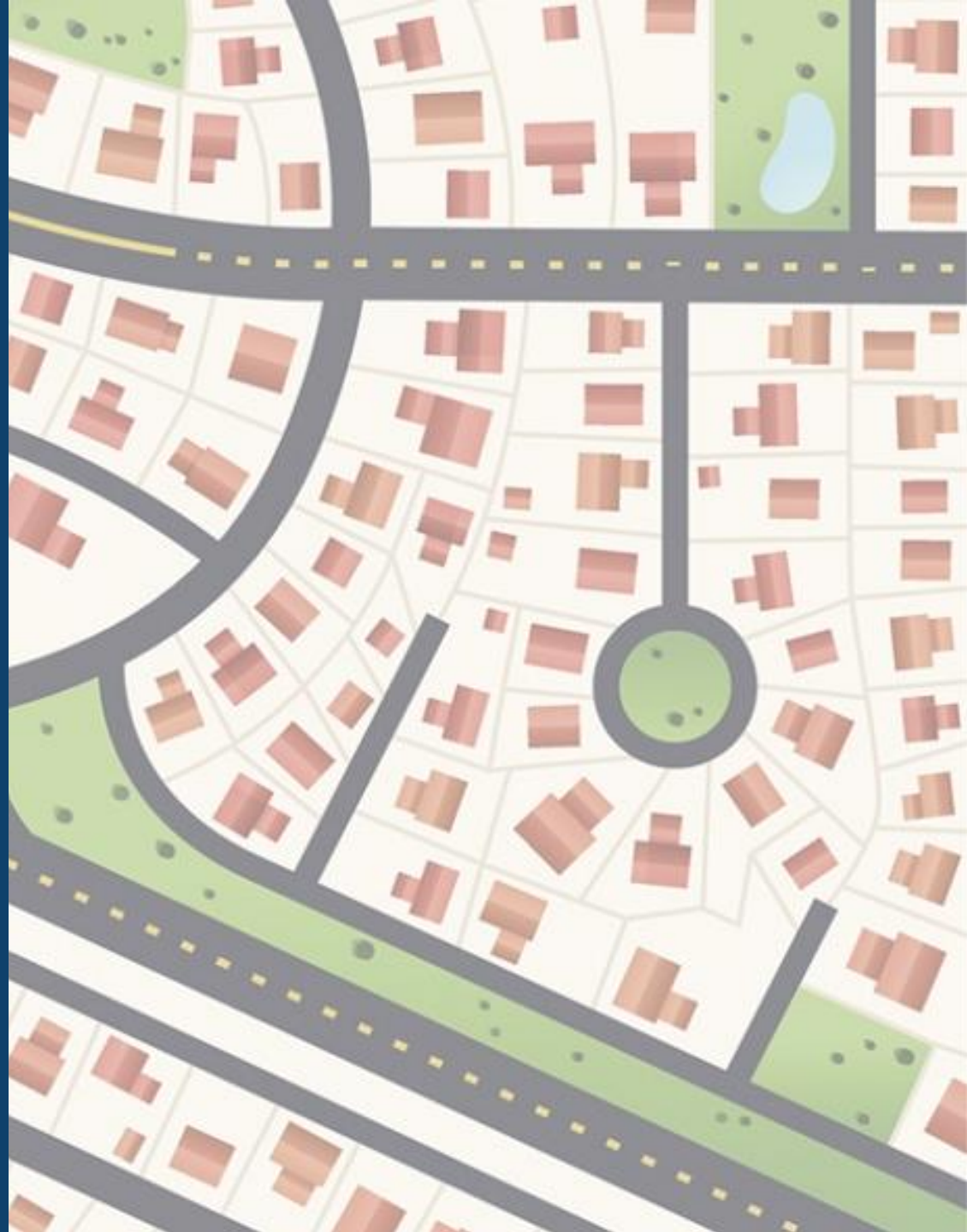
Boundary Process Considerations

Shawnee Mission School District
Admin Work Group Meeting 1

May 13, 2026

Updated with Meeting Input

Process facilitated by RSP



Agenda



Part 1: **Process Framework**

- ✓ Meeting Schedule
- ✓ ACE Framework



Part 2: **Enrollment Procedure**

- ✓ STEP 1: Enrollment Measure Matrix (Floor)
- ✓ STEP 2: Degree of Urgency



Part 3: **Wrap Up**

- ✓ Discussion Questions
- ✓ Next Steps
- ✓ Process Update

MEETING 1 OBJECTIVES:

- ☐ Building Floor Research
- ☐ Building Floor Activity to understand the situation
- ☐ Building Discussion of process framework

RSP & Associates

RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning.

RSP has served over **130** clients in:

- | | | |
|------------|----------------|----------------|
| • Arkansas | • Minnesota | • South Dakota |
| • Colorado | • Missouri | • Tennessee |
| • Iowa | • Nebraska | • Wisconsin |
| • Illinois | • North Dakota | |
| • Kansas | • Oklahoma | |

RSP Planning Team:

Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Certified Education Facilities Professional (CEFP)

Ginna Wallace, Planner

- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Kansas City Kansas USD 500

- Enrollment Analysis, 2025/26
- Boundary Analysis, 2024/25

Unified School District 232

- Enrollment Analysis, 2025/26

Spring Hill School District USD 230

- Enrollment Analysis, 2025/26



Partnership with RSP

BENEFITS OF PARTNERSHIP:



Data-Driven
Decision Making



Optimized Learning
Environments



Right-Sizing Facility
Utilization



Practical, Actionable
Planning Support

Overview of Work:

