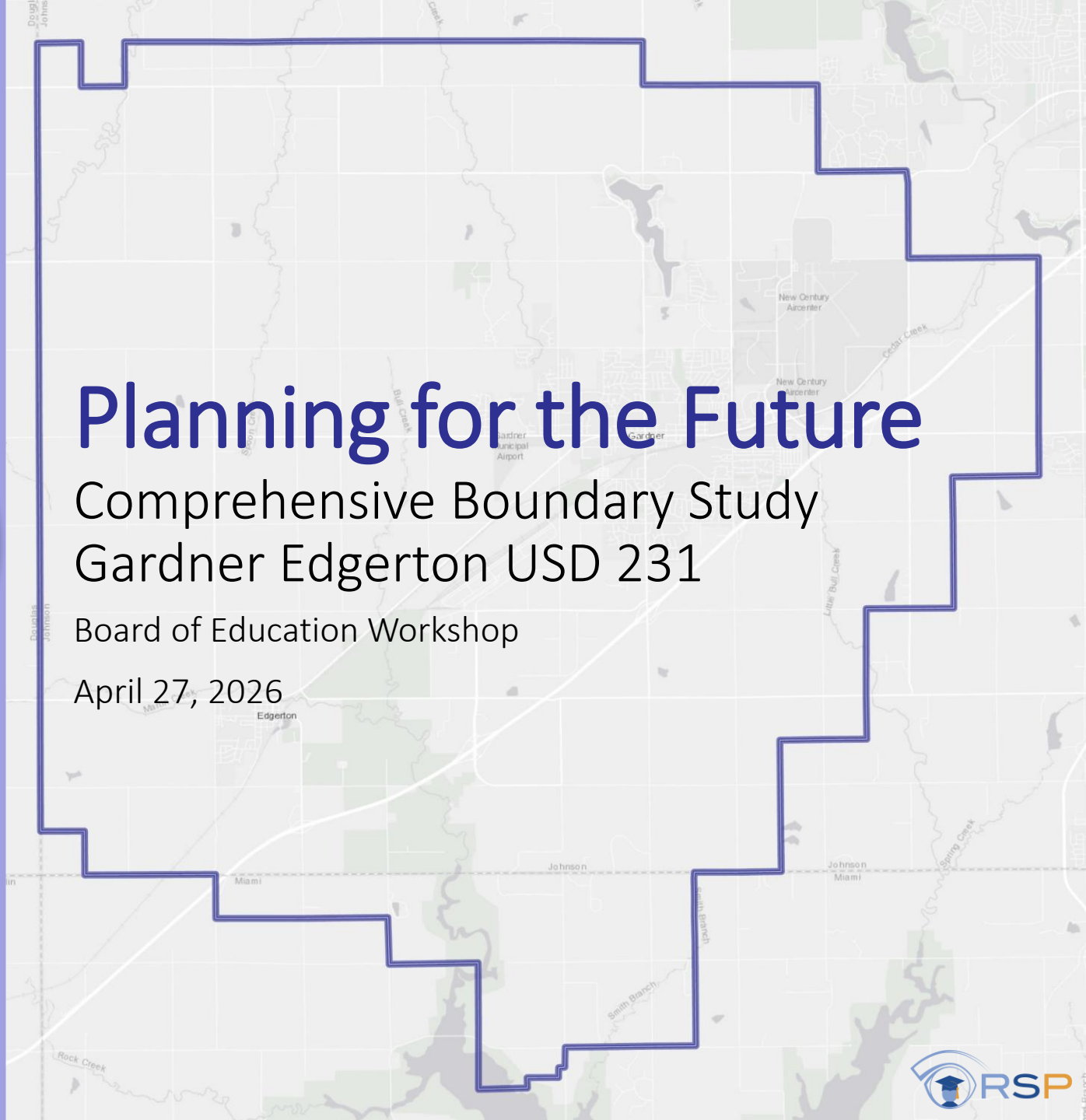
Planning for the Future

Comprehensive Boundary Study
Gardner Edgerton USD 231

Board of Education Workshop

April 27, 2026



Executive Summary: BOE Meeting | April 27, 2026

Board of Education Actions & Direction for Boundary Process

- **Guiding Principles Refined**
  - Revisions to Principle #2 for clarity
  - Added Principle #11 emphasizing specialized program feeder patterns
- **Top Boundary Criteria Identified (4 of 10)**
  1. **Feeder System**
  2. **Projected Enrollment**
  3. **Duration of Boundaries**
  4. **Fiscal Considerations - Operational**
- **Committee Structure Approved**
  - Confirmed overall composition
  - Designated three Board members to serve

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Process Objectives

Purpose

The Board input and collaboration are **essential** to the success of the Boundary Process. This Homework Packet provides **key information and preparation guidance**.

Why This Matters

A structured framework ensures **alignment with Board priorities** and **sets the stage for transparent, effective decision-making**. On behalf of our students and families, this structure supports the **successful approval and implementation of any future boundary changes.**



Board Decision Points:

- ❑ Approve Guiding Principles
- ❑ Prioritize Top 3 Boundary Criteria

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Process Timeline

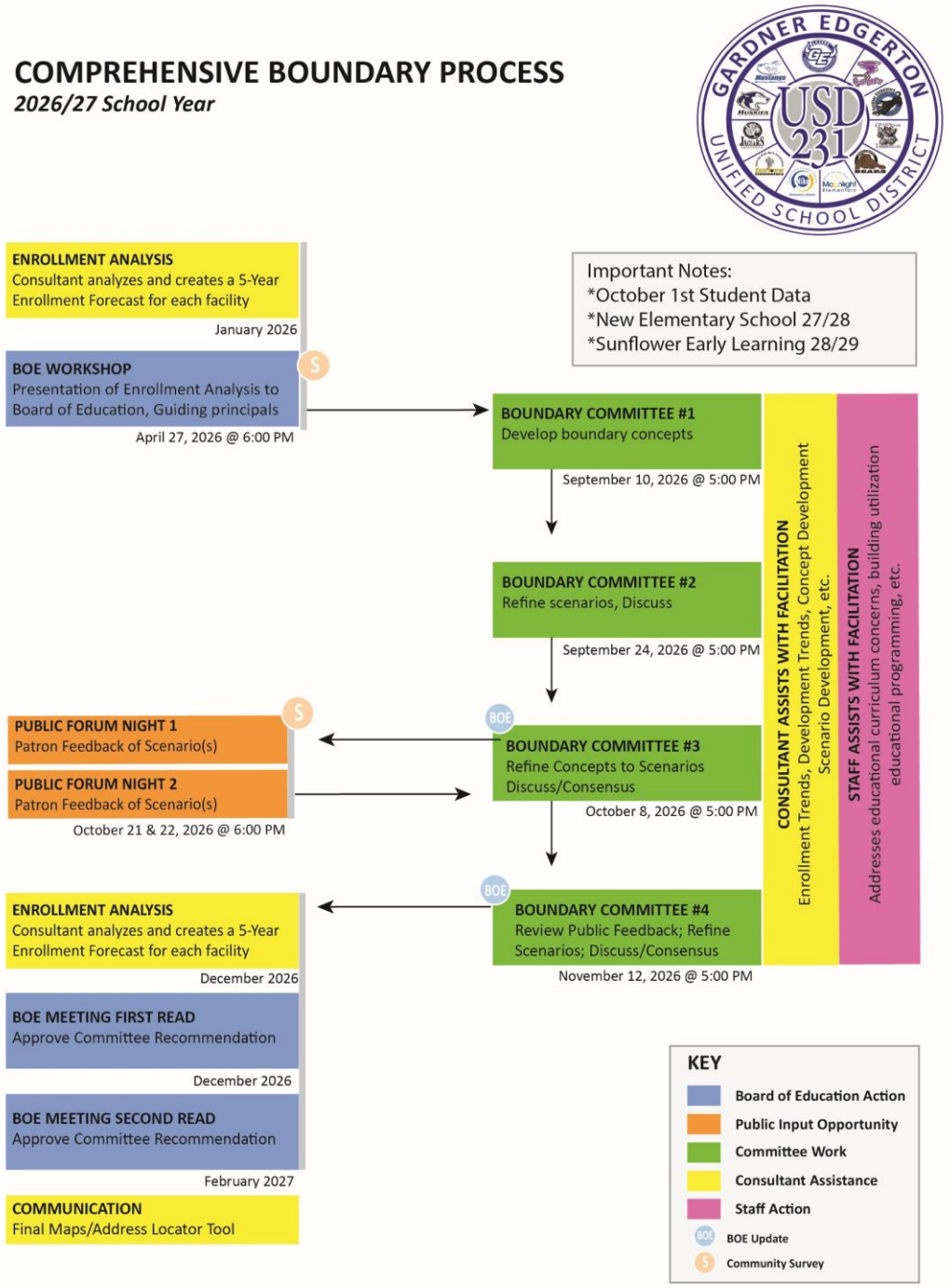
Board Workshop: April 27, 2026

Meeting Goal:

- For the Board to set the **Process Foundation**
  - Guiding Principles
  - Boundary Criteria

The process will kick off with the Committee on September 10, 2026:

- Includes:
  - **4 Committee meetings**
  - **2 public input meetings**
  - **3 board meetings**
  - **2 RSP enrollment analyses**

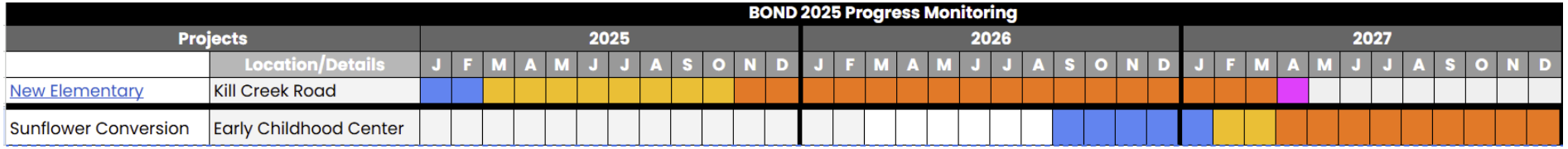


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Boundary Study Starting Point:

Balance school boundary enrollment across all elementary and middle schools:

- **New Elementary School in 2027/28 (2025 Bond Project)**
  - *New school will have the capacity to serve 525 students, addressing the district's current and future enrollment growth (site located south of Pioneer Ridge Middle School along Kill Creek Road).*
- **Sunflower Early Childhood Center in 2028/29 (2025 Bond Project)**
  - *The new school's construction will enable Sunflower Elementary School's conversion into a centralized Early Education Center, optimizing resources for early learners.*
  - *Relocating early education classes to the centralized facility will free up valuable classroom space in elementary schools. The centralized location will allow teachers and staff to collaborate and share best practices, creating an early childhood education expertise hub.*
- Ensure **capacity for growth throughout the district**
- Address current **enrollment imbalances** at Madison Elementary and Trail Ridge Middle School
- The process is facilitated by RSP and will:
  …be data-driven and informed by analysis
  …incorporate input from the Committee
  …be grounded in the Board-approved framework
  …include public and community engagement



Source: https://docs.google.com/spreadsheets/d/1B5lYDQCEGWSphSZ1KEk7QwqtKEYUpjobSALGtgu5yaE/edit?gid=309634571#gid=309634571

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Stakeholder Engagement

BOE Oversight:

- Creates process foundation
- Approves Boundary Committee
- Receives updates throughout process
- Approves final boundary recommendation

Representative Boundary Committee Composition Starting Point

- Parents
- Patrons
- Frontline staff
- City officials
- BOE Building and district leadership

Process Transparency:

- Process will be a comprehensive and transparent, with clear and accessible information that aligns with the process timeline
- Objectives will align with the community approved bond projects
- Regular meeting updates will be available
- RSP will utilize Social Pinpoint to provide Committee members with access to process documents

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Enrollment Analysis: Executive Summary



5-Year Enrollment Outlook

Overall enrollment is leveling out, with **small increases** expected in future years:

- Elementary grades show the strongest potential for growth, while older grades continue to decline.
- This year's enrollment decline is significant and shapes a cautious near-term outlook.

2030/31 Enrollment:

- ❑ **5,805** PK-12 students (+2.7%)
- ❑ **2,459** PK-4 students (+13%)
- ❑ **1,608** 5-8 students (-6.8%)
- ❑ **1,738** 9-12 students (-0.86%)



Facility Planning Endeavors

A **comprehensive boundary process** kicks off in April 2026.

Process will include:

- Planning for the opening of a **new elementary** (2027/28)
- Repurpose of Sunflower ES to an **Early Childhood Center** (2028/29)
- **Enrollment utilization** and feeder balance throughout district facilities
- Other student supporting items to align with district **Strategic Plan**

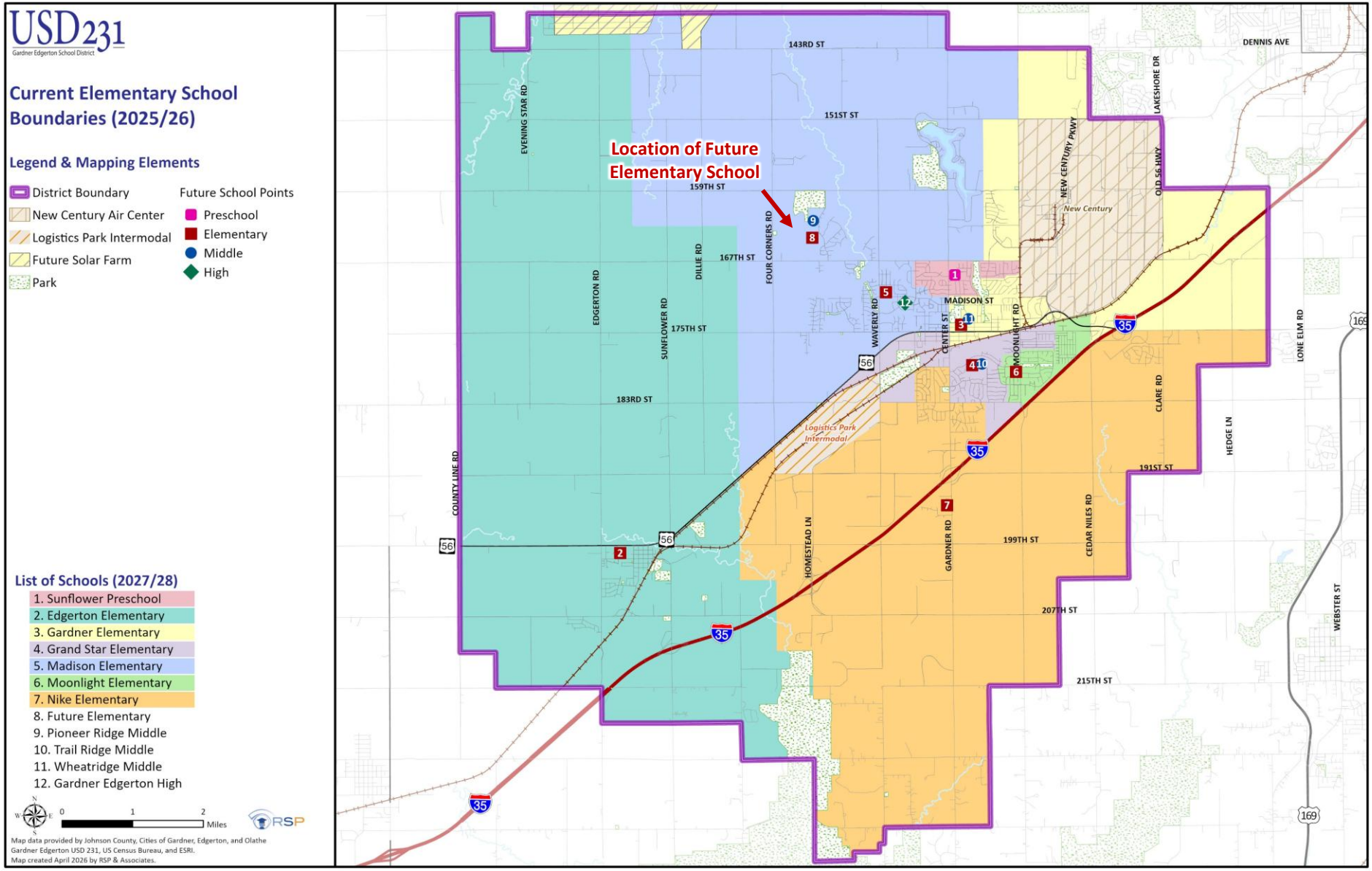


Key variables of enrollment analysis include:

- Continued **growth of residential neighborhoods**
- **Limited birth rate** and decreasing **market share of Kdg students**
- **Decreasing student yield rates** and lack of turnover in existing neighborhoods
- Student migration and cohort change trends **(decreasing)**
- **Regional economic outlook** and attraction into the district

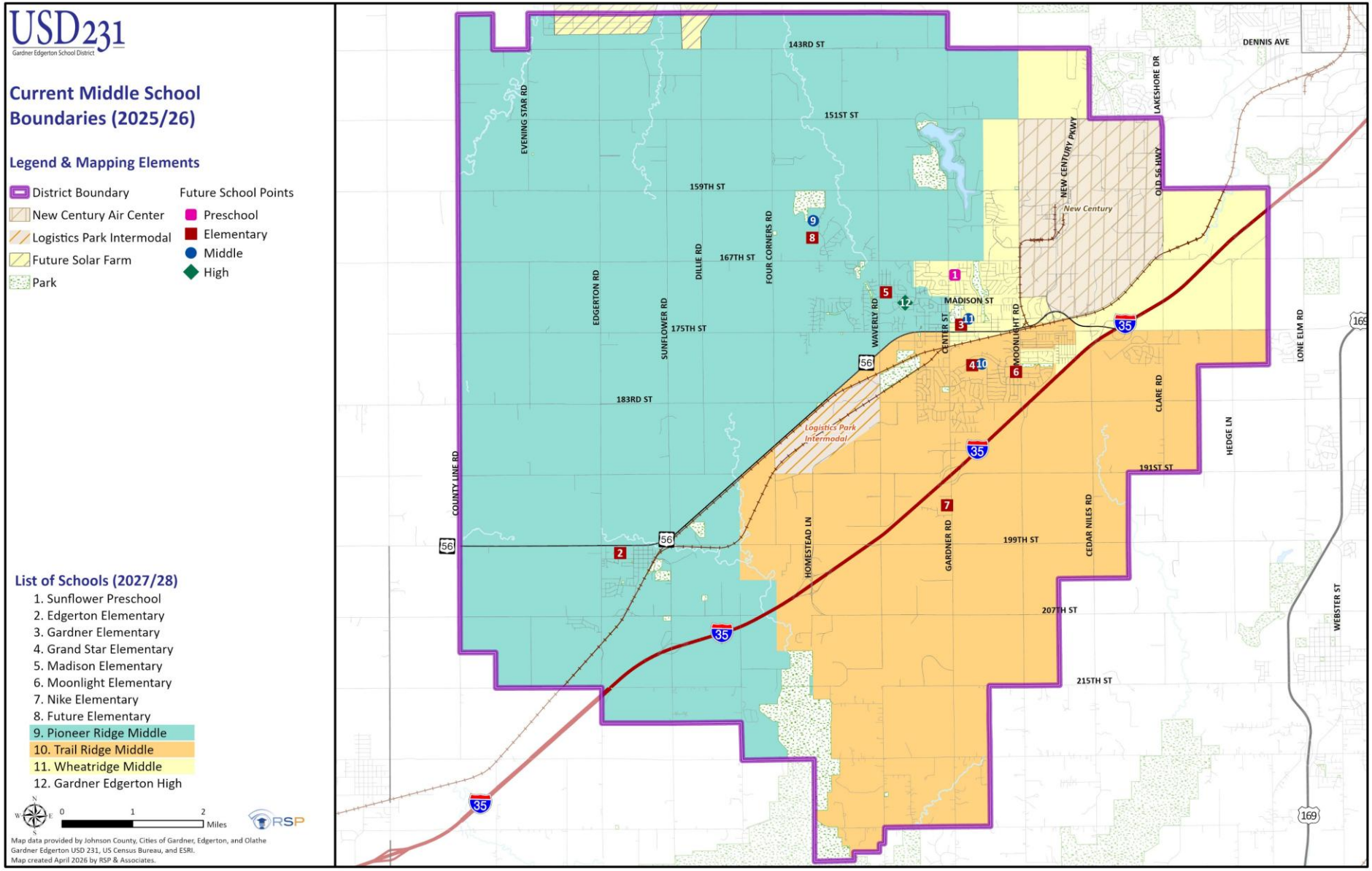
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Elementary Boundary Map



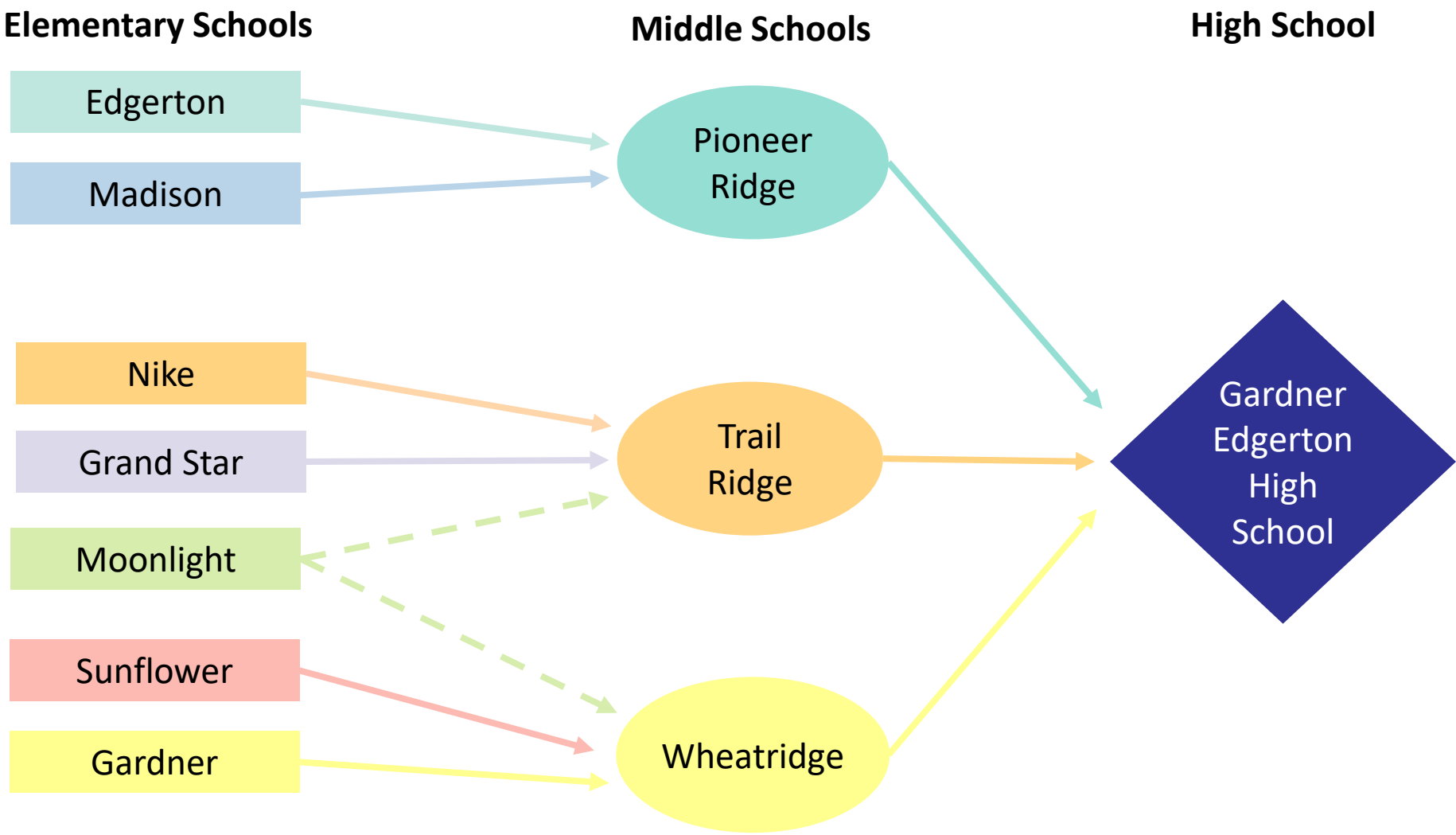
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Middle School Boundary Map



