Planning for the Future

Boundary Analysis Board One-on-Ones Update

Dickinson Public Schools

July 20, 2026 and August 04, 2026

Updated 07/28/2026 with input from Board One-on-Ones

Updated 08/04/26 with Board Discussion Input

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 combined education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Clients:

RSP was founded with the desire and commitment to assist school districts in long-range planning.
RSP has served over **130** clients in:

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

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:

Minot Public Schools

- Enrollment Analysis, 2025/26

Fargo Public Schools

- Enrollment Analysis, 2025/26

Williston Basin School District #7

- Enrollment Analysis, 2025/26

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Partnership with RSP

Main Takeaway: The long-term partnership between RSP and the district has provided consistent, data-driven planning support that helps align facilities, enrollment trends, and community growth to support informed decision-making and sustainable district operations.

Overview of Work:

- RSP has partnered with the district on multiple planning initiatives, including:
  - **Boundary Analyses:** 2017/18 and 2023/24
  - **Enrollment Analyses:** 2016/17, 2017/18, 2019/20, and 2021/22
- Key planning milestones during this partnership include:
  - Retirement of Rural Elementary in 2017/18
  - Establishment of the Berg Elementary neighborhood boundary in 2018/19
  - Attendance boundary adjustments between Berg and Jefferson Elementary Schools
- During this period, the community experienced measurable growth:
  - Population increased from approximately **28,700 to 29,900 residents**
  - Enrollment increased from approximately **3,300 to 4,100 students**
  - Housing inventory increased from approximately **12,900 to 13,900 units**

Benefits of the Partnership:

- **Data-Driven Decision Making**
  - Strategic planning supported by validated enrollment, housing, demographic, and development data
- **Optimized Learning Environments**
  - Facility and program alignment helps maintain appropriately sized, student-centered learning spaces
- **Efficient Facility Utilization**
  - Ongoing monitoring allows the district to proactively respond to changing enrollment patterns and building utilization needs
- **Practical, Action-Oriented Planning**
  - Recommendations are designed to support real-world operational decisions related to capacity, staffing, capital planning, and long-term growth management

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AGENDA

Part 1: Enrollment Analysis Summary

Part 2: Guiding Principles

Part 3: Boundary Criteria

Part 4: Next Steps

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Purpose of Meeting

Today's Objectives

1. Review Enrollment Findings

- Provide a brief overview of the completed 2025/26 Enrollment Analysis and key demographic trends.

2. Establish Guiding Principles

- Identify the values and priorities that should guide future boundary decisions.

3. Discuss Boundary Criteria

- Evaluate how different criteria and priorities may influence future boundary scenarios and outcomes.

Why This Matters

- Before boundary options are developed, it is important to establish a shared understanding of:
  - District enrollment and demographic trends
  - Board priorities and community values
  - The criteria that will be used to evaluate future scenarios
- A clear framework supports transparent decision-making and provides direction for future recommendations.



Board Discussion Points

- ✓ **Confirm Guiding Principles:** What values should guide future boundary decisions?
- ✓ **Prioritize Boundary Criteria:** Which criteria are most important when evaluating potential scenarios?
- ✓ **Provide Direction for Next Steps:** What information should be considered before developing options?

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Part 1:
Enrollment Analysis Summary

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Executive Summary



2025/26 Forecast Overview

Larger elementary cohorts are expected to continue progressing through the system, supporting stable middle and high school enrollment growth in future years

- ↑ Elementary enrollment forecasted to increase by **+71 students (+3.7%)**
- ↑ Middle School enrollment forecasted to increase by **+14 students (+1.4%)**
- ↑ High School enrollment forecasted to increase by **+218 students (+19.7%)**



Key Challenges to Consider

Balancing enrollment across schools to maintain equitable class sizes and efficient use of space:

- ❑ Elementary capacity utilization forecasted to increase to **92.8%**
- ❑ Middle School capacity utilization forecasted to increase to **95.0%**
- ❑ High School capacity utilization forecasted to increase to **90.8%**



Key variables of enrollment analysis include:

- ↓ Decreasing under-age-5 population and live birth rates
- ↓ Low year-to-year student retention, creating limited upward movement
- ↑ Future stability as grades trend toward 320 students per grade
- ↑ Increasing potential for expanded housing products with recent land donation and economic growth

The district continues to experience **stable enrollment growth** supported by larger cohort progression and long-term development potential, though future growth will **increasingly depend on maintaining strong student capture rates and monitoring changing demographic trends.**

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Understanding the Model

RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if…	Enrollment may increase more than forecasted if…
⊖ Decreasing share of live births	⊕ Increasing share of live births
⊖ Current housing stock does not re-green (continues to age)	⊕ Current housing stock re-greens (turns over)
⊖ Housing development experiences minimal potential growth	⊕ Housing development experience more potential growth
⊖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	⊕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
⊖ Demographic shifts in community and/or surrounding communities	⊕ Demographic shifts in community and/or surrounding communities
⊖ Incoming Kindergarten class smaller than outgoing senior class	⊕ Incoming Kindergarten class larger than outgoing senior class

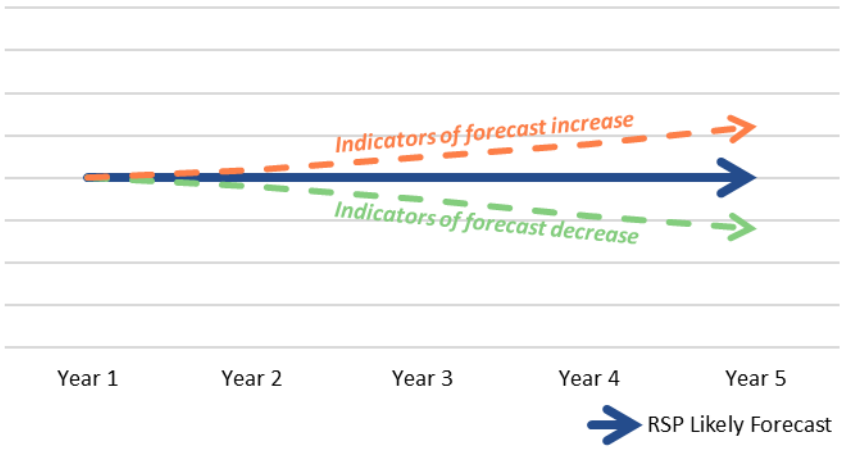
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each have a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

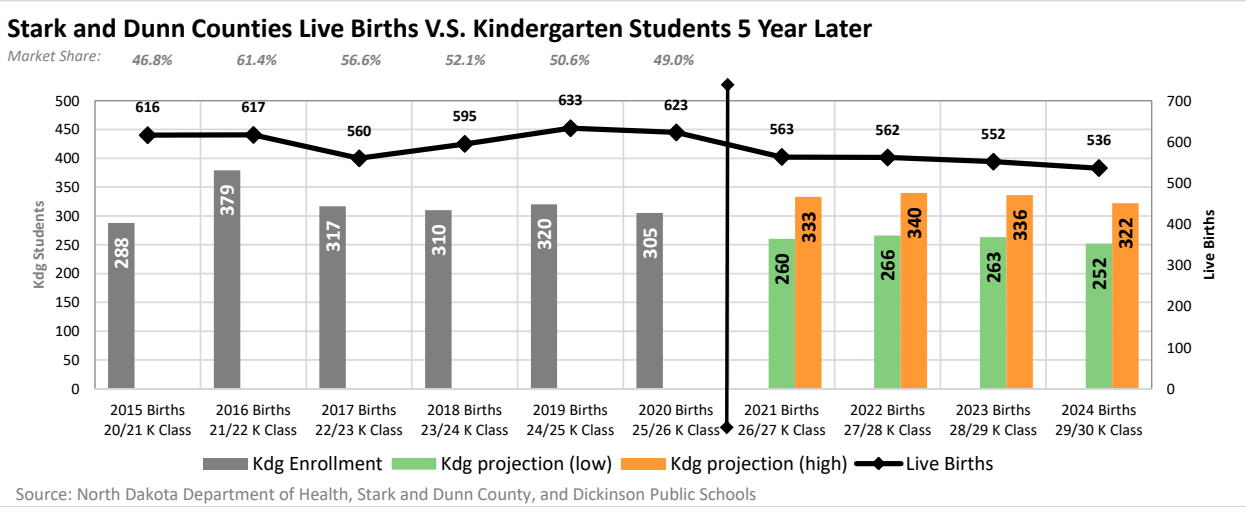
The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution

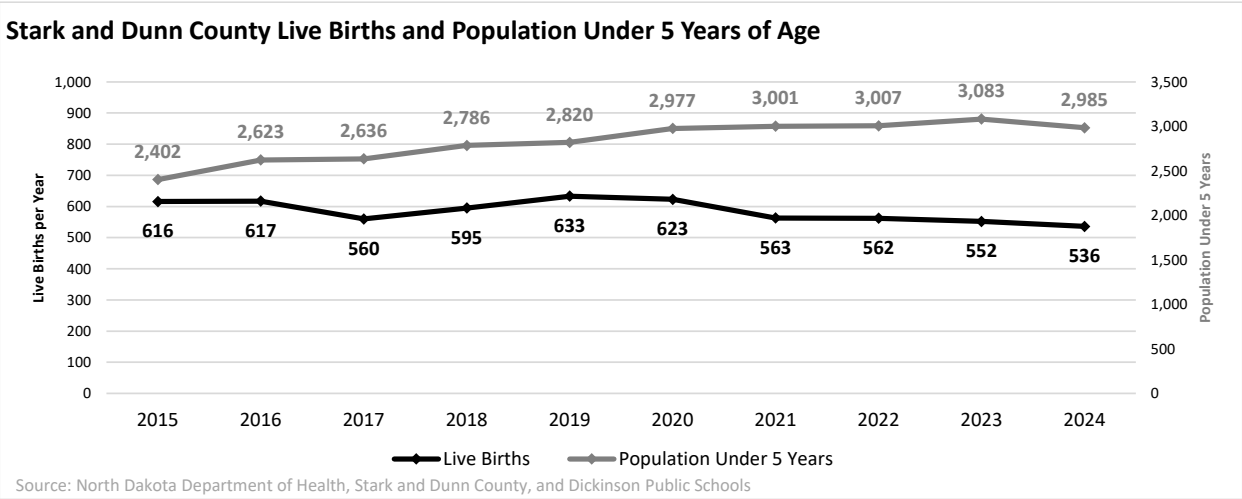


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Birth Rate Visuals



Source: North Dakota Department of Health, Stark and Dunn County, and Dickinson Public Schools



Source: North Dakota Department of Health, Stark and Dunn County, and Dickinson Public Schools

Observations:

- Regional live births have **steadily declined**, remaining **below 600 births** annually for the past four years
- Kindergarten enrollment has generally tracked live birth trends, **with recent classes capturing approximately 49–52% of county births five years later**
- The population **under age 5 has stabilized around 3,000 residents**, indicating **limited near-term growth** in early childhood populations
- Future Kindergarten enrollment growth will depend on **increasing district market share** and attracting additional **in-migration** households
- Birth-based projections provide a **conservative baseline outlook** and do **NOT** fully account for future housing turnover or residential growth impacts
- Official Kindergarten forecast tends to be on the **high side** of the live birth market share for the next four years

Main Takeaway: Declining live birth trends and a stable under-age-5 population limit the near-term outlook for Kindergarten growth, reinforcing the importance of **student capture rates and future in-migration to stabilize early-grade enrollment**.