Enrollment Analysis: *Provided long-term forecasting and planning support to guide facility decisions.*

- 2019/20
- 2021/22
- 2025/26

Boundary Analysis: *Evaluated boundaries to balance enrollment and maintain equitable access to facilities*

- **2021/22:** Planned for the re-balance of enrollment between Briarwood and Tomahawk elementary school with the opening of new Tomahawk Elementary.
- Process included:
 - **Three Work Group Meetings**
 - **Two Public Input Sessions**
 - **Three Board Meetings**

District Growth During the Partnership

- **Enrollment Change:** Decline of **approximately 4.6%** during the partnership period
 - 2019/20: **26,681 students**
 - *Peak in 2019/20 with enrollment stability from 2021/22 to 2025/26*
 - 2025: **24,465 students**
- **Community Population Growth:** The local population has **increased by 1.3%**, reflecting strong regional development
 - 2020: **231,386 residents**
 - 2025: **234,500 students**
- **Housing Growth:** Continued residential expansion contributing to **student enrollment stability**
 - 2020: **111,660 housing units**
 - 2025: **112,707 housing units**

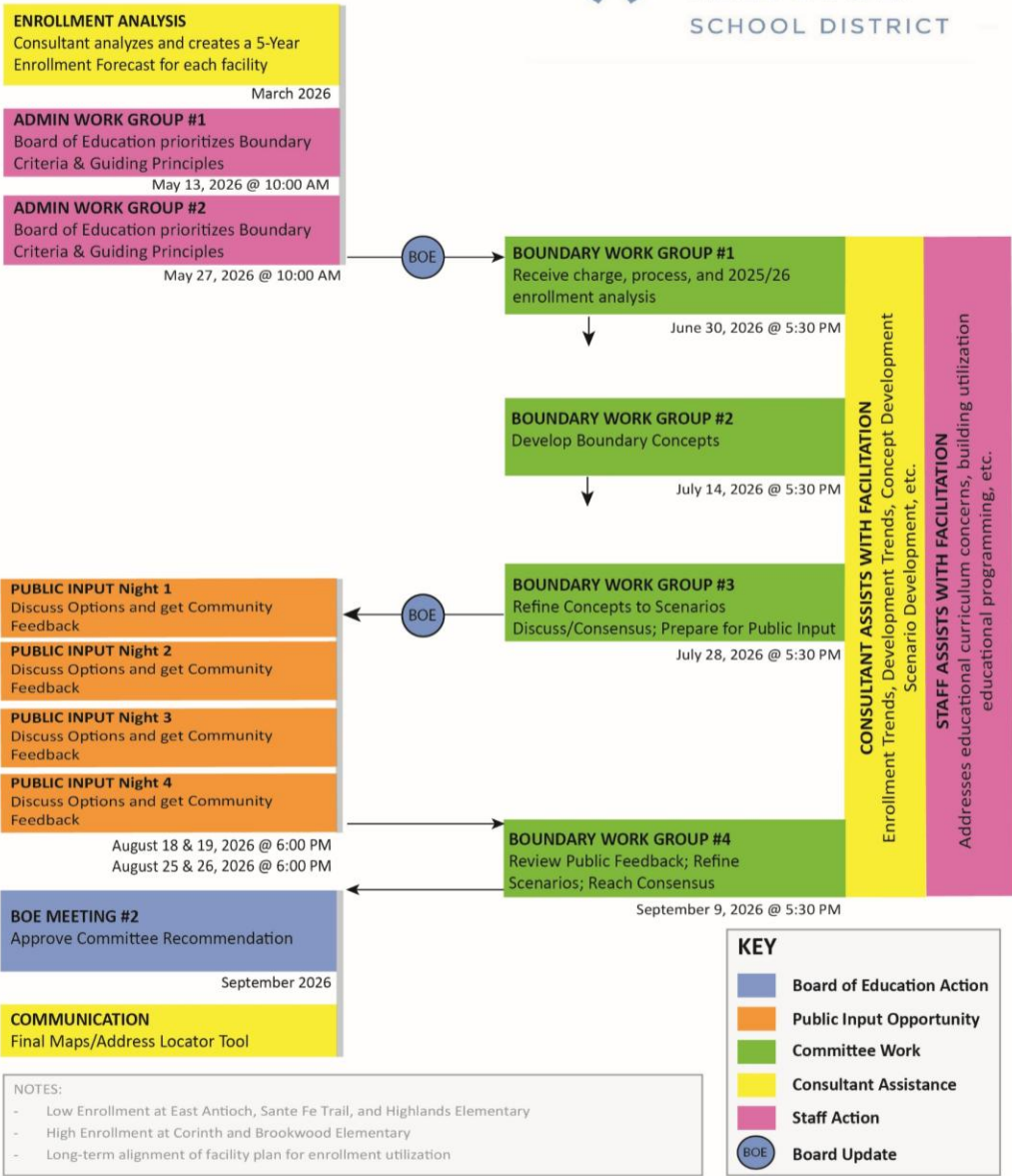
PART 1:

Process Visual

Fast Facts:

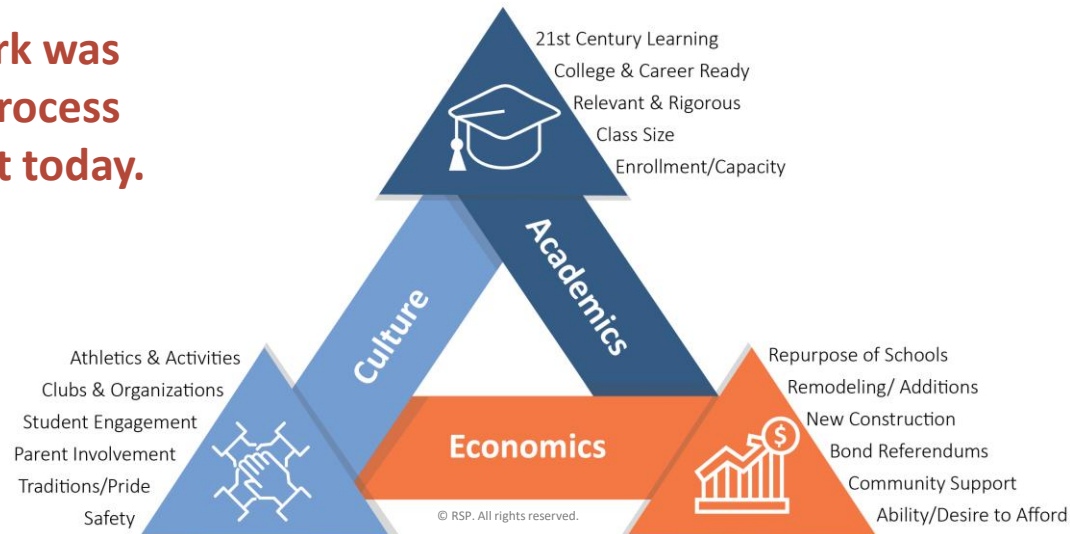
- 2 Admin Work Group Meetings
- 4 Boundary Work Group Meetings
- 4 Public Input Nights
- 1 Board Meeting
 - 2 Board Updates
- RSP and District Administration facilitation throughout the process

Facilitated Boundary Process 2026/27 School Year **DRAFT**



ACE - Facility Planning Considerations

RSP ACE framework was used in 2021/22 Process and is still relevant today.



A

○ Academic Programming & Student Needs

- Alignment of facilities to support **core instruction, specialized programs, and future programming needs**
- Consideration of **special populations** (e.g., special education, multilingual learners, early childhood)

C

○ Community & Accessibility

- Walkability and **neighborhood connectivity**
- Impact on **student travel times and community identity**

E

○ Enrollment & Demographics

- **Current and projected** enrollment trends
- Distribution of students by **grade level and geography**

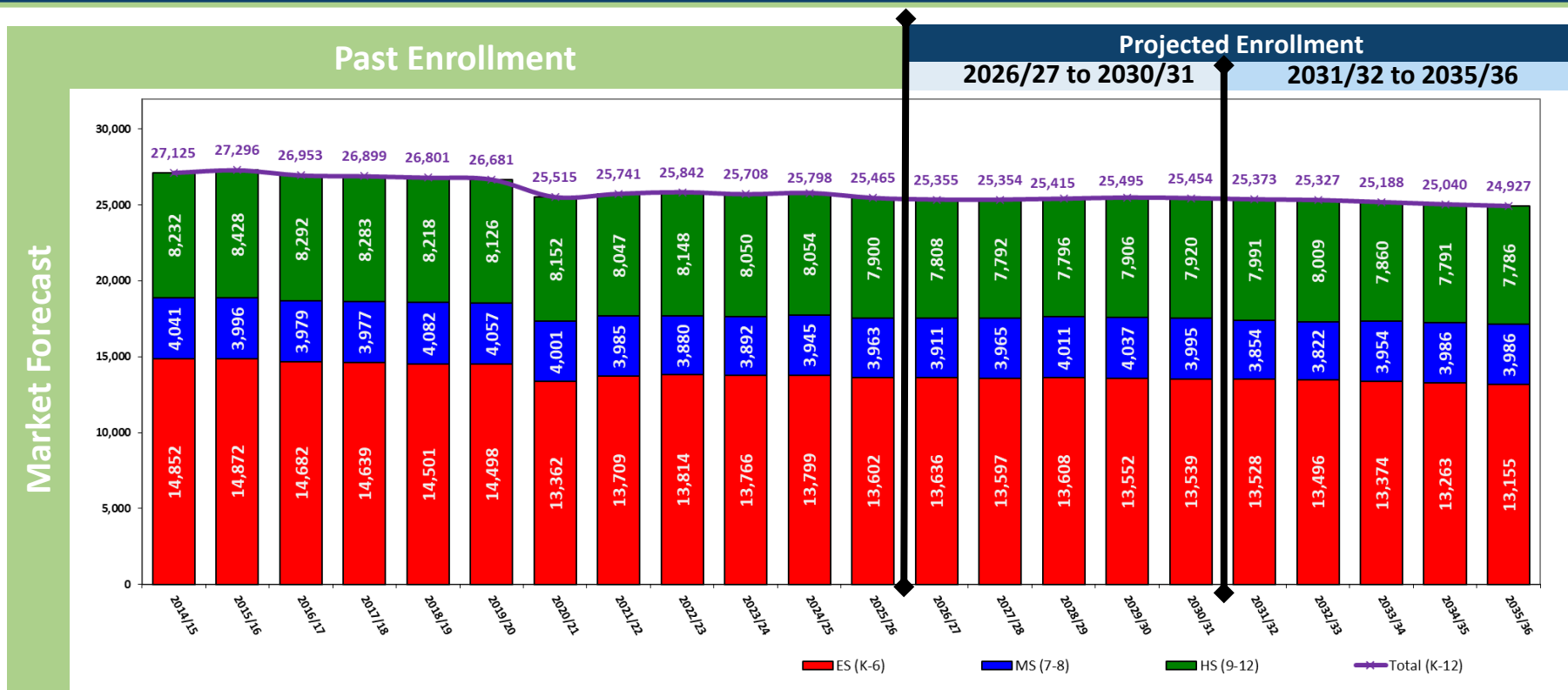
○ Capacity & Utilization

- Building utilization relative to **functional capacity (70–95% target)**
- Opportunities to improve **efficiency and reduce under-utilization**