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Current Feeder System

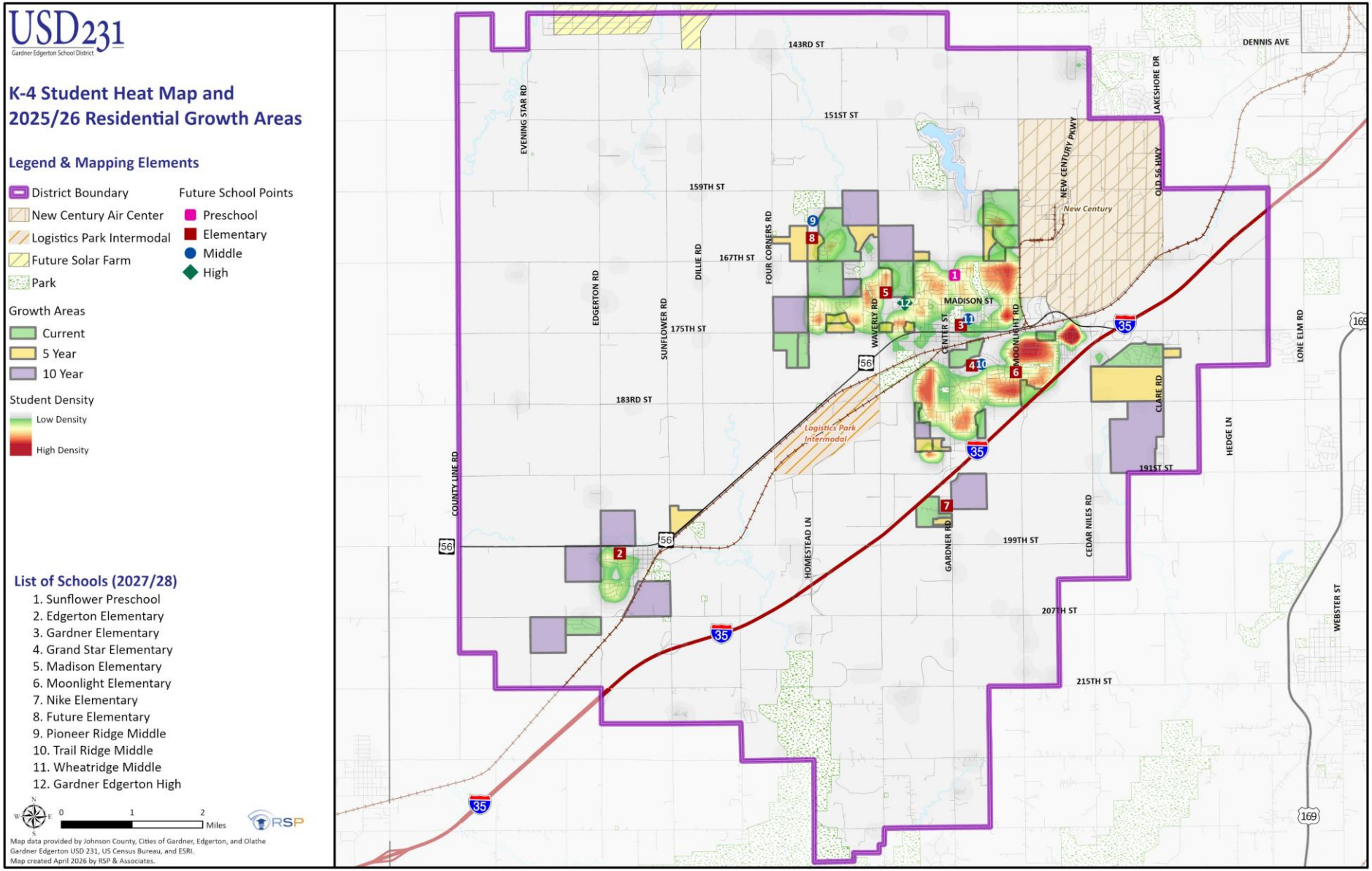


Source: Gardner Edgerton USD 231 and RSP

Moonlight Elementary is the only elementary school split between middle schools.

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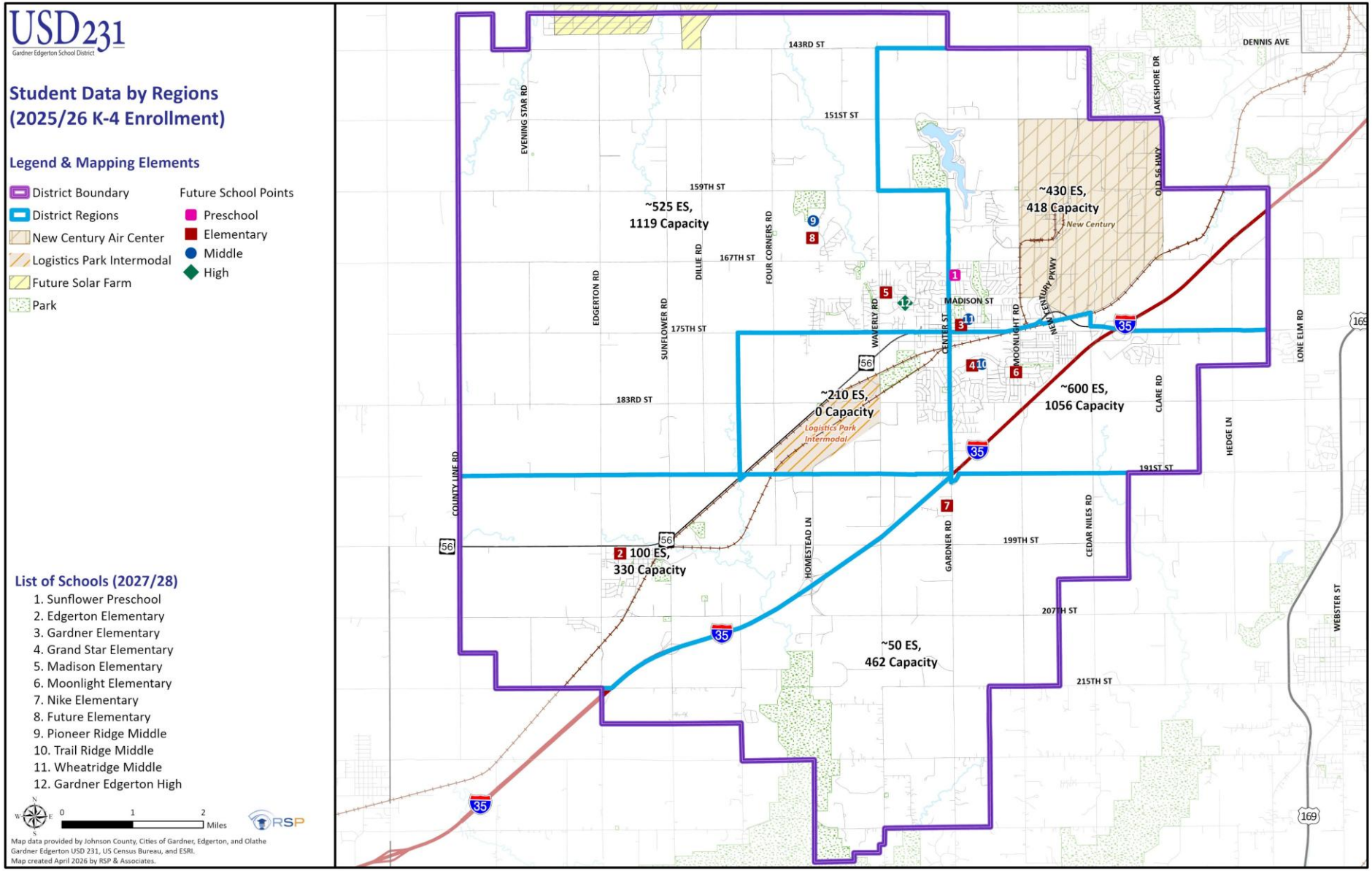
Student Density and Growth Areas Map



Main Takeaway: The future elementary school site is well-positioned near current and future growth areas that will support neighborhood boundary creation.