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Past Enrollment by Grade

Enrollment By Grade

School Year	Grade													K-12		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change
2011/12	233	219	243	198	204	219	179	196	169	174	210	183	219	2,646		
2012/13	264	246	238	259	199	230	234	197	213	185	186	219	184	2,854	208	7.9%
2013/14	293	283	277	269	285	226	244	251	213	226	207	206	222	3,202	348	12.2%
2014/15	336	297	287	294	266	284	245	239	256	234	246	225	213	3,422	220	6.9%
2015/16	311	312	305	281	285	256	282	239	236	259	248	241	208	3,463	41	1.2%
2016/17	321	267	306	282	264	277	247	258	230	238	258	207	233	3,388	-75	-2.2%
2017/18	357	324	269	329	289	266	294	258	279	244	255	258	217	3,639	251	7.4%
2018/19	374	344	311	271	316	286	286	283	261	275	245	234	219	3,705	66	1.8%
2019/20	413	360	334	318	278	313	310	286	289	271	290	240	244	3,946	241	6.5%
2020/21	288	339	320	288	291	257	301	286	247	278	256	252	220	3,623	-323	-8.2%
2021/22	379	289	329	317	298	291	256	289	278	256	261	232	221	3,696	73	2.0%
2022/23	317	357	290	339	322	301	299	258	290	300	264	253	246	3,836	140	3.8%
2023/24	310	317	359	292	340	330	308	303	257	292	295	245	261	3,909	73	1.9%
2024/25	320	322	335	368	307	348	327	323	294	273	283	273	242	4,015	106	2.7%
2025/26	305	318	311	347	355	297	340	328	316	306	275	269	258	4,025	10	0.2%

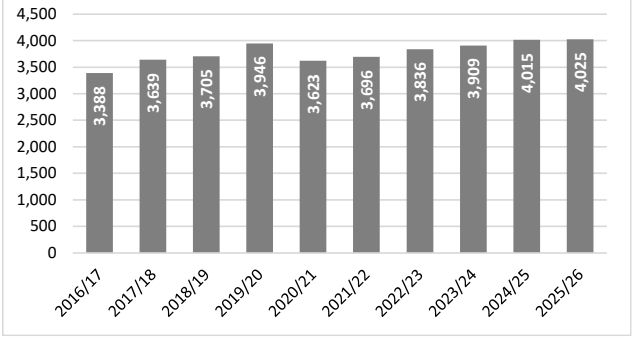
Disclaimer: Data does NOT include Roughrider Virtual Academy students.

Source: North Dakota Department of Education and Dickinson Public Schools (2011/12 to 2025/26)

Observations:

- Enrollment has **increased over the past five years**, reaching **4,025 students in 2025/26**
- Current grade-level structure supports continued organic growth, with several lower grades larger than the graduating classes ahead of them
  - Largest K-12 class in 2025/26: **4th grade with 355 students**
  - Smallest K-12 class in 2025/26: **12th grade with 258 students**
- The incoming Kindergarten class remains larger than the graduating senior class, contributing to overall enrollment stability and gradual growth
- Enrollment growth has moderated recently, with total enrollment increasing by only 10 students this year, representing the lowest annual percentage change in the analysis period

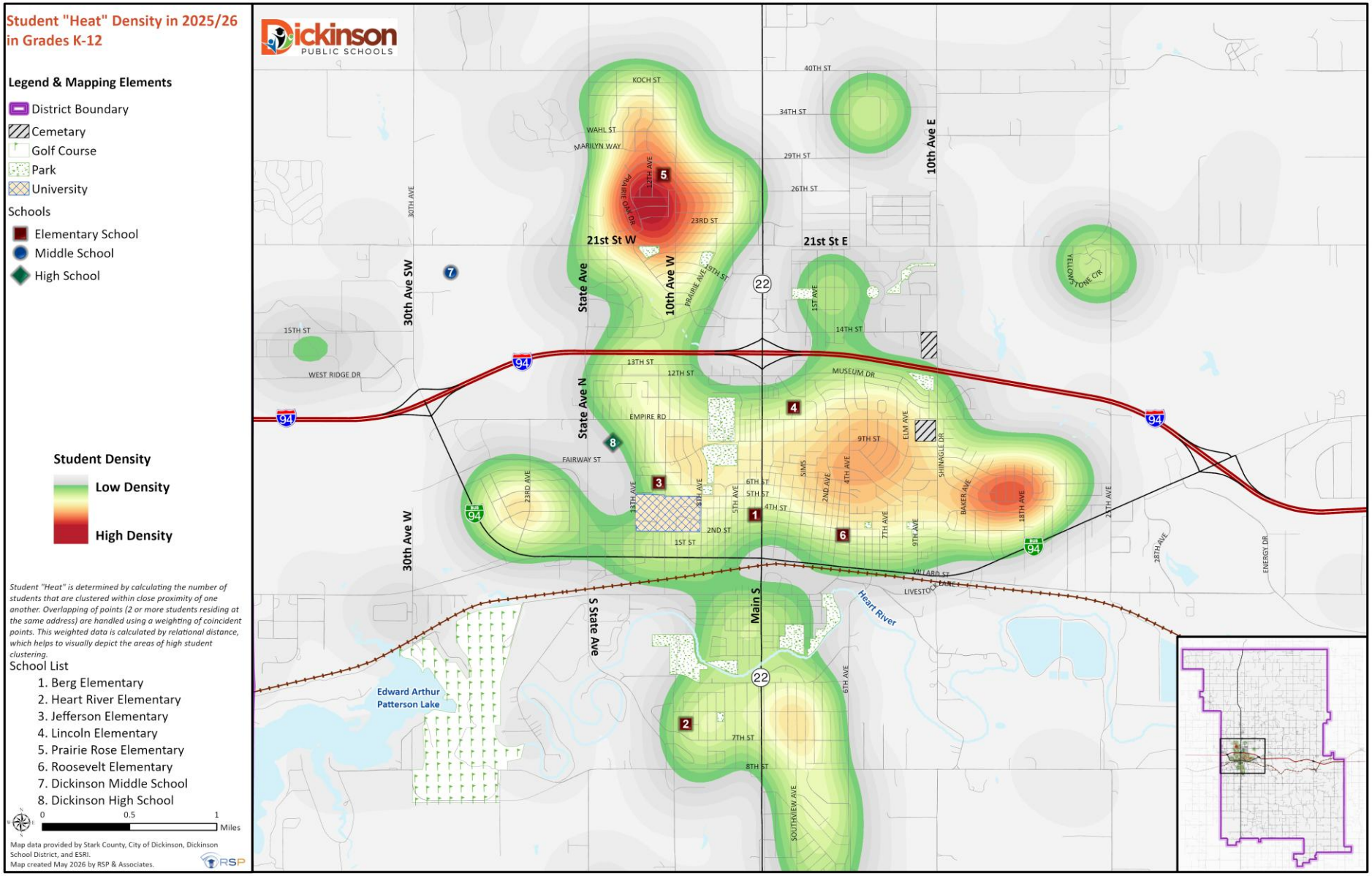
Total Enrollment Over Time (K-12)



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**All past student data is exported from the district student database allowing the ability to do robust statistical analysis by student geography .The student database export will not always align perfectly with the Official Counts (Statistically 99% greater match by grade).*

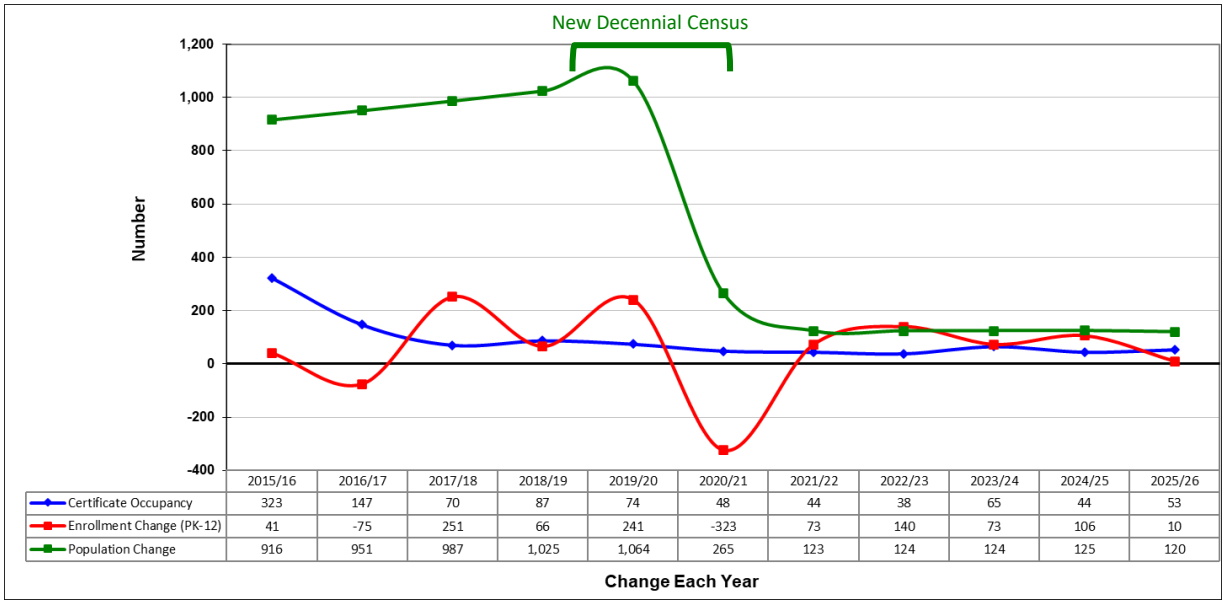
K-12 Student Heat Density Map



Main Takeaway: Student heat density is greatest in the northwest near **Prairie Rose Elementary School (#5).**