○ Facilities & Infrastructure

- **Building condition**, age, and long-term maintenance needs
- Results of **facility condition assessments** and **capital investment priorities**

Past, Current, & Future Enrollment



Source: RSP & Associates – March 2026

First 5-Year Forecast (2026/27 to 2030/31)

Enrollment is forecasted to decrease by 11 students.
2030/31 enrollment is projected to be 25,454 students

↓ **-63 Elementary Students** (0.5% decrease)

↑ **+32 Middle School Students** (0.8% increase)

↑ **+20 High School Students** (0.3% increase)

Second 5-Year Forecast (2031/32 to 2035/36)

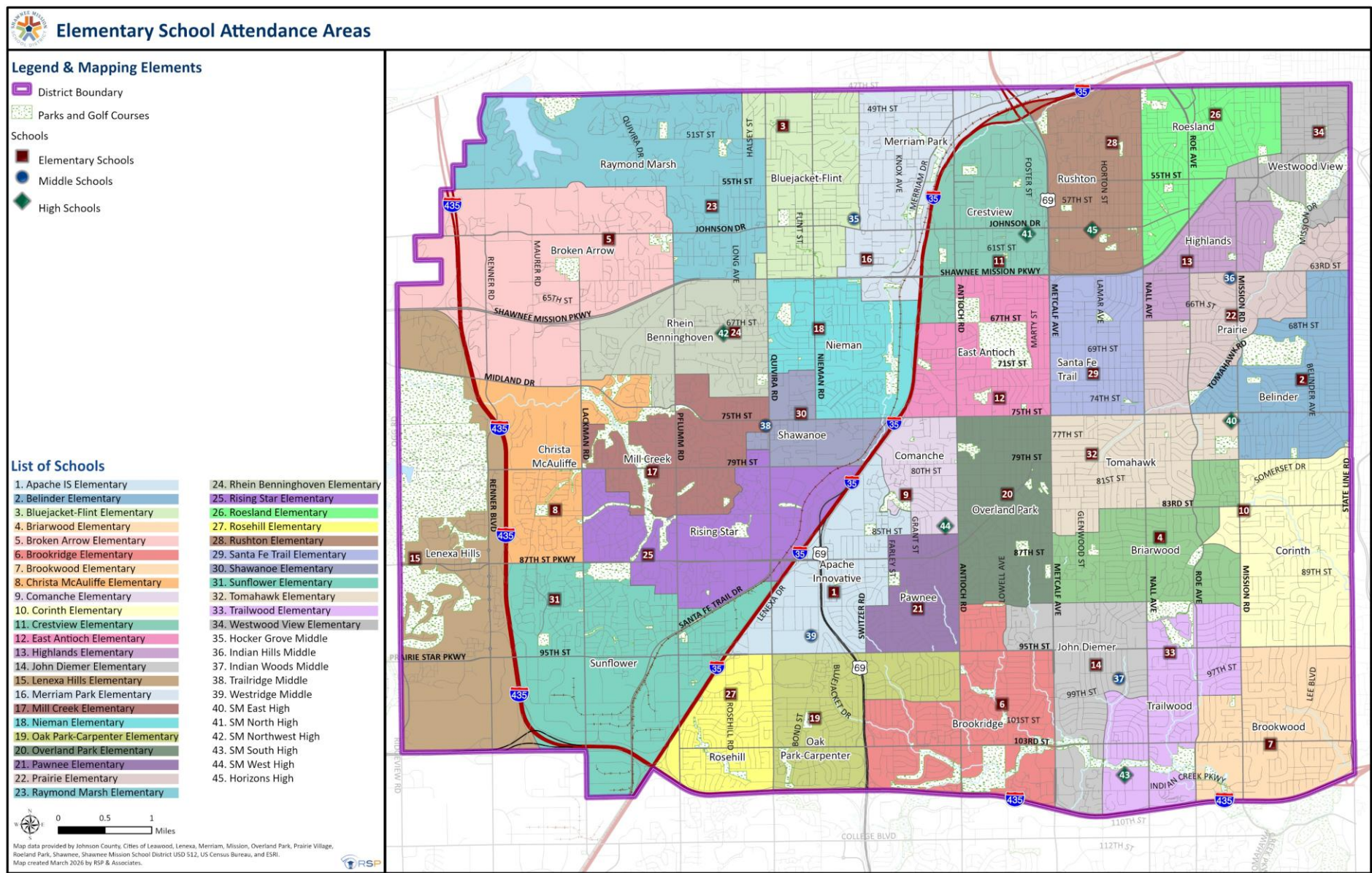
Enrollment is forecasted to decrease by 473 students.
2035/36 enrollment is projected to be 24,927 students

↓ **-384 Elementary Students** (2.8% decrease)