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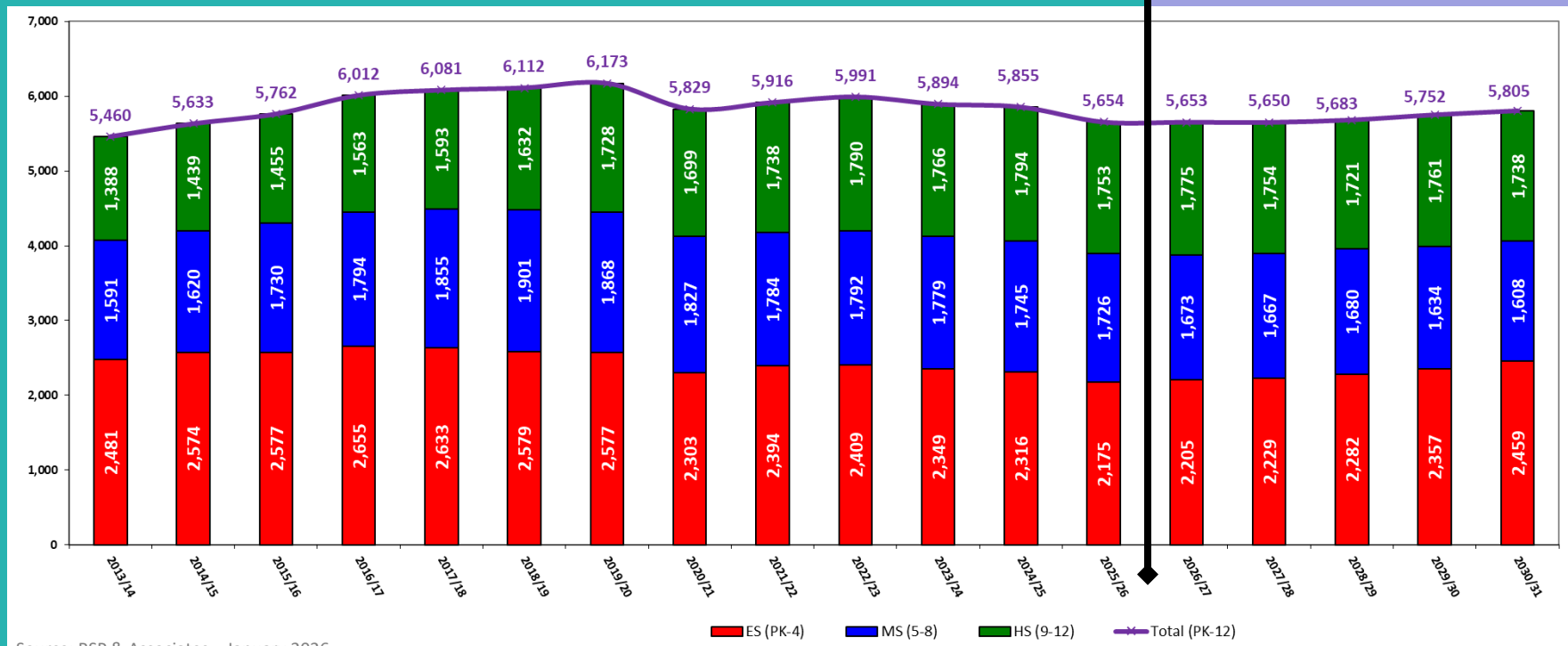
Regional Perspective Map (Enrollment & Capacity)



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Past, Current, & Future Enrollment

Market Forecast



Source: RSP & Associates – January 2026

Observations:

- Enrollment is forecasted to stabilize in the first part of the projection time period and then start to increase in years 3 to 5
  - ↑ **Elementary** enrollment is forecasted to increase to total 2,459 students by 2030/31 (+284 students, +13%)
  - ↓ **Middle School** enrollment is forecasted to decrease to total 1,608 students by 2030/31 (-118 students, -6.8%)
  - ↓ **High School** enrollment is forecasted to decrease to total 1,738 students by 2030/31 (-15 students, -0.86%)
- Recent enrollment losses are strongly tied to the **pause in residential development and higher interest rates**, which slowed subdivision turnover and delayed student generation. While new housing units are beginning to increase, enrollment recovery will lag construction activity, as student yield builds gradually over multiple years.
- The current year's enrollment loss is notable and resulted in the projection outlook being more limited than in past reports.

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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).

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.**

2018/19 Process (Starting Point):

The Committee agreed that all of the following Guiding Principles will factor in some way into the boundary recommendation given to the Board in December 2018:

1. *All the Boundary Criteria are important – generally believe an unstated result of the boundary changes are to balance enrollment with the capacity of the school, as well as not adding additional fiscal costs for buildings or staffing.*
2. *The boundary can anticipate future growth of the neighborhood. (Allow areas of high growth to grow into capacity of the school, ex. Celebration Park)*
3. *Consider boundary lines that follow natural/manmade boundaries (ex. Students attending Moonlight ES crossing train tracks)*
4. *Grandfathering/Transfers/Student Options are determined by Administration.*
5. *The boundary should reflect providing better educational opportunities at each school for there to be an equitable student experience at each school.*
6. *The committee recognizes the power of a neighborhood to create community and boundaries.*
7. *The boundary proposed should utilize all of the available district resources – do not increase capital costs to increase capacity.*
8. *Demographics should allow reasonable equity and similar student experience at each school.*
9. *If a feeder has to be split that split should redistrict large groups of students not just a few to ensure a positive transition*
10. *The grade configuration should remain Kdg to 4th grade, 5th to 8th grade, and 9th to 12th grade*

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BOE Activity #1: Guiding Principles Review & Approval

BOARD DECISION POINT

Board Task: Review and confirm the guiding principles for 2025/26 boundary process.

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

Decision:

- ✓ **Approve guiding principles as presented**
- ✓ **Approve with revisions (request additional refinement)**

Board Added text in Red Font
Board Approved 04/27/2026

The USD 231 Board of Education agree to the following Guiding Principles that will factor in some way into the boundary recommendation presented to the Board at the conclusion of the process:

1. All the Boundary Criteria are important – generally believe an unstated result of the boundary changes are to balance enrollment with the capacity of the school, as well as not adding additional fiscal costs for buildings or staffing.
2. The boundary can anticipate and accommodate future growth of the neighborhood (allow areas of growth to grow into capacity of the school).
3. Consider boundary lines that follow natural/manmade boundaries (railroads, interstate) while maintaining and promoting the neighborhood school concept.
4. Grandfathering/Transfers/Student Options are determined by Administration.
5. The boundary should reflect providing better educational opportunities at each school for there to be an equitable student experience at each school.
6. The committee recognizes the power of a neighborhood to create community and boundaries.
7. The boundary proposed should utilize all of the available district resources; do not increase capital costs to increase capacity.
8. Demographics should allow reasonable equity and similar student experience at each school.
9. Prioritize an effective feeder; if a feeder has to be split that split should redistrict large groups of students not just a few to ensure a positive transition.
10. The grade configuration should remain Kdg to 4th grade, 5th to 8th grade, and 9th to 12th grade.
11. Committee recognizes specialized programs should align with the feeder to provide students continuity and stability.

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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

The Ten Boundary Criteria are:



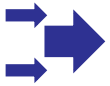
1. Boundary Natural Features
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.



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 students 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 boundary.



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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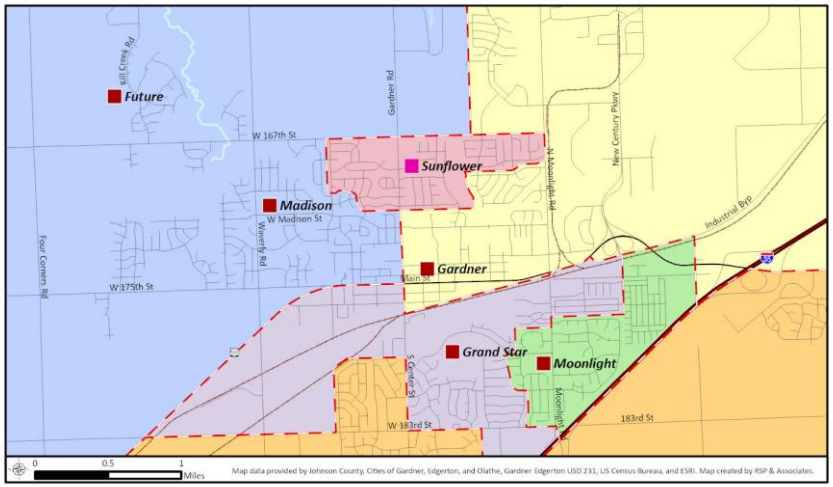
Boundary Natural Features

EXAMPLE

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

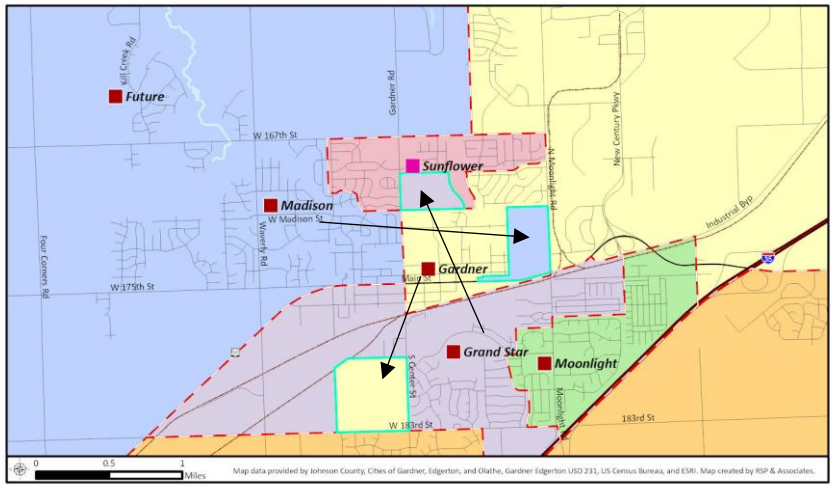
- When it is possible, contiguous boundaries should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an elementary boundary

Contiguous Boundaries (Current)



A boundary is not split, creating compact contiguous boundaries. Currently the district has contiguous Elementary Boundaries.