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Population, Development, & Enrollment



	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Certificate Occupancy	323	147	70	87	74	48	44	38	65	44	53
Enrollment Change (PK-12)	41	-75	251	66	241	-323	73	140	73	106	10
Population Change	916	951	987	1,025	1,064	265	123	124	124	125	120

Source: Stark County, Dickinson Public Schools, and RSP

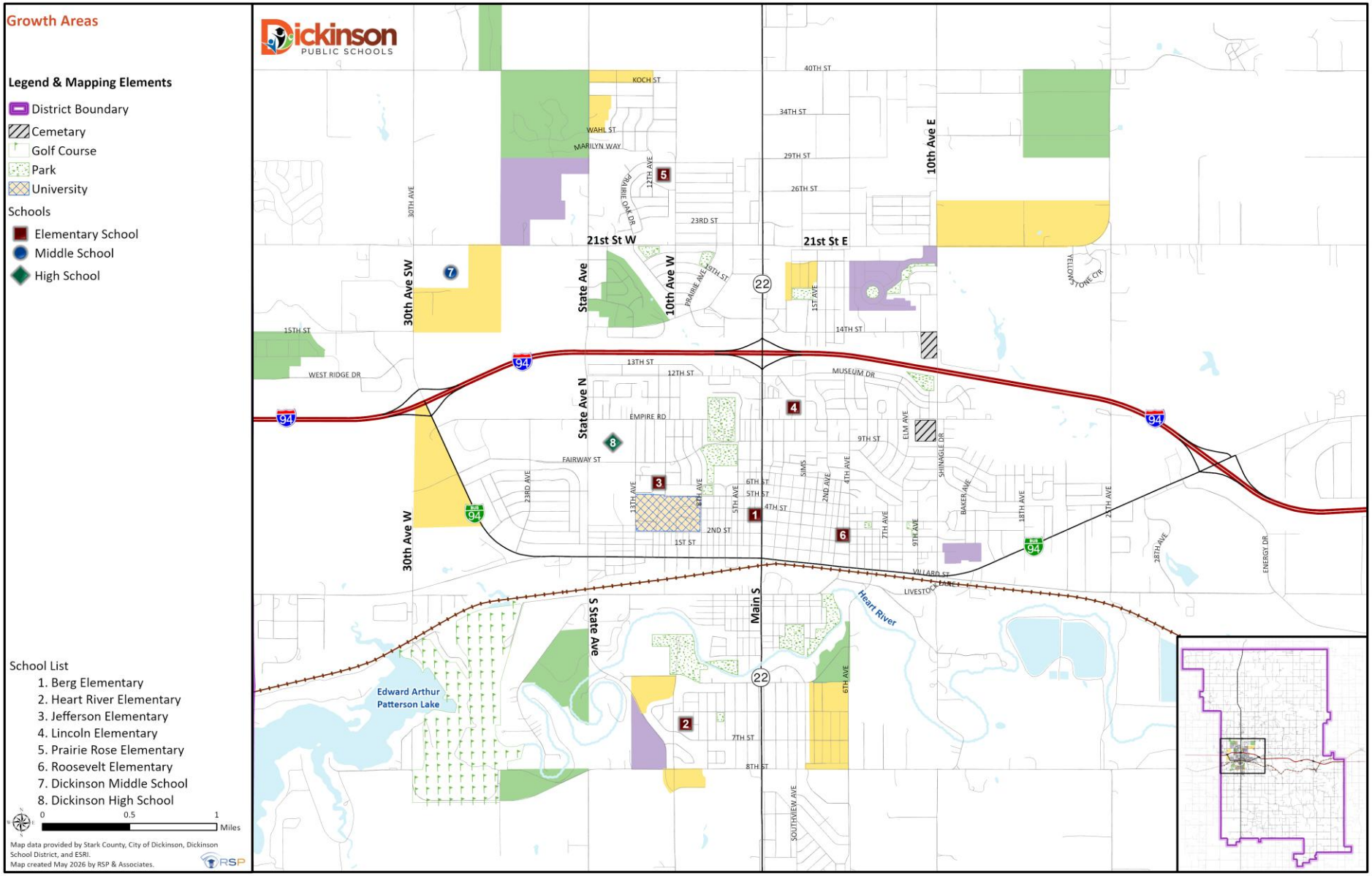
Main Takeaway: The community continues to experience **stable population and enrollment trends**; however, future enrollment growth beyond current levels will **likely depend on increased housing development and continued residential expansion.**

Observations:

- Building activity has **moderated in recent years**, with fewer than **100 housing units** completed annually since 2021/22
  - Certificate-of-occupancy data may lag behind actual construction activity due to county reporting timelines
  - Preliminary development activity suggests 2025/26 housing totals may increase as additional projects are finalized and reported
- Census estimates indicate the community population **continues to grow modestly**, averaging approximately **120 additional residents per year**
- Student enrollment has generally remained **stable to slightly increasing**, reflecting the connection between population growth, housing activity, and school enrollment trends
  - Compared to pre-2020 growth levels, recent **housing development has occurred at a slower pace**, limiting the potential for larger enrollment increases

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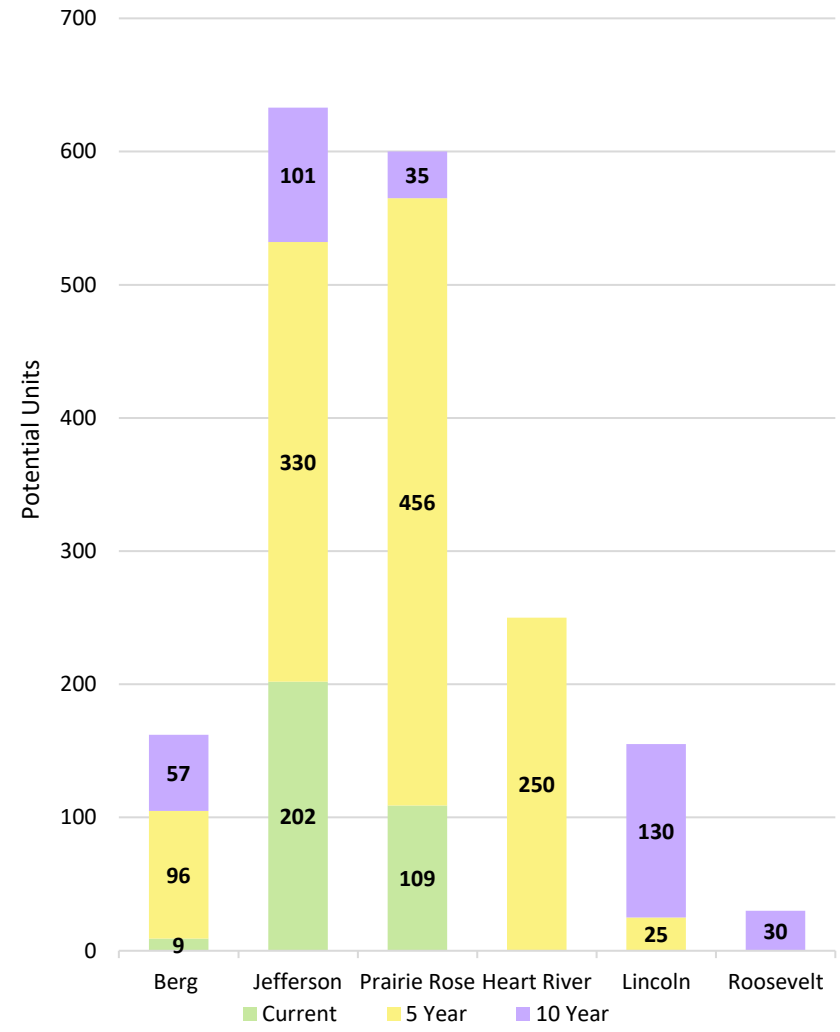
Growth Area Map

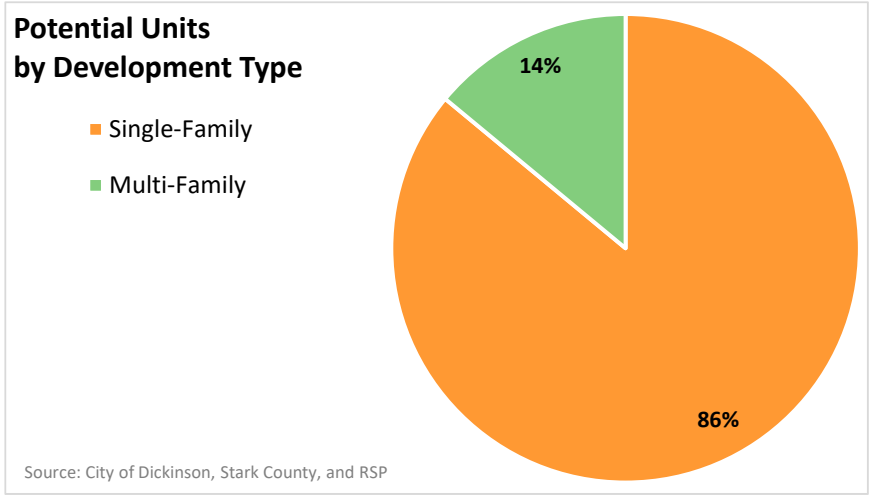


Main Takeaway: The access to infrastructure is key to timing of developments. **Green areas are identified as "shovel-ready" and are expected to build out first.**