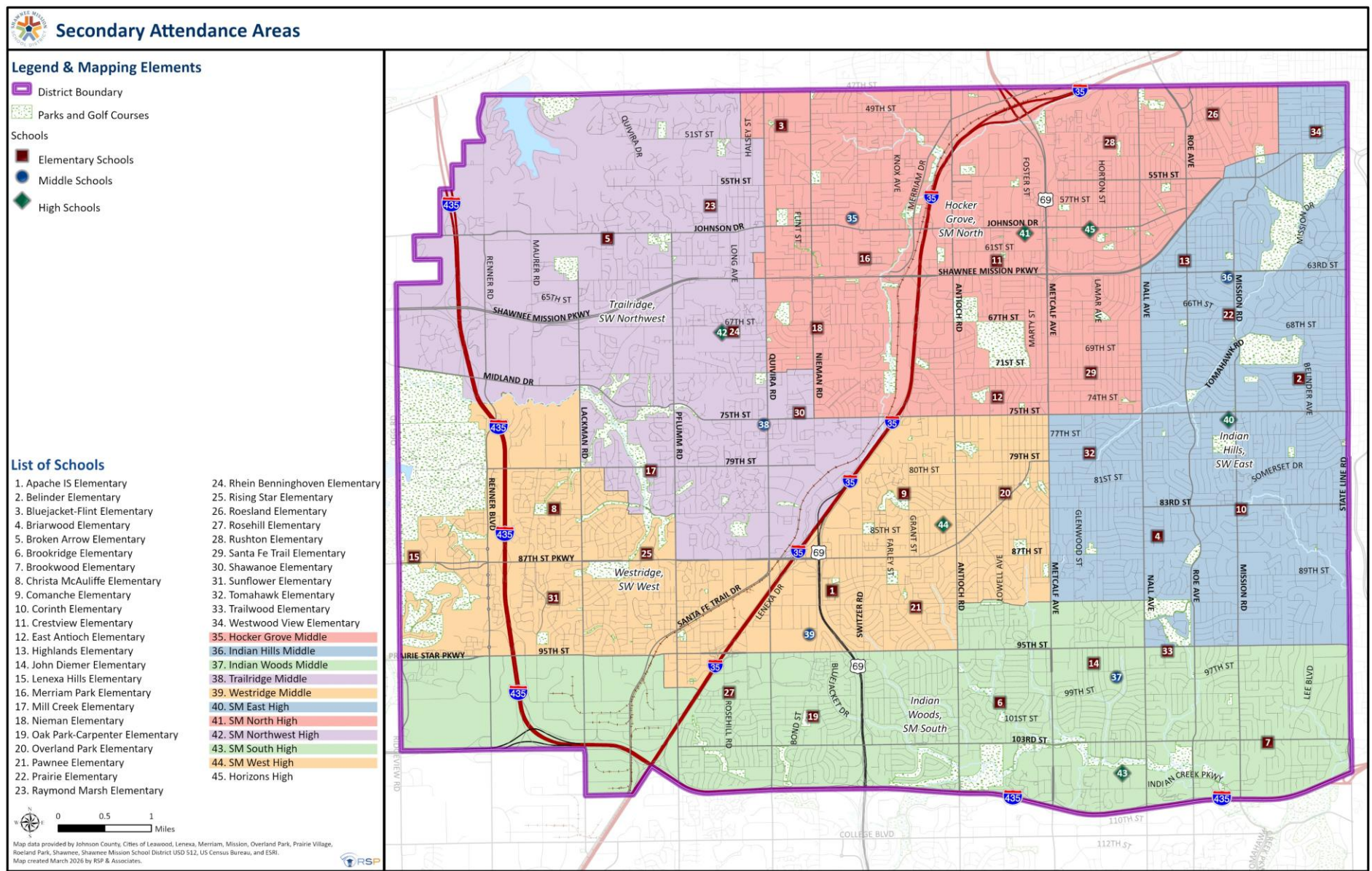
↓ **-9 Middle School Students** (0.2% decrease)

↓ **-134 High School Students** (1.7% decrease)

Elementary School Boundary Map



Middle and High School Boundary Map



School Feeder Diagram

Shawnee Mission North High School	Shawnee Mission South High School	Shawnee Mission East High School	Shawnee Mission Northwest High School	Shawnee Mission West High School
Hocker Grove Middle School	Indian Woods Middle School	Indian Hills Middle School	Trailridge Middle School	Westridge Middle school
Bluejacket-Flint ES Crestview ES East Antioch ES Merriam Park ES Nieman ES Roesland ES Rushton ES Santa Fe Trail ES	Brookridge ES Brookwood ES John Diemer ES Oak Park-Carpenter ES Rosehill ES	Belinder ES Briarwood ES Corinth ES Highlands ES Prairie ES Tomahawk ES Westwood View ES	Broken Arrow ES Mill Creek ES Raymond Marsh ES Rhein Benninghoven ES Shawanoë ES	Apache Innovative ES Comanche ES Overland Park ES Pawnee ES Sunflower ES
	86% <i>Trailwood ES</i>	14%	28% 22% 27%	Christa McAuliffe ES Lenexa Hills ES Rising Star ES 72% 78% 73%

Source: Shawnee Mission School District and RSP

Colors represent attendance areas from secondary map.

☐ **Bolded Schools: Complete Feeder**

☐ **Italicized School: Incomplete Feeder**

Percentages on incomplete school is the percent of 2025/26 K-6 students that would be split between middle schools based on student reside. There may be some visual splits that are not captured in the table as there are no students impacted in these areas (southwest corner, industrial areas).

PART 2:

3-Step Enrollment Procedure

STEP #1:

TODAY'S FOCUS

Each building's enrollment is applied to the Enrollment Measure Matrix (**Ceiling** / Floor)

An additional enrollment step to review if enrollment is below the Student Minimum.

STEP #2:

The enrollment measure results identify the Degree of Urgency the building is in.