Non-Contiguous Boundaries (Example)



A boundary is split to create islands that results in noncontiguous boundaries.

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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 may include: census household salary average, home values, ethnicity, housing products, potential housing growth, and programming needs

Analysis tables can provide context to the current diversity of students

Students by Race/Ethnicity:	Asian	African American	Hispanic	Multi-Racial	Native American	White
Edgerton Elementary	0%	0%	17%	3%	0%	80%
Gardner Elementary	3%	5%	19%	5%	1%	68%
Grand Star Elementary	1%	8%	19%	4%	0%	68%
Madison Elementary	4%	7%	14%	6%	2%	68%
Moonlight Elementary	5%	7%	16%	5%	0%	67%
Nike Elementary	3%	9%	15%	7%	1%	66%
Sunflower Elementary	3%	12%	6%	10%	0%	70%
K-4 Total:	3%	7%	15%	6%	1%	68%

Source: RSP & Associates Example Data

Students by Programming:	ELL	IEP
Edgerton Elementary	31%	3%
Gardner Elementary	21%	5%
Grand Star Elementary	41%	8%
Madison Elementary	18%	5%
Moonlight Elementary	21%	11%
Nike Elementary	8%	13%
Sunflower Elementary	13%	4%
K-4 Total:	22%	7%

Source: RSP & Associates Example Data

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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

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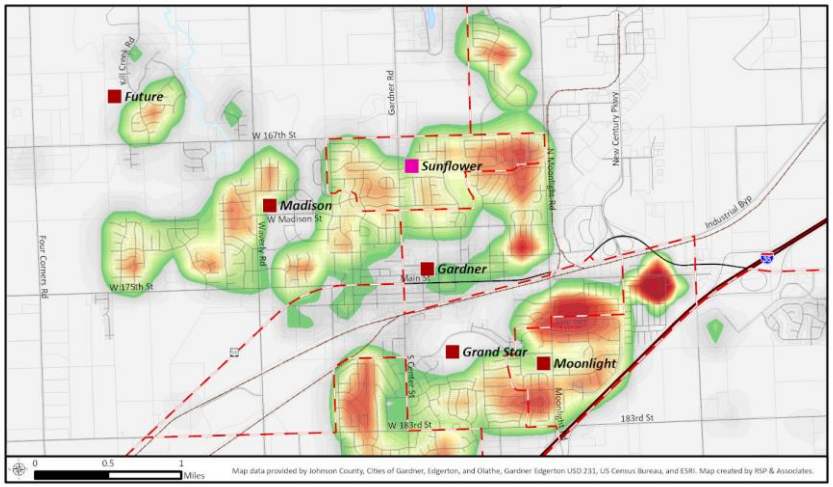
Duration of Boundaries

EXAMPLE

Goal: Boundaries remain the same for as long as possible

- This factor addresses the ability of a boundary to accommodate the anticipated enrollment for a projected period of time
- Where possible, boundaries 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)

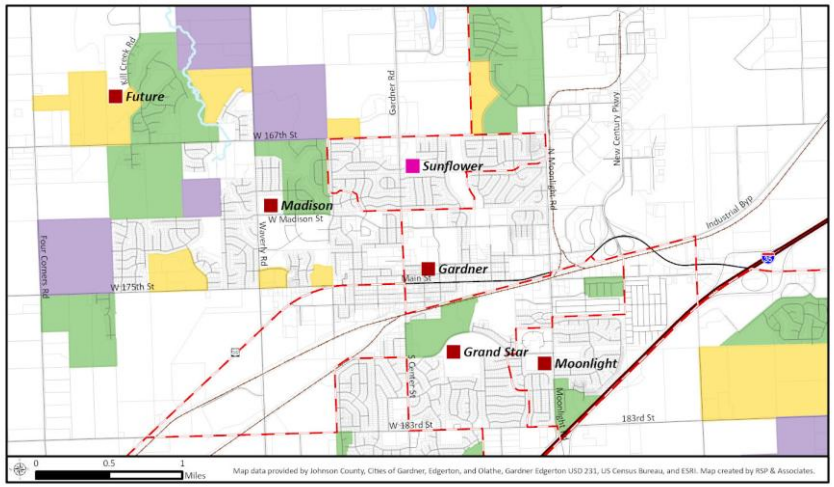
Student Heat Density (K-4, 2025/26)



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

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

Residential Growth Areas



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

- **Green Areas: Current Growth Areas**
- **Yellow Areas: 5-Year Growth Areas**
- **Purple Area: 10-Year Growth Areas**

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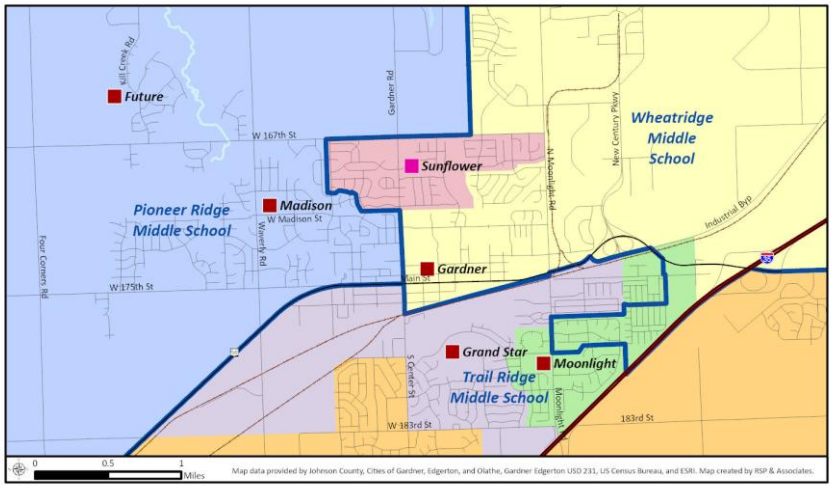
Feeder System Considerations

EXAMPLE

Goal: Ensure as many schools have students move from one grade level to maximize student connectivity with their peers.

- Where possible, align elementary and middle school boundaries to keep student cohorts together as they progress to the next grade level.
- Avoid small numbers of students being moved from a large group when transitioning from elementary to middle school.

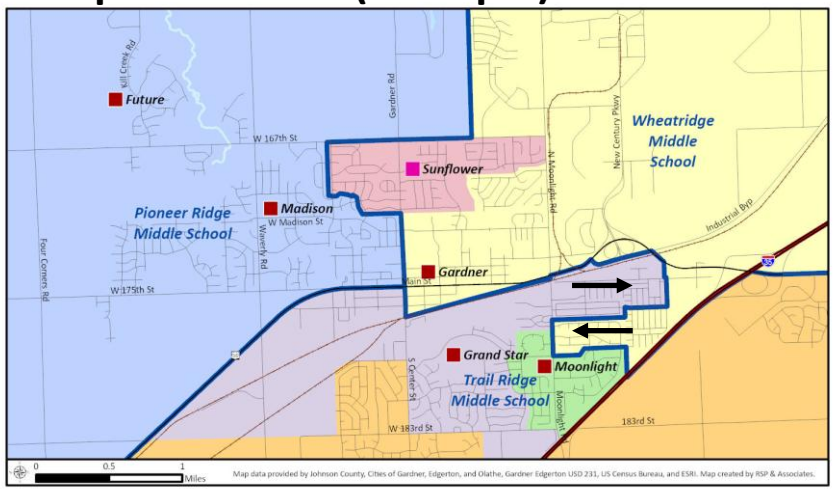
Incomplete Feeder (Current)



Blue Line = current MS boundary

Elementary boundaries do not fully align with middle school boundaries creating a split in student population transitioning to the next grade. Currently, Moonlight Elementary is an incomplete feeder school.