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Potential Unit Analysis





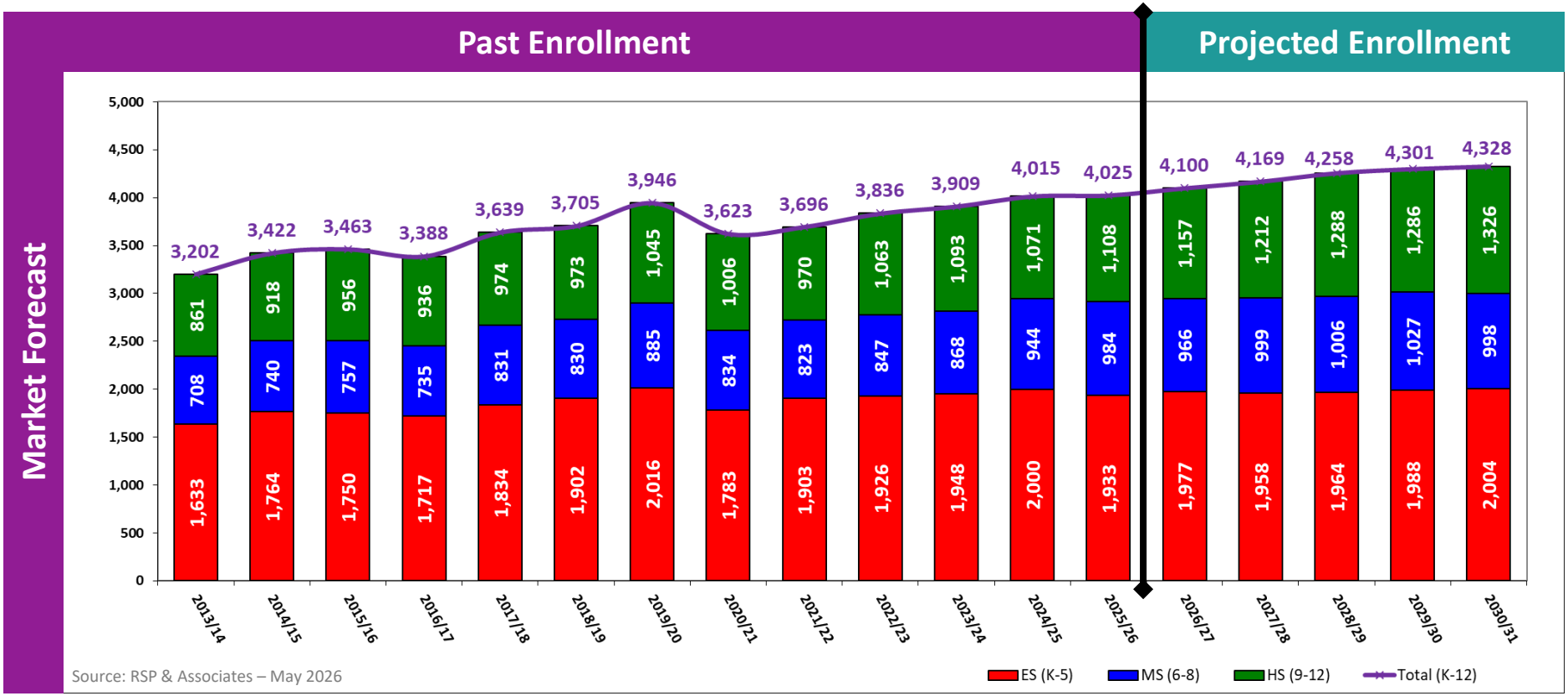
Observations:

- Potential residential growth is concentrated in the **Jefferson and Prairie Rose elementary boundaries**
- Most identified development is projected in the **5–10 year outlook** rather than in current construction phases
  - Infrastructure **expansion and utility availability** remain key factors influencing the timing and pace of future development
- **Single-family housing represents the majority of projected development activity** (86%), while multi-family accounts for 14%
  - Limited near-term development in several boundaries suggests future enrollment growth may be uneven across the district

Main Takeaway: Future residential growth potential is significant, but geographically concentrated and largely long-term in nature, requiring the district to monitor development timing and prepare for potential enrollment imbalances between attendance areas.

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Past, Current, & Future Enrollment



Source: RSP & Associates – May 2026

Disclaimer: Data does NOT include Roughrider Virtual Academy students.

Observations:

- Enrollment is forecasted to **continue increasing** over the next five years:
  - ↑ **Elementary** enrollment is forecasted to increase to a total of 2,004 students by 2030/31 (+71 students, +3.7%)
  - ↑ **Middle School** enrollment is forecasted to increase to a total of 998 students by 2030/31 (+14 students, +1.4%)
  - ↑ **High School** enrollment is forecasted to increase to a total of 1,326 students by 2030/31 (+218 students, +19.7%)
- While some **demographic indicators are softening**, the district continues to **experience stable enrollment conditions supported by strong cohort progression, neighborhood turnover, and continued student retention patterns**.

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Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

Report Conclusion & Next Steps



Enrollment Outlook

The district is projected to experience moderating enrollment growth, with grade levels gradually stabilizing.

By 2030/31:

- ❑ **2,004 ES students, 93% utilization**
- ❑ **998 MS students, 95% utilization**
- ❑ **1,326 HS students, 91% utilization**

ACTION: Review and update the enrollment outlook, beginning with the **2026/27 school year.**



Facility Planning Discussions

Results are intended to inform **long-term planning, not drive immediate decisions.**

Future discussions may include:

- ❑ Early Learning program expansion
- ❑ Facility use and configuration options
- ❑ Grade-level alignment, building utilization, and attendance boundaries
- ❑ Balancing class sizes, staffing, and operational efficiency

ACTION: Continue monitoring **enrollment trends, class sizes, and facility utilization** to inform future planning discussions.



Key Variables to Monitor

- ❑ Kindergarten to live birth market share
- ❑ Timing of housing development
- ❑ Economic and population trends
- ❑ Grade progression patterns (especially in early grades)

Strategies to Maintain:

- ✓ Balanced class sizes
- ✓ Efficient facility utilization
- ✓ Sustainable staffing levels
- ✓ Consistent student experiences

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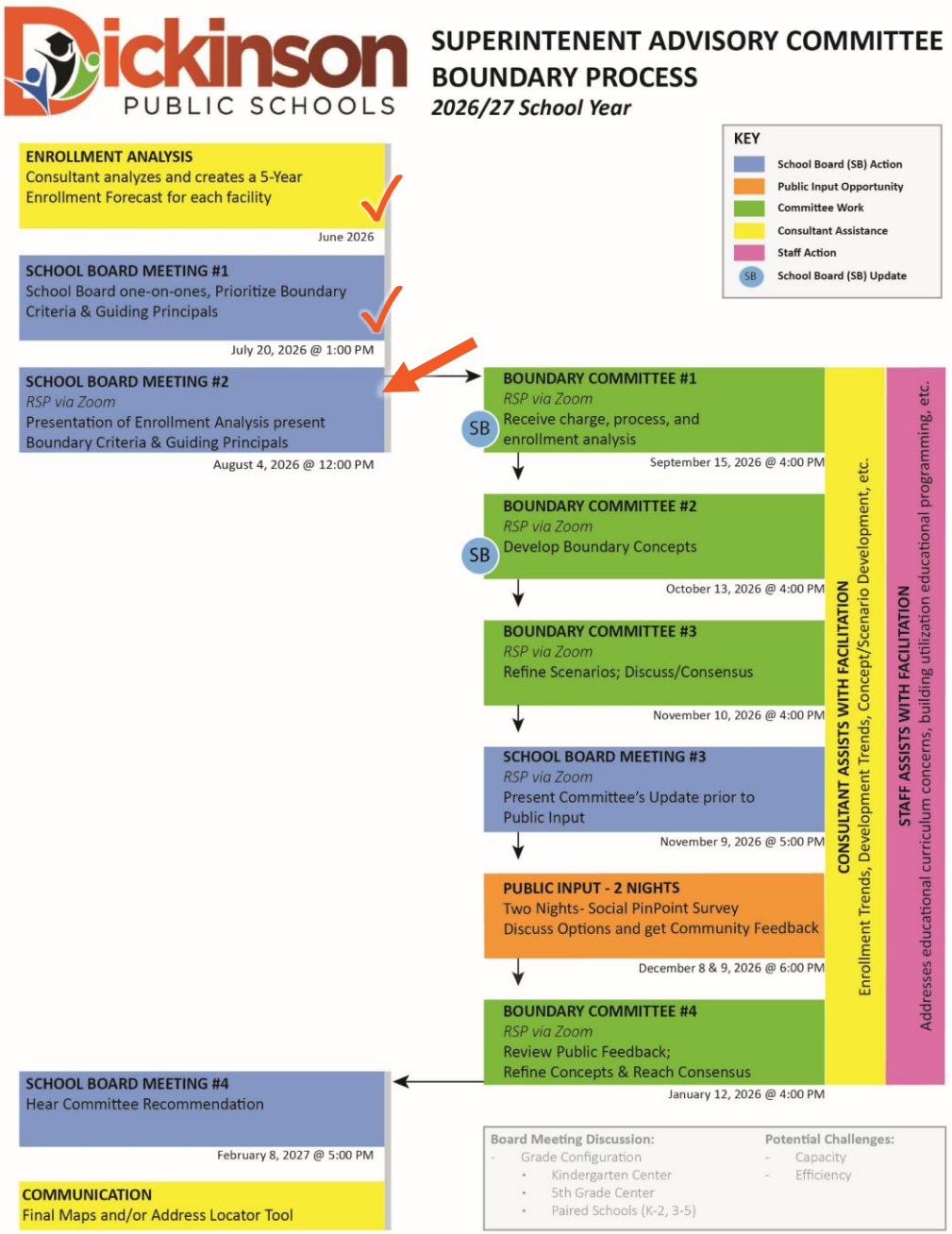
Part 2:
Guiding Principles