(Monitor, Action, Implement)

STEP #3:

NEXT TIME

Schools that are in the "Impact" category are discussed using the Potential Action Review to capture other building-specific details that may guide/inform action steps.

STEP #1: Creating an Enrollment Measure Matrix



Summary of “Too Low” Enrollment Themes:

- Low enrollment creates **inefficiencies and inequities**.
- Schools struggle to maintain multiple sections per grade, which **limits scheduling flexibility and collaboration**.
- Fixed building costs remain the same while fewer students **raise per-pupil expenses**.
- Program quality, diversity of learning experiences, and staffing consistency **all decline as enrollments drop**.
- Small schools face challenges **sustaining extracurriculars and special programs**, while staff experience burnout managing multiple grades or sites.



Summary of “Too High” Enrollment Themes:

- Overcrowding strains **facilities, staff, and student experience**.
- When enrollment exceeds space or staffing thresholds, classrooms and shared spaces become **overcrowded**.
- Supervision and safety issues increase, resulting in **program quality suffering**.
- Teachers and students experience **burnout**, and extracurricular participation and **sense of belonging decline**.
- High enrollments also increase **operational costs and maintenance burdens**.

KEY THOUGHT: How can our Procedure recommendation account for these challenges?

Research Articles and Resource



Scan QR code for a collection of research articles on school size and enrollment thresholds.

<https://rsp.mysocialpinpoint.com/shawnee-mission-boundary-process>

References (Cited Research)

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Activity 1: Defining “Too Low” Enrollment



DISCUSSION PROMPT #1: What does “too low” enrollment look like in your context?

Enrollment Thresholds	Utilization of Facility Capacity	Class Size and Student-to-Teacher Ratios	Program and Service Sustainability	Risks and Liability Threshold	Other?
- Minimum of one section per grade - Greater than or equal to 2 sections per grade 300 students at 7 grades for 2 sections	- Utilizing classrooms for SPED programs or others - Facilities- cost of maintenance or other repairs of major systems - Empty classrooms - Heating/cooling costs	Resources and staffing needs	- Specials staffing/ scheduling with part-time FTE - Challenge in scheduling support for intervention with students (lower staffing- ELL?SPED, Tier 2&3) - Sharing of staff - Specialized programs (SPED) becomes difficult		- Food service/operational staffing support inefficiency - Staffing equities for specials, interventionists, instructional coaches, social workers, etc.

DISCUSSION PROMPT #2: What challenges arise when enrollment becomes too low?

Educational Quality	Staffing	Facilities and Operations	Community	Risks and Liabilities	Other?
- Less flexibility for scheduling specials, lunch periods, instructional time - separation within student cohorts so all students/personalities can thrive - staffing challenge with grade level sections- if enrollment is lower in a grade: 1-2 sections vs. 2-3 - Educational quality/staffing struggle to meet learner needs for <u>all</u> students. - Staffing for intervention support - Individual student needs	- Staffing costs/sq. footage - Less meals served=less to clean - Need to shave staff-specials - Staffing is inefficient at the lower end of the guidelines causes inequity - Educational quality increase? Lower number of student in the classroom	- No impact on facilities and liabilities - Facility needs remain the same. Cost to maintain building systems	- Schools with high enrollment complain about space/class size - Lack of involvement- “someone else will do it”		

Activity 2: Defining “Too High” Enrollment



DISCUSSION PROMPT #1: What does “too high” enrollment look like in your context?

Enrollment Thresholds	Utilization of Facility Capacity	Class Size and Student-to-Teacher Ratios	Program and Service Sustainability	Risks and Liability Threshold	Other?
• 4 sections at the most still within the guidelines	• Space for lunch to not create a long lunch period • Space for sections • No classrooms in the hallway, cafeteria, etc. • Classroom space- we have made shift classrooms • Class size may be difficult to maintain due to lack of space for sections		• Our resources became overwhelmed • Scheduling difficulties for specials • Maintain guidelines and provide space for pull-out, tutoring, etc.	• Safety- ensuring systems and staffing are in place to provide for student safety- school, playground, etc.	

DISCUSSION PROMPT #2: What challenges arise when enrollment becomes too high?

Educational Quality	Staffing	Facilities and Operations	Community	Risks and Liabilities	Other?
• No room for pull out programs • Fewer opportunities for students to lead, participate in sports/activities	• Need for more aids and support staff	• Lunch periods have to be too long of a period • Classroom space availability- undesirable places • Strain on facilities • Parking for staff and families • More usage = more wear and tear • Space- with increased enrollment we run into facility challenges- lunch services from 10 AM – 2 PM	• Lack of belonging when there are too many families • Less opportunities for transfers • Community impact when transportation to/from impacts streets /neighborhoods	• Maintaining safety in all spaces- supervision, upkeep, communications	

DRAFT

Enrollment Measure Matrix Applied

DRAFT – STARTING POINT

Student Floor:	300
Low Utilization Threshold:	70%
High Utilization Threshold:	95%

- **Student Floor** = 300 students
- **Low Utilization Threshold** = Below 70% utilization
- **High Utilization Threshold** = Greater than 95% utilization

Results:

- **Schools below Student Floor:**
 - East Antioch ES
 - Santa Fe Trail ES
 - Highlands ES
 - Lenexa Hills ES (*increases to above student floor*)
- **Schools above High Utilization Threshold:**
 - Brookridge ES
 - Corinth ES