Complete Feeder (Example)



Blue Line = current MS boundary

Example illustrates a complete feeder by adjusting Moonlight and Gardner boundaries to align with the current middle school boundaries.

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Fiscal Capital Considerations

EXAMPLE

Goal: Minimize or avoid additional capital (facility) costs

- 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: Minimize additional staffing costs across schools

- 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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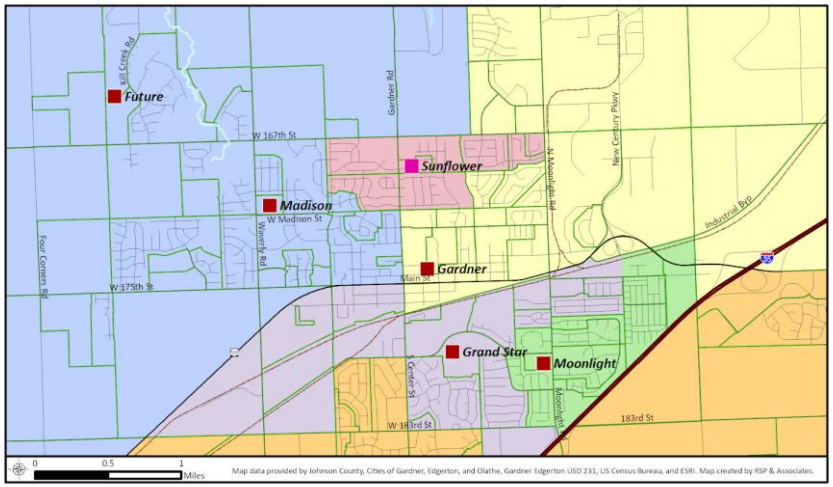
Neighborhoods Intact

EXAMPLE

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

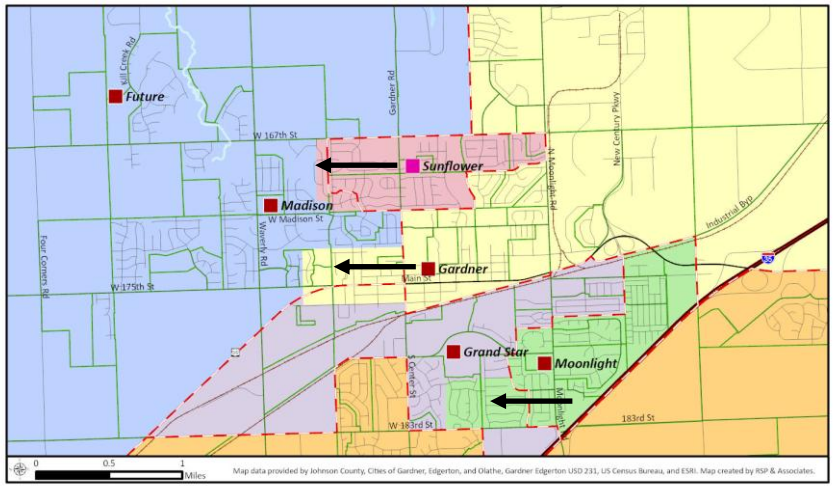
- Where possible, neighborhoods should not be split between two schools
  - A neighborhood is defined as the smallest division of a planning area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way
- There should be logical limits to define a neighborhood

Neighborhood Alignment (Example)



Green lines show neighborhood boundaries. School boundaries follow these lines, keeping neighborhoods intact so students in the same area attend the same school.
Current boundaries align with neighborhood boundaries.

Split Neighborhood (Example)



Boundaries that extend across green lines illustrates a neighborhood split. Students living in the same area may be assigned to different schools.
Example shows boundaries that do NOT align with neighborhood boundaries.

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

ELEMENTARY SCHOOL (PK-4)	Desirable Educational Capacity	Past Attend			Attend Projections					Attend 5-Yr Change
		2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	
Edgerton Elementary School	330	146	134	126	150	144	167	170	186	60
Gardner Elementary School	418	321	304	266	278	280	280	295	312	46
Grand Star Elementary School	528	352	379	338	359	365	359	364	376	38
Madison Elementary School	594	523	522	507	494	508	529	539	581	74
Moonlight Elementary School	528	331	320	336	305	291	291	286	285	-51
Nike Elementary School	462	365	365	351	361	387	403	438	454	103
Sunflower Elementary School	396	311	292	251	258	254	253	265	265	14
Elementary Total	**3,256**	**2,349**	**2,316**	**2,175**	**2,205**	**2,229**	**2,282**	**2,357**	**2,459**	**284**

> 50 Capacity Available
< 50 Capacity Available
Beyond Capacity

Source: RSP & Associates, LLC – January 2026

RSP Utilization Targets:

- **Below 70% utilization:** Under-utilization of buildings creates challenges with staffing, programming, financial resources, etc.
- **Ideal 85% utilization:** Enrollment at around 85% of capacity creates long-term flexible boundaries that accommodate mid-year shifts in enrollment while maintaining efficiency in staffing
- **Over 95% utilization:** Over-utilization of buildings may create challenges like high class size, repurpose of space, imbalance of resources, etc.

IMPORTANT: New buildings should open with an adequate student population to sustain long term boundaries.

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Students Impacted (SIBC)

EXAMPLE

Goal: Minimize how many students are impacted by the new boundaries

- 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

Elementary Students Impacted in Boundary Change (SIBC):		Concept Reside:								
Current Reside	K-4	Edgerton Elementary	Gardner Elementary	Grand Star Elementary	Madison Elementary	Moonlight Elementary	Nike Elementary	Sunflower Elementary	Total Impact:	
Edgerton Elementary	169								0	0%
Gardner Elementary	319			63					63	20%
Grand Star Elementary	277								0	0%
Madison Elementary	547	80							80	15%
Moonlight Elementary	342								0	0%
Nike Elementary	399					41			41	10%
Sunflower Elementary	356								0	0%
Total K-4 SIBC:	2,409	80	0	63	0	41	0	0	184	8%

DRAFT

Source: RSP & Associates & Gardner-Edgerton USD 231

Reading left to right indicates an impact on students from their current boundary to the concept boundary.
For example: There are 63 students currently reside in Gardner ES that would now reside in Grand Star ES this example.

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.

IMPORTANT: With the opening of a new school, some students will have to move into the new building.

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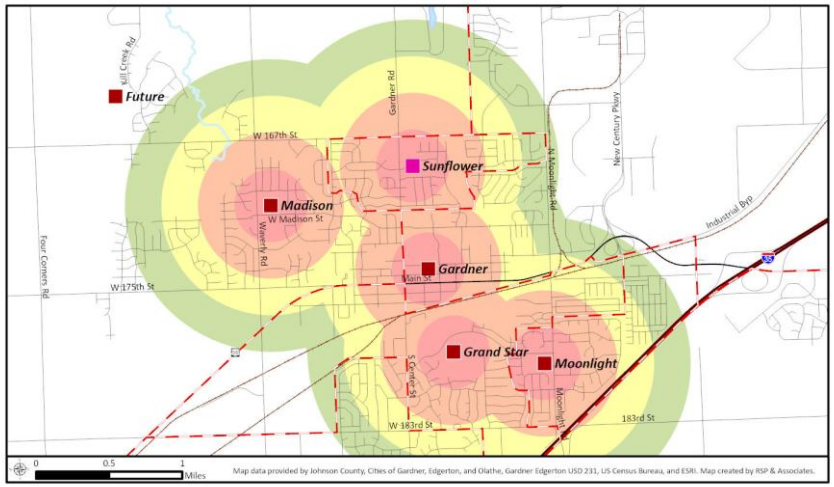
Transportation Considerations

EXAMPLE

Goal: boundaries do not require additional busing 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
- Ability or lack of ability to walk to school should be factored into analyzing attendance boundaries

Transportation Buffers



Road Classifications are the first consideration in transportation planning.