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Boundary Process

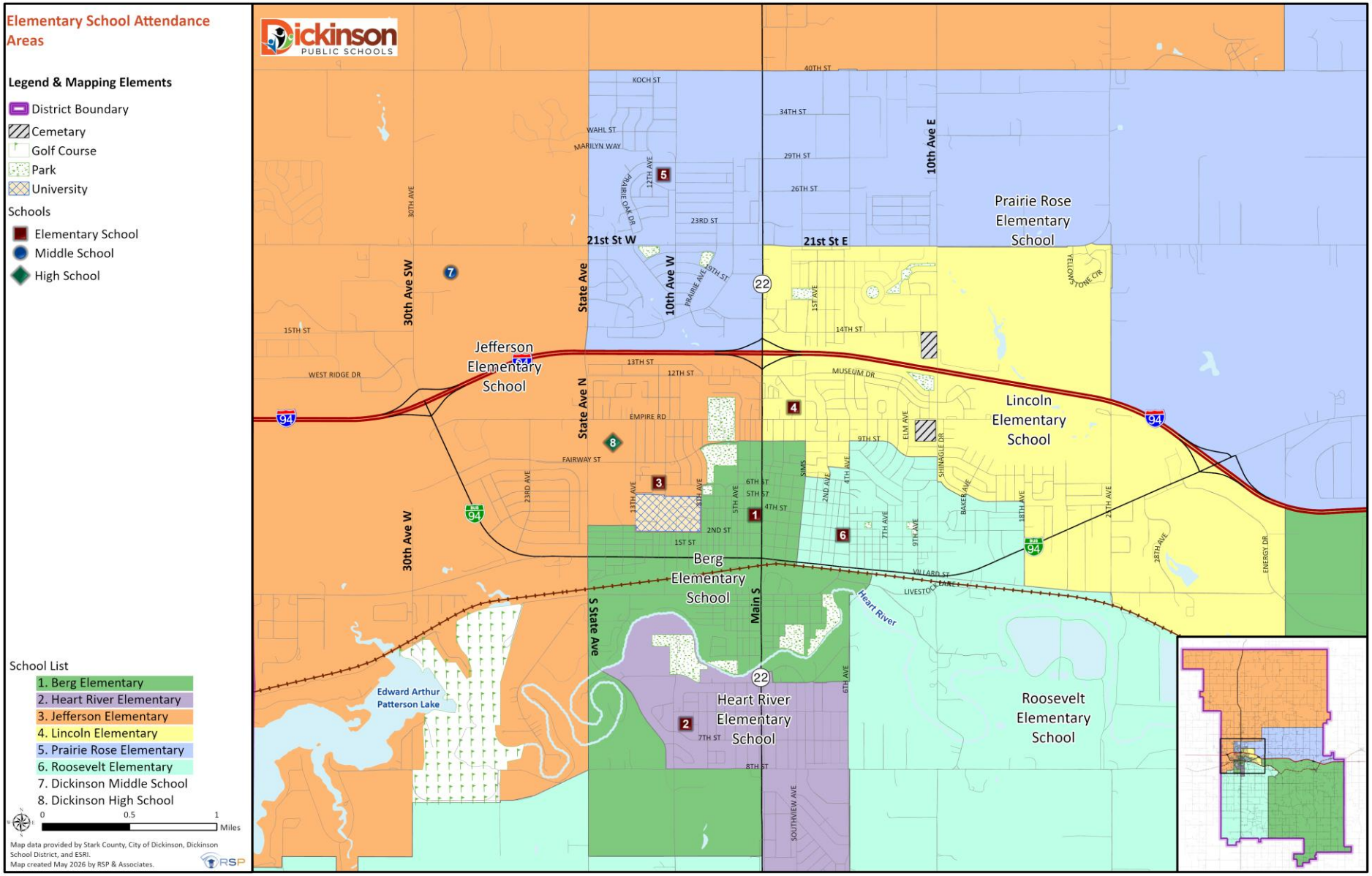
Observations:

- This report kicks off a **6-month process** to review grade configuration and attendance boundaries
- This process includes:
  - 4 Board Meetings
  - 4 Committee Meetings
  - 2 Public Input Nights
- The Board of Education is **set to establish the foundation and goals of this process** at the August Board Meeting.
- **Board-Approved** foundation items may include, but are not limited to:
  - **Guiding Principles**
  - **Prioritized Boundary Criteria**



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Elementary Boundary Map



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Board Input

Board Discussion Focus

The Board discussed their comfort level with maintaining the current K-5 model versus alternative grade configurations that could improve class size balance and create space for future programming needs.

Discussion Example:

Members discussed whether specialized centers (Kindergarten or Grade 5) could operate successfully while utilizing nearby facilities (such as Hagen) to support enrollment and programming.

Option A: Current Neighborhood School Model ❑ Maintain K-5 configuration ❑ Adjust attendance boundaries to balance enrollment		**Option B: Grade Center / Specialized Center Model** ❑ Reconfigure grade levels to create Early Childhood space ❑ Adjust attendance boundaries to balance enrollment	
✓ Benefits & Pros	**⚠ Challenges & Cons**	**✓ Benefits & Pros**	**⚠ Challenges & Cons**
• Minimizes student transitions • Familiar model for families and staff • Greater staffing stability • Improves class size balance through boundary adjustments	• Additional staffing may still be required to balance enrollment	• Creates space for expanded Early Childhood and childcare • Grade-level teams improve collaboration and instructional consistency • Greater operational efficiency through economies of scale • Supports neighborhood preschool opportunities • Easier transition into middle school	• Families may have multiple school drop-off locations • Continued reliance on Hagen may create scheduling/operational challenges • Specialized centers require greater community comfort

Key Takeaway: The Board expressed comfort with **maintaining neighborhood elementary schools** while balancing enrollment through **boundary adjustments**. Members were open to exploring **specialized grade centers** but noted concerns regarding **transportation, multiple drop-off locations, and the operational use of Hagen**.

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What are Guiding Principles?

Guiding Principles are a **set of statements** reviewed and **approved by the Board of Education** at the start of the process.

They detail the **what, when, how,** etc. of the process by establishing the **specific sandbox that the Committee and Facilitators will work in.**

Why It Matters:

- ✓ Provide **clarity and share understanding** for all participants
- ✓ Creates **consistency and fairness** in decision-making
- ✓ Keeps the process **focused, transparent, and accountable**
- ✓ Helps ensure the final recommendation reflect our **community's and Board priorities**

ITEMS TO CONSIDER



Timeline



Grade Configuration



Values



End Product



Key Objectives



Defining Success



Identify Non-Negotiables

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Activity #1: Guiding Principles Review

BOARD DECISION POINT

Purpose: Ensure alignment on the values and priorities that will guide all boundary decisions

Updated 07/28/2026 with input from Board One-on-Ones and Board Agreement on August 4, 2026

The Dickinson School Board agrees to the following guiding principles, which will inform the boundary recommendation presented at the conclusion of this process:

1. Preserve and strengthen **Early Learning opportunities** while recognizing the need for financially and operationally sustainable implementation.
2. Improve equity across elementary schools, including **balanced enrollment, class sizes, and equitable educational opportunities.**
3. Address **long-term elementary facility needs** by evaluating a range of facility solutions, including renovation, additions, repurposing existing facilities, and new construction.
4. Evaluate **grade configurations** that best support students, families, and district operations, recognizing that multiple organizational models may meet district goals.
5. Consider **operational efficiency** alongside educational benefits, including transportation, staffing, and family convenience.
6. Respect **community history** while planning for the future, recognizing that facility decisions should acknowledge community identity while addressing current and future needs.
7. Preserve **neighborhood connections** and community identity whenever practical while utilizing **logical and recognizable boundary features**, including major roadways, railroads, and geographic landmarks.
8. Recognize that this process includes **evaluation of attendance boundaries**, **facility utilization, grade configuration, and potential expansion of Early Learning programming** as interconnected planning strategies.
9. When implementing boundary adjustments, consideration should be given to **minimizing disruption** for students and families while supporting the district's long-term goals.
10. Boundary recommendations should seek to provide **long-term stability for students, families, and staff** by reducing the likelihood of future attendance boundary adjustments.

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Part 3:
Boundary Criteria

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What are Boundary Criteria?

What are boundary criteria? Specific data-driven metrics used to evaluate and compare potential changes to school attendance zones. These metrics can include both quantitative data and qualitative considerations.

Why should criteria be prioritized? Each boundary decision involves **trade-offs**—not all criteria can be equally satisfied in every scenario. Prioritizing criteria helps:

- Clarify values and goals of the district and community
- Guide decision-making toward options that best align with strategic priorities
- Increase public understanding by showing that changes are based on a thoughtful, consistent rationale
- Enable planners to evaluate boundary scenarios more clearly and effectively

The Ten Boundary Criteria are:



1. Contiguous Boundary Features
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.



2. Demographic Considerations
Boundaries that seek some level of balanced socioeconomic indicators.



3. Duration of Boundaries
Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.



4. Feeder and Student Transitions
Boundaries are geographically aligned between grade levels and student transitions are minimized where possible



5. Fiscal Considerations (Capital Costs)
Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates



6. Fiscal Considerations (Operational Cost)
Boundaries that are planned to maximize district resources.



7. Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's attendance area.



8. Projected Enrollment/Building Utilization
Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.



9. Students Impacted by Boundary Change
Boundaries that minimize the number of current students that have to change schools.



10. Transportation Considerations
Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

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2017/18 Boundary Criteria Values

2017/18 BOARD APPROVED: These were the guidelines for creating these Values/Process based on input from the BOE and Administration

Community Values/Process:

- RSP creates elementary scenarios to present at a public input session
- Berg Elementary will open in 2018-19 as a K-4 school and will transition to K-5 in 2019-20.The attendance area should be large enough to cover all six grades.
- Open enrolled students will be automatically assigned to Berg Elementary
- Gladstone students will be assigned to Berg
- The neighborhood school concept is valued in the community and schools, and should be preserved
- A duration of 5-7 years before attendance areas need to be reconsidered is preferred
- Siblings are guaranteed to attend the same building
- The recommended class sizes are, K(20); 1(21); 2(22); 3(23); 4(24); 5(25)
- Balance the sections in the six elementary buildings if possible.

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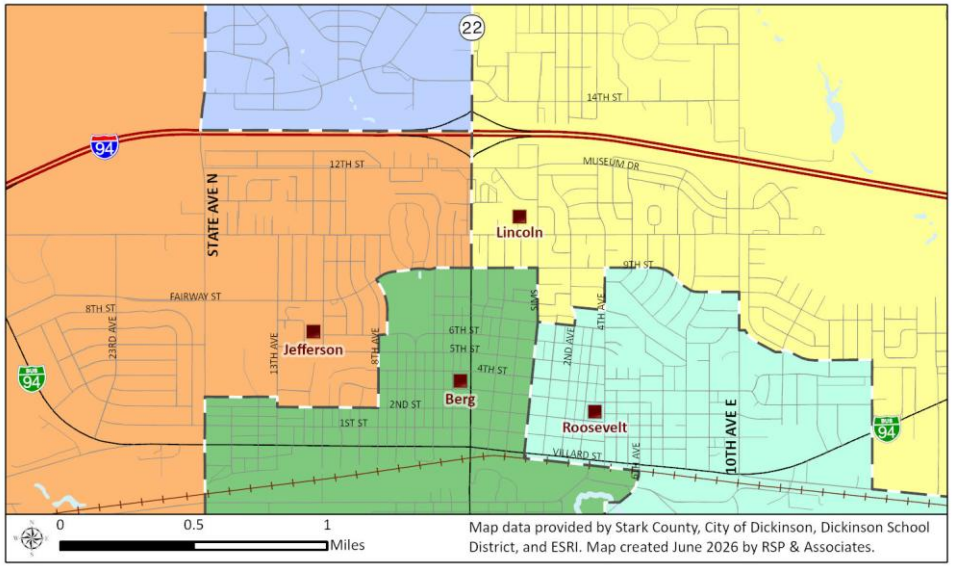
Contiguous Boundary Features

EXAMPLE

Goal: Attendance areas follow natural features that make visual sense in the community