SM North Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Bluejacket-Flint ES	600	354	358	358	369	371	59%	60%	60%	62%	62%
Crestview ES	510	313	313	313	308	305	61%	61%	61%	60%	60%
East Antioch ES	450	280	281	282	283	284	62%	62%	63%	63%	63%
Merriam Park ES	568	367	352	343	331	334	65%	62%	60%	58%	59%
Nieman ES	600	417	415	415	402	402	70%	69%	69%	67%	67%
Roesland ES	568	337	352	330	322	328	59%	62%	58%	57%	58%
Rushton ES	550	368	375	395	403	398	67%	68%	72%	73%	72%
Santa Fe Trail ES	600	226	219	207	211	211	38%	37%	35%	35%	35%
Hocker Grove MS	1,188	781	772	796	793	775	66%	65%	67%	67%	65%
Shawnee Mission North HS	2,256	1,525	1,539	1,519	1,551	1,571	68%	68%	67%	69%	70%
SM South Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Brookridge ES	600	580	570	588	611	615	97%	95%	98%	102%	103%
Brookwood ES	550	421	427	423	433	458	77%	78%	77%	79%	83%
John Diemer ES	550	442	419	427	422	430	80%	76%	78%	77%	78%
Oak Park-Carpenter ES	546	433	429	424	427	422	79%	79%	78%	78%	77%
Rosehill ES	600	396	375	373	361	355	66%	63%	62%	60%	59%
Trailwood ES	510	362	366	366	370	359	71%	72%	72%	73%	70%
Indian Woods MS	1,110	751	754	778	738	742	68%	68%	70%	66%	67%
Shawnee Mission South HS	2,232	1,500	1,513	1,484	1,494	1,481	67%	68%	66%	67%	66%
SM East Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Belinder ES	592	483	472	485	479	471	82%	80%	82%	81%	80%
Briarwood ES	600	559	564	567	557	560	93%	94%	95%	93%	93%
Corinth ES	600	609	638	643	655	674	102%	106%	107%	109%	112%
Highlands ES	600	254	245	244	244	242	42%	41%	41%	41%	40%
Prairie ES	498	422	423	427	420	425	85%	85%	86%	84%	85%
Tomahawk ES	550	408	407	392	389	364	74%	74%	71%	71%	66%
Westwood View ES	550	320	320	311	308	305	58%	58%	57%	56%	55%
Indian Hills MS	1,176	875	908	897	937	933	74%	77%	76%	80%	79%
Shawnee Mission East HS	2,388	1,674	1,642	1,709	1,730	1,768	70%	69%	72%	72%	74%
SM Northwest Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Broken Arrow ES	600	351	350	352	354	344	59%	58%	59%	59%	57%
Mill Creek ES	568	502	513	514	525	518	88%	90%	90%	92%	91%
Raymond Marsh ES	546	425	410	416	410	410	78%	75%	76%	75%	75%
Rhein Benninghoven ES	550	403	387	386	368	380	73%	70%	70%	67%	69%
Shawnee ES	550	469	464	467	458	464	85%	84%	85%	83%	84%
Trailridge MS	1,167	734	729	717	738	741	63%	62%	61%	63%	63%
Shawnee Mission Northwest HS	2,376	1,512	1,538	1,525	1,525	1,513	64%	65%	64%	64%	64%
SM West Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Apache Innovative ES	592	498	507	493	494	500	84%	86%	83%	83%	84%
Comanche ES	600	390	389	381	382	370	65%	65%	64%	64%	62%
Overland Park ES	522	374	382	392	388	379	72%	73%	75%	74%	73%
Pawnee ES	600	365	369	355	352	353	61%	62%	59%	59%	59%
Sunflower ES	600	379	379	385	385	373	63%	63%	64%	64%	62%
Christa McAuliffe ES	600	380	372	376	355	357	63%	62%	63%	59%	60%
Lenexa Hills ES	550	253	271	296	303	300	46%	49%	54%	55%	55%
Rising Star ES	600	490	474	473	459	464	82%	79%	79%	77%	77%
Westridge MS	1,434	763	795	814	826	802	53%	55%	57%	58%	56%
Shawnee Mission West HS	2,424	1,575	1,537	1,535	1,582	1,561	65%	63%	63%	65%	64%
Totals:	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Arrowhead Day School	50	35	40	42	43	42	70%	80%	84%	86%	84%
Horizons Alternative HS	456	0	0	0	0	0	0%	0%	0%	0%	0%
Elementary Total (K-6):	19,270	13,630	13,587	13,599	13,538	13,525	71%	71%	71%	70%	70%
Middle School Total (7-8)	6,075	3,904	3,958	4,002	4,032	3,993	64%	65%	66%	66%	66%
High School Total (9-12)	11,676	7,786	7,769	7,772	7,882	7,894	67%	67%	67%	68%	68%
District Total (K-12):	37,527	25,355	25,354	25,415	25,495	25,454	68%	68%	68%	68%	68%

Source: RSP & Associates – March 2026

Note: Projections provided by boundary reside. Total projections may differ slightly from the Official Enrollment Analysis due to rounding at the student and building level.

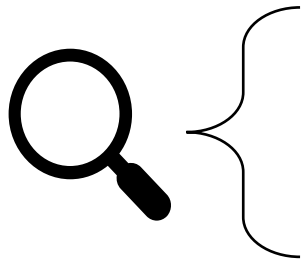
Capacity provided by SMSD District Administration.

* = School is a split feeder between secondary boundaries. School is included in the feeder they mostly reside in.