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

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**

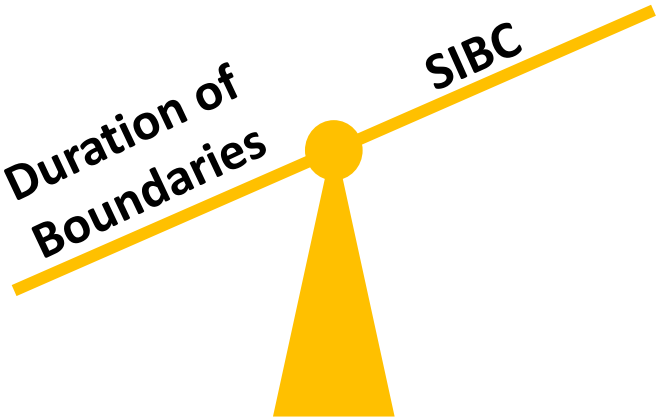
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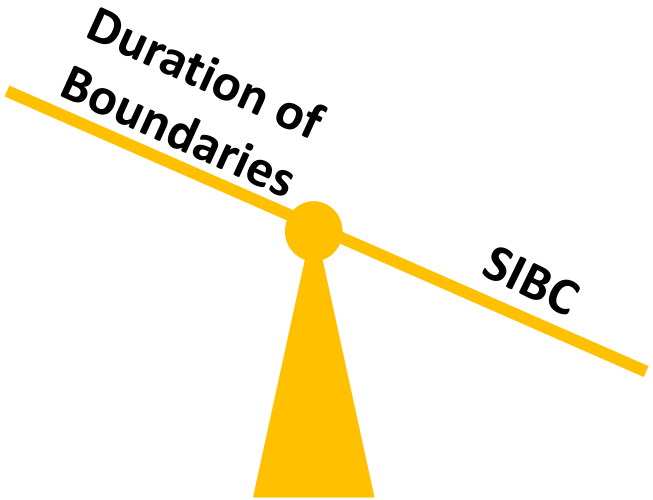
Conflicting Boundary Criteria

In some cases, the Boundary Criteria may contradict one another:

- A solution that may enhance one of the boundary criteria may work against a different one
- For example: Duration of Boundaries vs Students Impacted in Boundary Change



Creating a boundary that impacts the least amount of students possible may not be as durable or long-lasting



Creating a long-lasting boundary that is as durable as possible may impact many students

This is why establishing a **PRIORITIZED LIST OF BOUNDARY CRITERIA** is important. In cases of contradictory criteria, a prioritized list will help the recommendation meet process objectives.

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BOE Activity #2: Prioritize Top 3 Boundary Criteria

BOARD DECISION POINT

Purpose: Establish clear priorities to guide trade-offs during boundary scenario development.

- ***Reminder:*** *Not all criteria can be maximized at once—prioritization ensures consistent, transparent decision-making.*

Board Task: Individually or collectively identify the **top 3-4 criteria** that should carry the most weight.

Discussion Prompts:

- Which criteria best reflect district goals and community values? Where are we willing to make trade-offs?
- What will matter most to families and long-term sustainability?

Decision:

✓ **Select and confirm Top 3-4 Priority Criteria**

2018/19 Process:

#1: Projected Enrollment/ Building Utilization: *Balanced, logical enrollment that works within the confines of school capacities.*

#2: Neighborhoods Intact: *Each planning area (subdivision) attends the same schools.*

#3: Feeder System: *Ensure as many schools have students move from one grade level to maximize student connectivity with their peers.*

#4: Transportation: *Boundaries do not require additional bussing expenses and does not result in unreasonable time for a student on a bus.*

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Prioritization Results

1. **Feeder System:** **Ensure as many schools have students move from one grade level to maximize student connectivity**
   - *Where possible, align elementary and middle school boundaries to keep student cohorts together as they progress to the next grade level. Avoid small numbers of students being moved from a large group when transitioning from elementary to middle school*
2. **Projected Enrollment:** **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 capacity of the building.*
3. **Duration of Boundaries:** **Boundaries remain the same for as long as possible**
   - *This factor addresses the ability of a boundary to accommodate the anticipated enrollment for a projected period of time. Where possible, boundaries should be stabilized to limit the number of future boundary changes.*
4. **Fiscal Considerations – Operational:** **Minimize additional staffing costs across schools**
   - *Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economics of scale*

Board Approved 04/27/2026

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

Source: RSP & Associates

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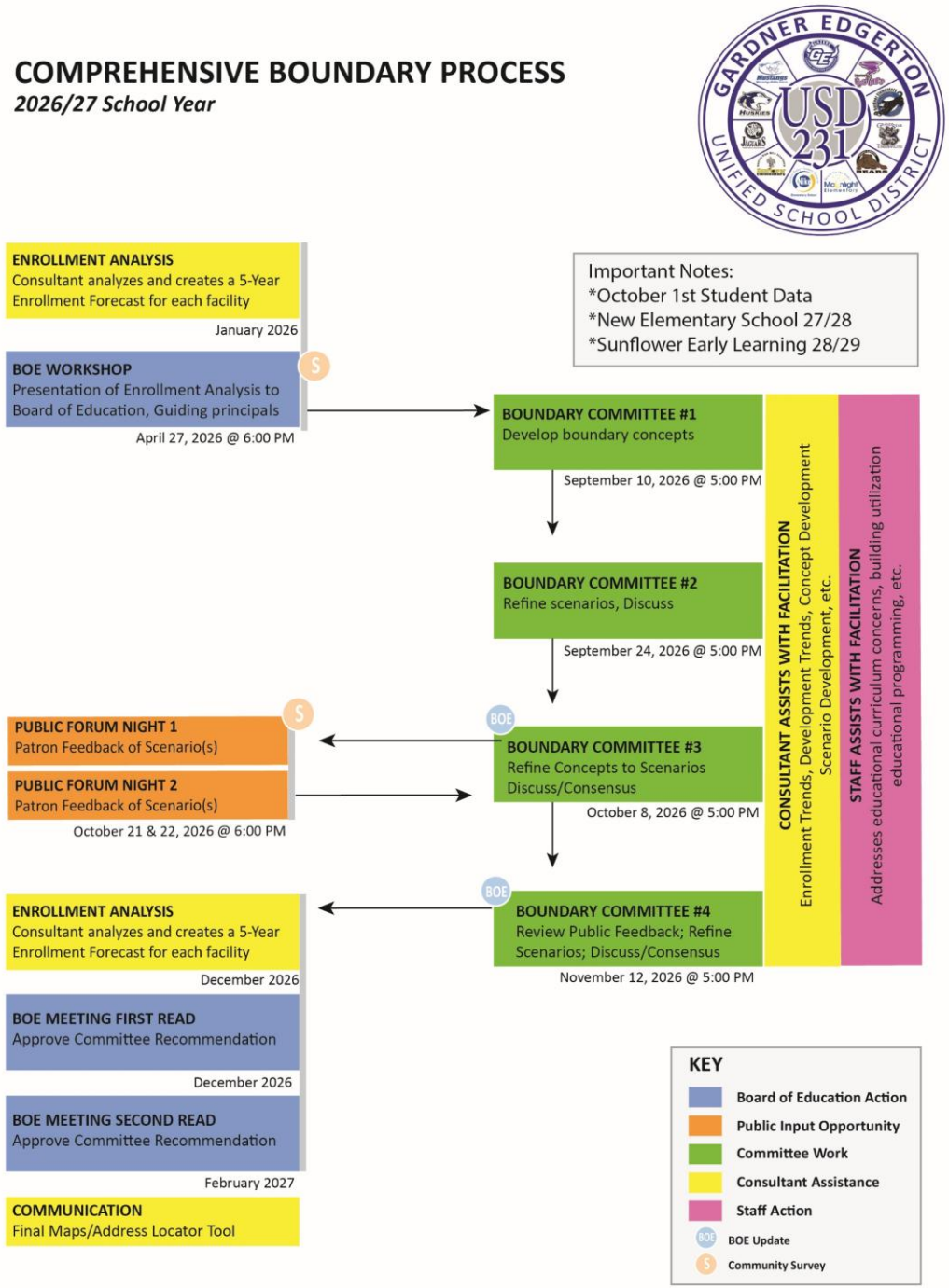
Next Steps

The process will kick off with the Committee on September 10, 2026:

- Includes:
  - **4 Committee meetings**
  - **2 public input meetings**
  - **3 board meetings**
  - **2 RSP enrollment analyses**

Between now and September:

- Decide on members of the Committee
- Prepare community for process



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