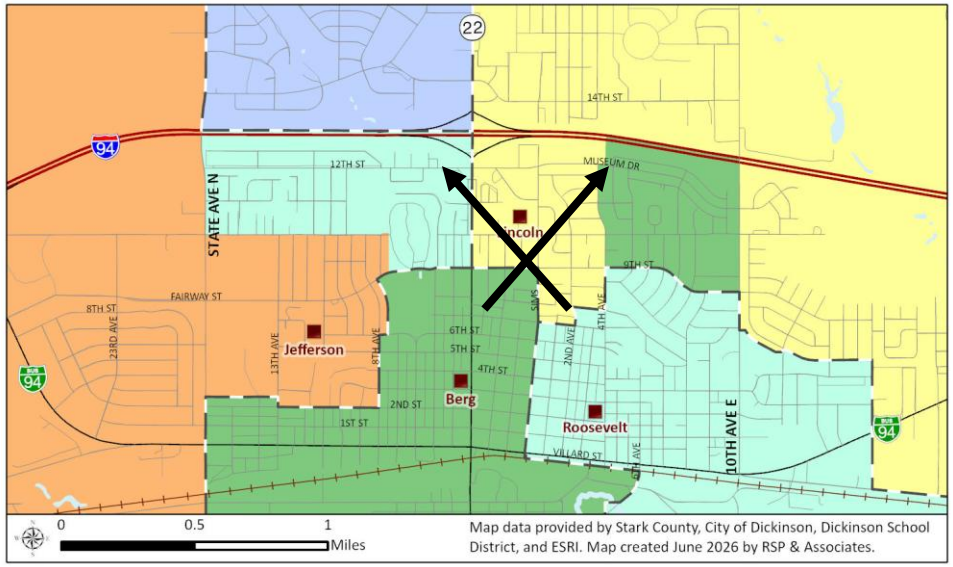
- When it is possible, contiguous attendance areas should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an elementary attendance area

Contiguous



An attendance is area not split creating compact contiguous attendance areas.
Currently the district has contiguous Elementary Boundaries.

Not Contiguous



An attendance area is split to create islands that results in noncontiguous attendance areas.

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Demographic Considerations

EXAMPLE

Goal: Demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables could potentially include census household salary average, home values, ethnicity, housing products, and programming needs

For socio-economic balance, RSP utilizes a Diversity Index based on Census Household Data:

1.) Minority Race Population: Percent of residents identifying as non-White within each block group

2.) Education Attainment: Weighted measure of education levels (Lower attainment = higher diversity score)

3.) Income and Home Value: Median Household Income (MHI) and Median Home Value (MHV)

4.) Poverty Factors: Percent of households below poverty level and percent receiving public assistance

Analysis tables can provide context to the current diversity of students

	Diversity Index Scores by Variable				
School Boundaries:	**Minority Population**	**Education Attainment**	**Income & Home Value**	**Poverty**	**Final Index Score**
Berg Elementary School	1.69	2.36	1.21	1.64	**1.72**
Heart River Elementary School	2.10	2.50	1.60	1.50	**1.93**
Jefferson Elementary School	1.58	1.26	1.00	1.53	1.34
Lincoln Elementary School	1.33	2.02	1.00	1.19	1.38
Prairie Rose Elementary School	2.05	1.44	1.00	1.61	1.52
Roosevelt Elementary School	1.37	1.81	1.07	1.52	1.44
District Average	**1.69**	**1.85**	**1.08**	**1.62**	**1.56**

Source: American Community Survey 2024, Decennial Census 2020, Stark County, and RSP

Score is greater than 5% of the District Average (1.55)

DRAFT

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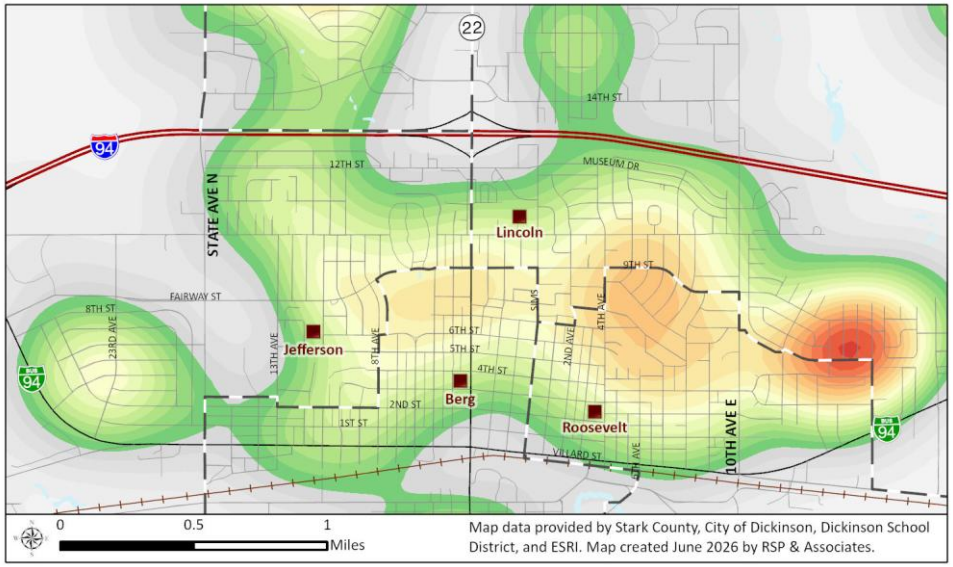
Duration of Boundaries

EXAMPLE

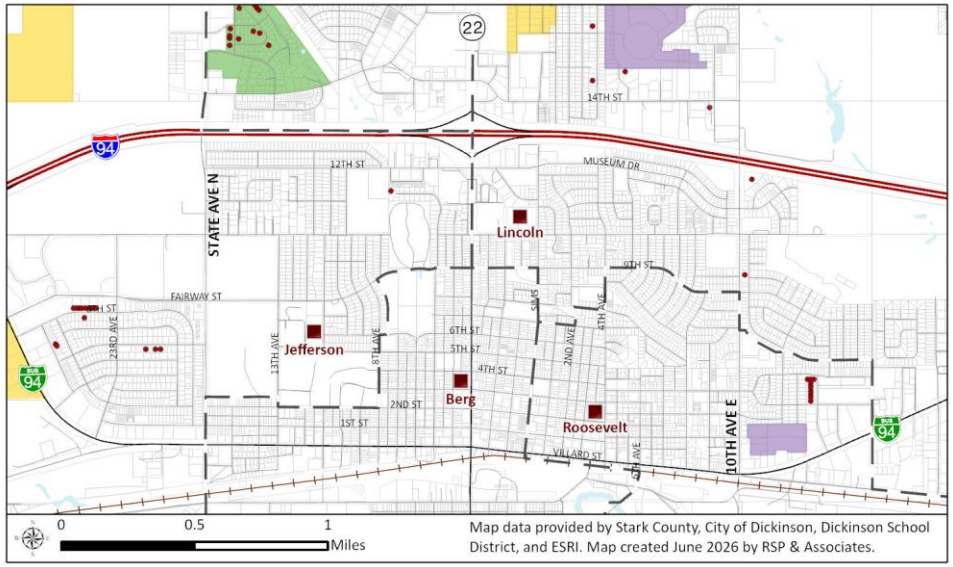
Goal: Attendance areas remain the same for as long as possible

- This factor addresses the ability of an attendance area to accommodate the anticipated enrollment for a projected period of time
- Where possible, attendance areas should be stabilized to limit the number of future boundary changes
- Boundaries should be planned to last for a significant period of time (utilize potential growth)

Student Heat Density (K-5)



Residential Growth



Understanding where students currently live can help understand how long the boundaries can be sustainable.

- **Red: Highest current student density**
- **Green: Low current student density**

Other variables to consider for the duration of boundaries are residential growth areas within boundaries to account for future student growth.

- **Green, Yellow, Purple Areas: Growth Areas**
- **Red Dots: Units Built in the Past 5 Years**

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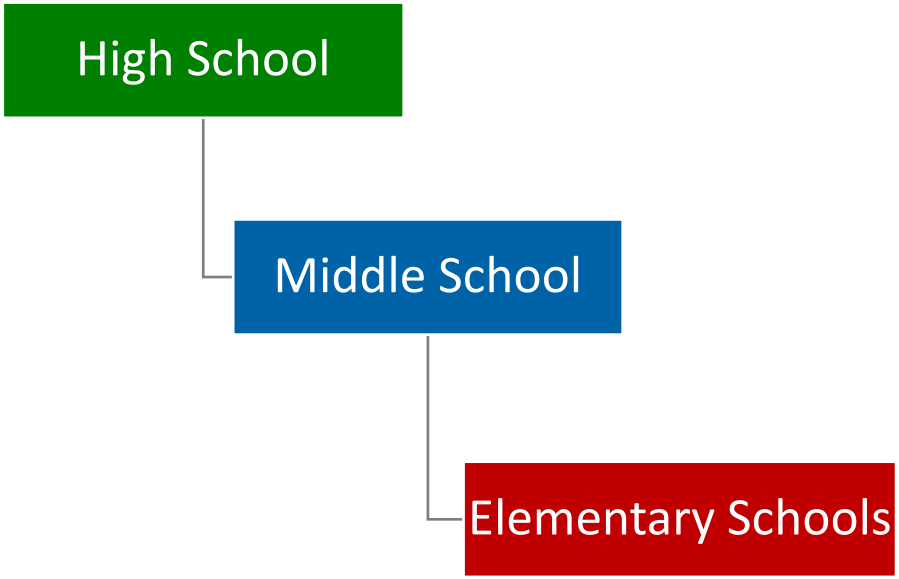
Feeder & Student Transitions

EXAMPLE

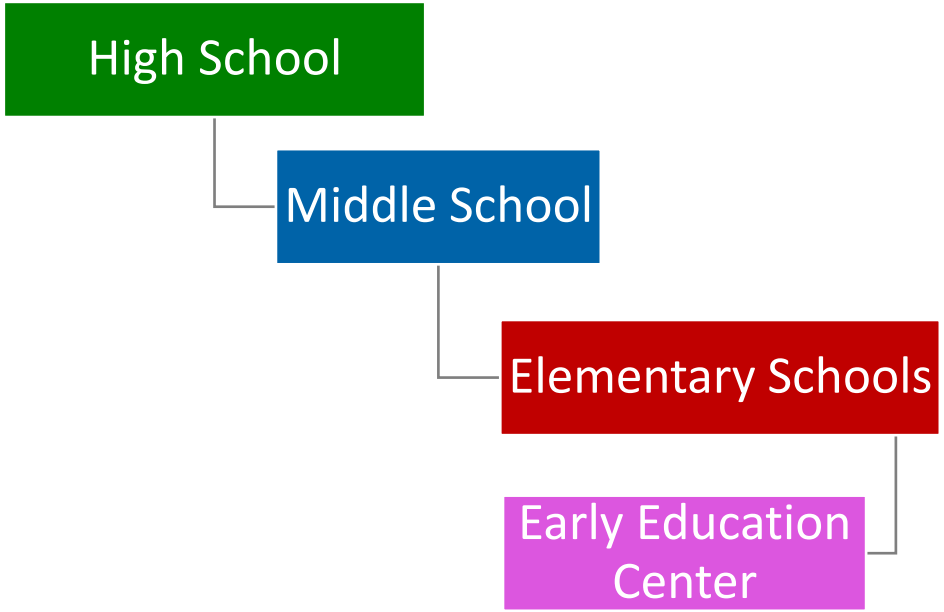
Goal: Create clear feeder patterns that allow students to progress through grade levels with as few school transitions as possible while maintaining strong peer connections