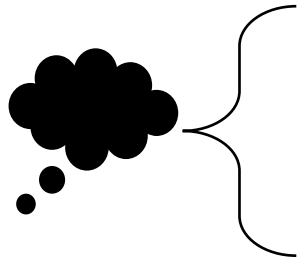
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STEP 2: Degree of Urgency

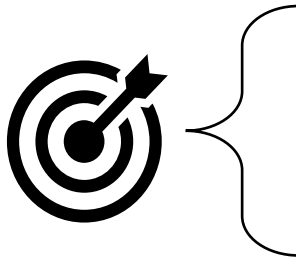
Step #2 determines which category each school may fall into, which is identified in the Enrollment Measure Matrix (Step #1). If enrollment is below or above the enrollment measure matrix, the following happens:



Monitor: **Every Year**
School is flagged as a potential challenge; no action is discussed at this stage.



Action: **Depends on Data (Too Low / Too High from Step #1)**
The school and community should be notified of any enrollment challenges, and options to address enrollment concerns should be considered and communicated. Ideally, this notification occurs one school year in advance of any changes.

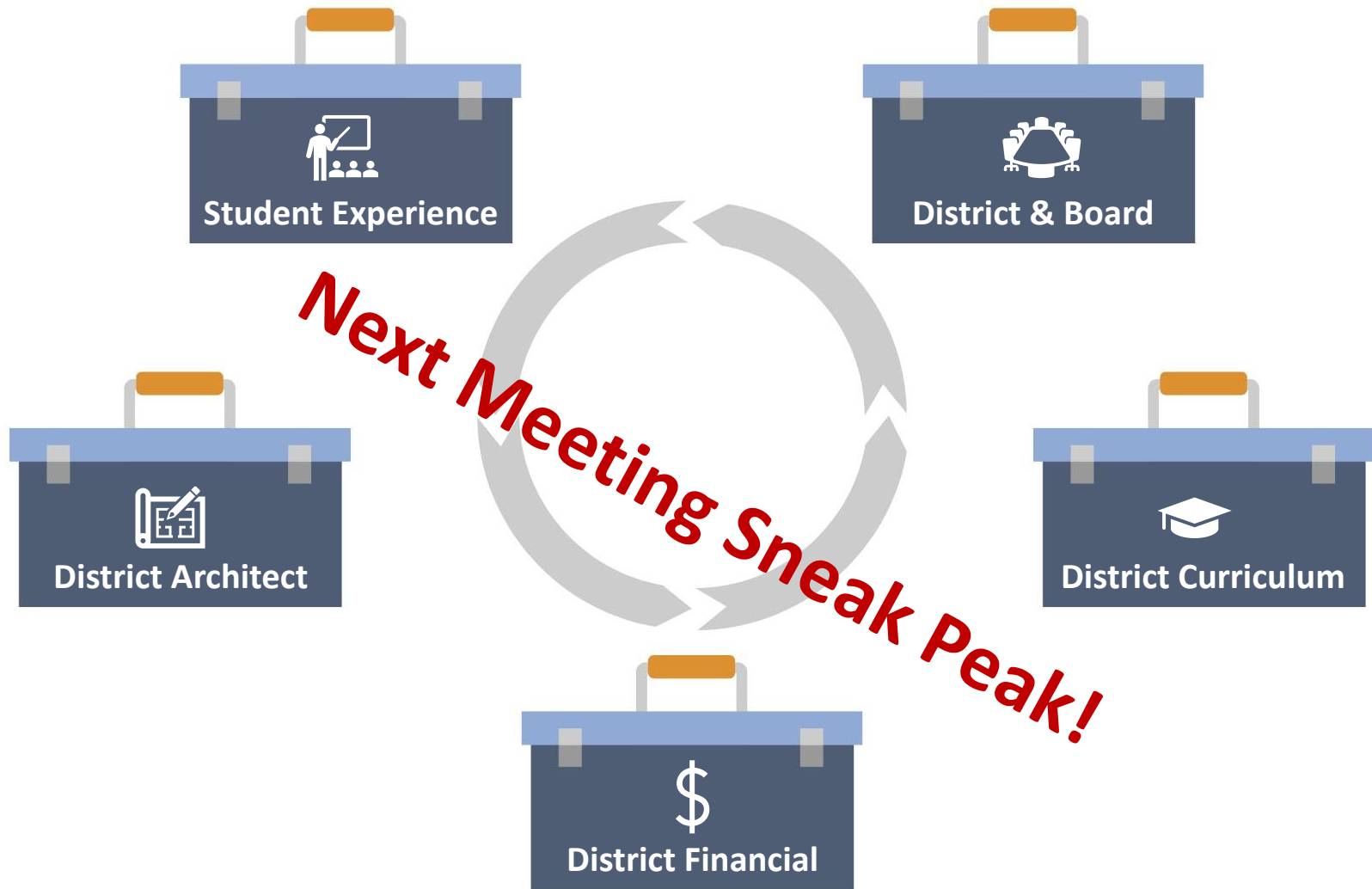


Implement: **Action to Resolve “Too Low / Too High”**
Change is happening to buildings with enrollment challenges. Implementation will happen the following school year.

PART 3:

STEP #3: Potential Action Review Toolboxes

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Disclaimers: The action-taking procedure is not linear; each box should be considered when evaluating options.

It's important to note that the committee does NOT decide which actions are taken. Instead, it provides a foundational framework for future decision-making.

Process Update

Next Meeting: May 27, 2026

Key Objectives:

- Finalize Enrollment Measure Matrix
- Discuss Guiding Principles
- Prioritize Boundary Criteria
- Finalize Materials for BOE Update

Facilitated Boundary Process 2026/27 School Year **DRAFT**