- Students benefit when they advance through the system with a consistent group of peers
- Aligned feeder patterns strengthen school communities and family engagement
- Fewer transitions reduce disruption and improve continuity between grade levels
- Boundary adjustments should minimize situations where small groups of students separate from their primary cohort

3-Transition Feeder System (Current)



4-Transition Feeder System



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Fiscal Capital Considerations

EXAMPLE

Goal: For no additional expenses on brick and mortar projects

- Consider the impacts on capital costs
- Ensure boundary changes minimize the need and/or effectively eliminates the need for additional construction projects
- Factors to include:
  - New facility construction
  - Building additions and/or remodeling
  - Mobile classrooms/demountable wall relocations
  - Other capital costs





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Fiscal Operational Considerations

EXAMPLE

Goal: For no additional expenses on staffing for each school

- Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economics of scale
- Ensure boundary changes minimize the need for more staffing to ensure class size follows district policy
- Factors to include:
  - Staffing requirements
  - Educational program needs
  - Other operational costs





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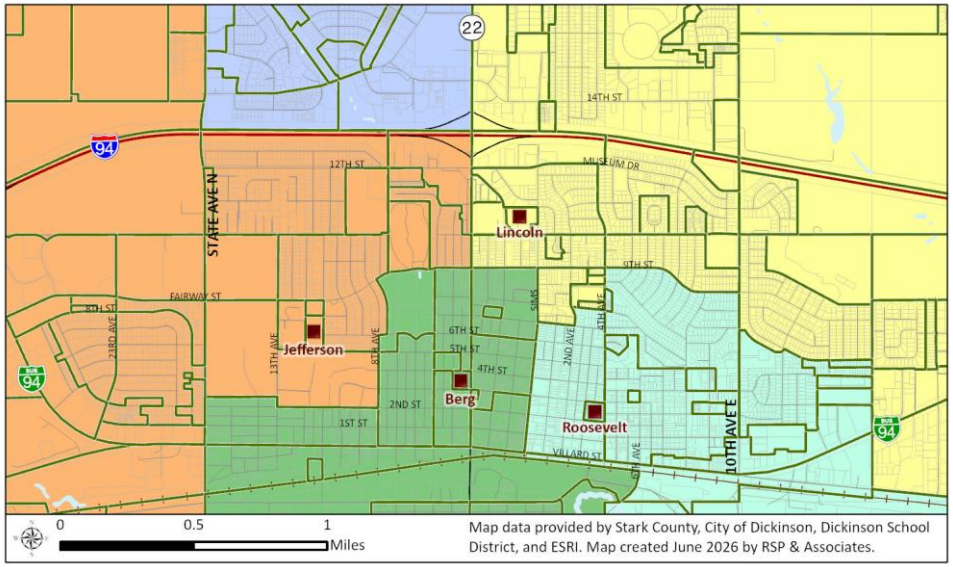
Neighborhoods Intact

EXAMPLE

Goal: Each planning area (subdivision) attend the same schools

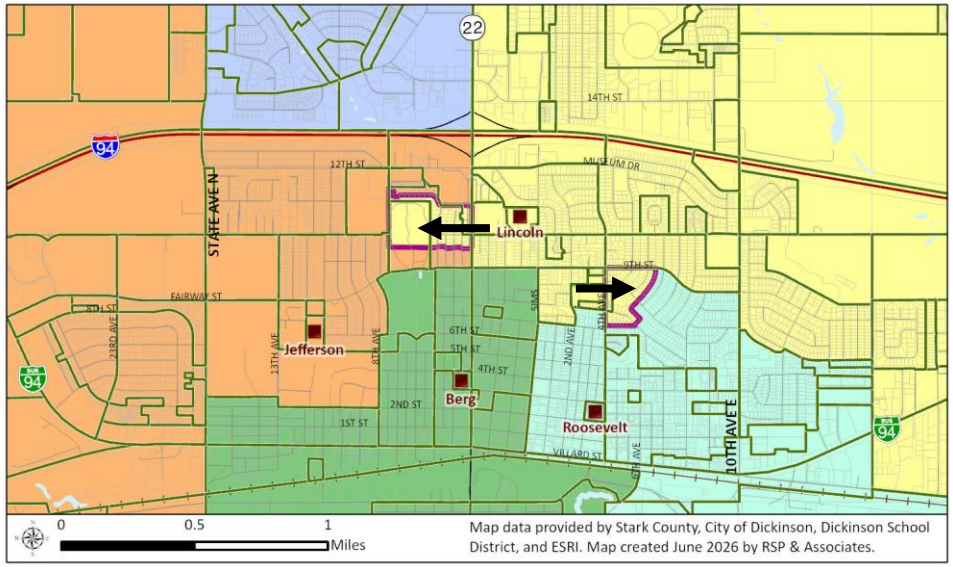
- Where possible, neighborhoods should not be split between two schools
  - A neighborhood is defined as the smallest division of a planning area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way
- There should be logical limits to define a neighborhood

Neighborhoods Intact



Green lines represent a complete neighborhood (planning area). Currently the district has neighborhoods that are intact with the Elementary Boundaries.

Neighborhoods Split



Splitting a planning area would be represented by the pink outlined polygons resulting in that planning area attending two different schools.

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Projected Enrollment

EXAMPLE

Goal: Balanced, logical enrollment that works within the confines of school capacities

- Considers building utilization, student enrollment, staffing needs and the educational program(s)
- Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building

Current:	**Capacity**	Current	Current				Current Utilization			
School	**Operational**	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
Berg Elementary School	**270**	242	242	250	251	261	90%	93%	93%	97%
Heart River Elementary School	**270**	252	243	242	243	242	90%	90%	90%	90%
Jefferson Elementary School	**405**	381	370	375	389	398	91%	93%	96%	98%
Lincoln Elementary School	**405**	345	348	349	354	350	86%	86%	87%	86%
Prairie Rose Elementary School	**540**	499	494	484	495	493	91%	90%	92%	91%
Roosevelt Elementary School	**270**	259	261	265	256	260	97%	98%	95%	96%
District Total (K-5):	**2,160**	1,978	**1,958**	**1,965**	**1,988**	**2,004**	**91%**	**91%**	**92%**	**93%**

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

Efficient building utilization should attempt to maximize student population without exceeding capacity.

Utilization Targets:

- **Below 70% utilization** (under-utilization of buildings creates challenges with staffing, programming, financial resources, etc.)
- **Over 95% utilization** (over-utilization of buildings may create challenges like high class size, repurpose of space, imbalance of resources, etc.)

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Students Impacted (SIBC)

EXAMPLE

Goal: Minimize how many students are impacted by the new attendance areas

- SIBC determines the number of students that will be impacted by a boundary change
- Where possible, minimize the number of existing students impacted by a boundary change

Students Impacted by Boundary Change Table Example:	Berg Elementary	Heart River Elementary	Jefferson Elementary	Lincoln Elementary	Prairie Rose Elementary	Roosevelt Elementary	SIBC	Total	%
Berg Elementary School	0	0	0	0	0	0	0	197	0.0%
Heart River Elementary School	0	0	0	0	0	0	0	210	0.0%
Jefferson Elementary School	0	0	0	0	0	0	0	314	0.0%
Lincoln Elementary School	0	0	0	0	0	0	0	285	0.0%
Prairie Rose Elementary School	328	0	0	0	0	0	328	412	79.6%
Roosevelt Elementary School	0	0	0	0	0	0	0	218	0.0%
Total	328	0	0	0	0	0	328	1,636	20.0%

Source: RSP Enrollment Analysis 2025/26

Reading left to right indicates an impact on students from their current boundary to the concept boundary.

For example, there are **328 students currently residing at Prairie Rose Elementary** who would now reside at **Berg Elementary** under this concept. Consideration should be given the **number of students affected by a potential boundary change**, specifically how many students from one particular school could be affected.

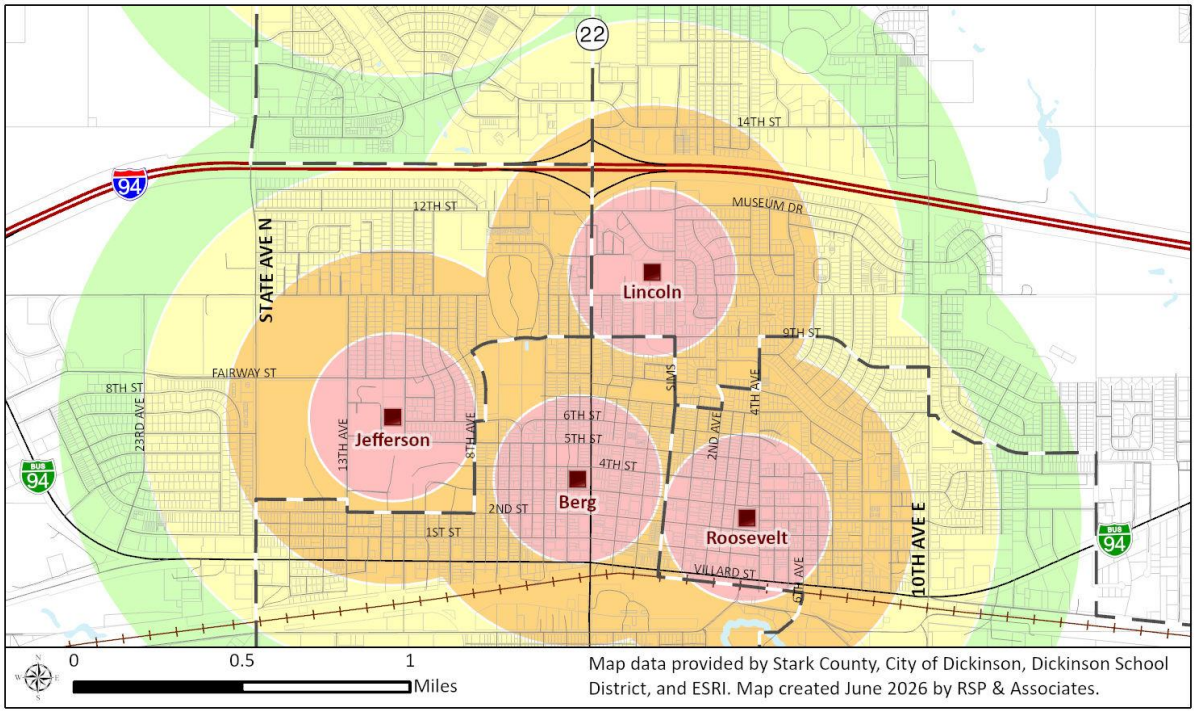
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Transportation Considerations

EXAMPLE

Goal: Attendance areas do not require additional bussing expenses and does not result in unreasonable time for a student on a bus

- Proximity to school is an indicator of travel time, need to account for actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries



Colored rings indicate proximity to each school:

- **Red: within 0.25 miles**
- **Orange: within 0.50 mile**
- **Yellow: within 0.75 miles**
- **Green: within 1 mile**

Rings may overlap creating spaces between schools that are equidistant from different schools.

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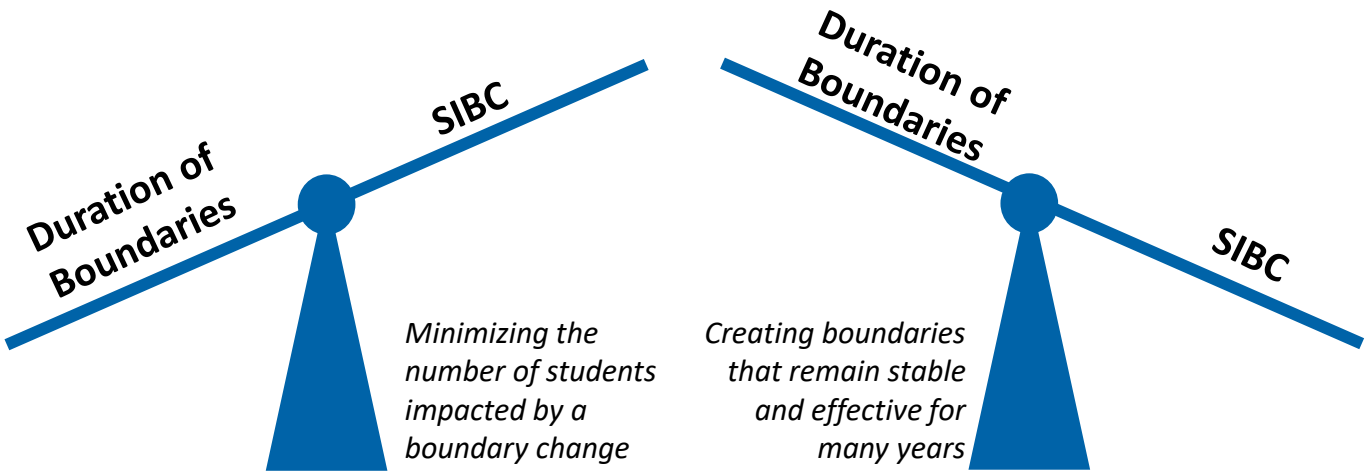
Contradicting Boundary Criteria

Understanding Competing Priorities

- During the boundary planning process, some criteria may support different outcomes. A solution that strongly improves one priority may create challenges for another. There is rarely a "perfect" solution — the process focuses on finding the best overall balance.

Examples of Competing Criteria:

- Duration of Boundaries vs. Students Impacted by Boundary Change (Visual Below)



Why Prioritization Matters:

Because some criteria naturally compete with one another, the Board will be asked to identify which priorities are **most important** to guide future recommendations.

- ✓ Review the 10 Boundary Criteria
- ✓ Discuss trade-offs between criteria
- ✓ Prioritize the **Top 3 Criteria** that should guide future boundary recommendations

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Activity #2: Boundary Criteria Prioritization

DISCUSSION POINT

Your Task: Select the top 3 boundary criteria to be prioritized in this process

- Take time to understand each of the boundary criteria; prioritization transforms a complex balancing act into a **guided decision-making process** that reflects both data and community values
- Reflect on how each of these criteria may impact what attendance areas may look like if they are implemented into how an attendance area is created
- At the meeting RSP will go over each of the criteria and answer any additional questions or provide more clarity

The Ten Boundary Criteria are:



1. Boundary Natural Features
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.



2. Demographic Considerations
Boundaries that seek some level of balanced socioeconomic indicators.



3. Duration of Boundaries
Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.



4. Feeder System
Boundaries are geographically aligned between grade level to create a system where student mature in similar cohort



5. Fiscal Considerations (Capital Costs)
Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates



6. Fiscal Considerations (Operational Cost)
Boundaries that are planned to maximize district resources.



7. Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's attendance area.



8. Projected Enrollment/Building Utilization
Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.



9. Students Impacted by Boundary Change
Boundaries that minimize the number of current students that have to change schools.



10. Transportation Considerations
Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

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Board Member Criteria Guidance

Boundary Criteria Prioritization Activity	BOE Member 1	BOE Member 2	BOE Member 3	BOE Member 4	BOE Member 5	Weighted Score	RANK
1. Continguous Attendance Areas						0	7
2. Demographic Considerations	2				2	4	3
3. Duration of Boundaries				3	3	2	5
4. Feeder System (Complete)						0	7
5. Fiscal Consideration - Capital	3	1	3	1		8	2
6. Fiscal Consideration - Operational		2				2	5
7. Neighborhoods Intact						0	7
8. Projected Enrollment/Building Utilization		3	2			3	4
9. Students Impacted by Boundary	1		1	2	1	11	1
10. Transportation Considerations						0	7

Source: RSP & Associates

Boundary Criteria Starting Point (Board Guidance)

1. Students Impacted by Boundary
2. Fiscal Consideration – Capital
3. Demographic Considerations

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Part 4:
Next Steps

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Next Steps

Key Milestones:

✓ **Enrollment Analysis Completed**

✓ One-on-One Board Discussion

✓ Board Work Session

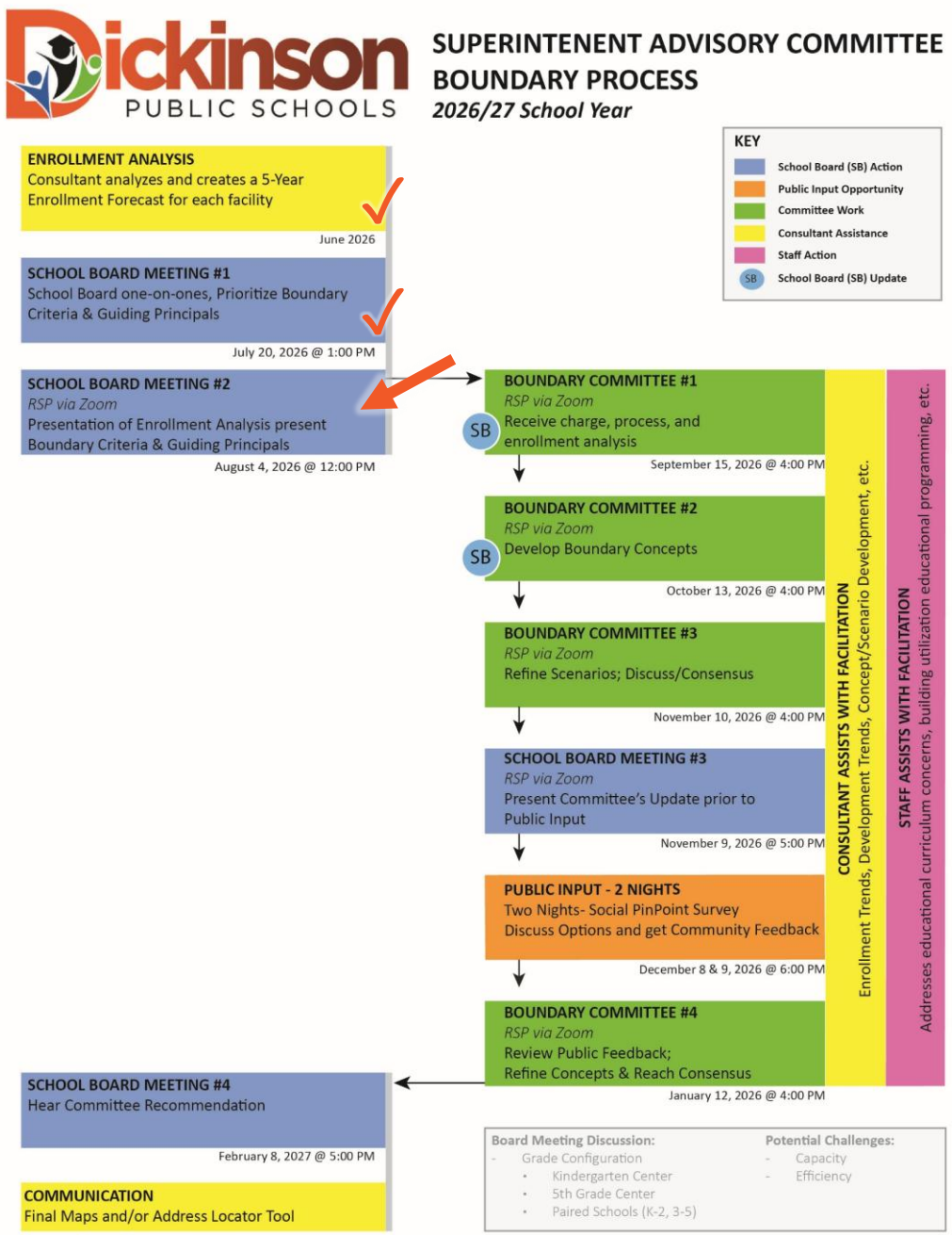
- **August 4, 2026**
- Board considers and adopts guiding principles and boundary criteria

➞ Committee Launch

- **September 14, 2026**
- Committee begins evaluating concepts using Board-approved priorities

Questions for Board Consideration:

- What outcomes are most important for students and families?
- Which values should remain non-negotiable throughout the process?
- Should boundaries prioritize current enrollment conditions, future growth, or both?
- How should the district balance efficiency, utilization, and community identity?



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