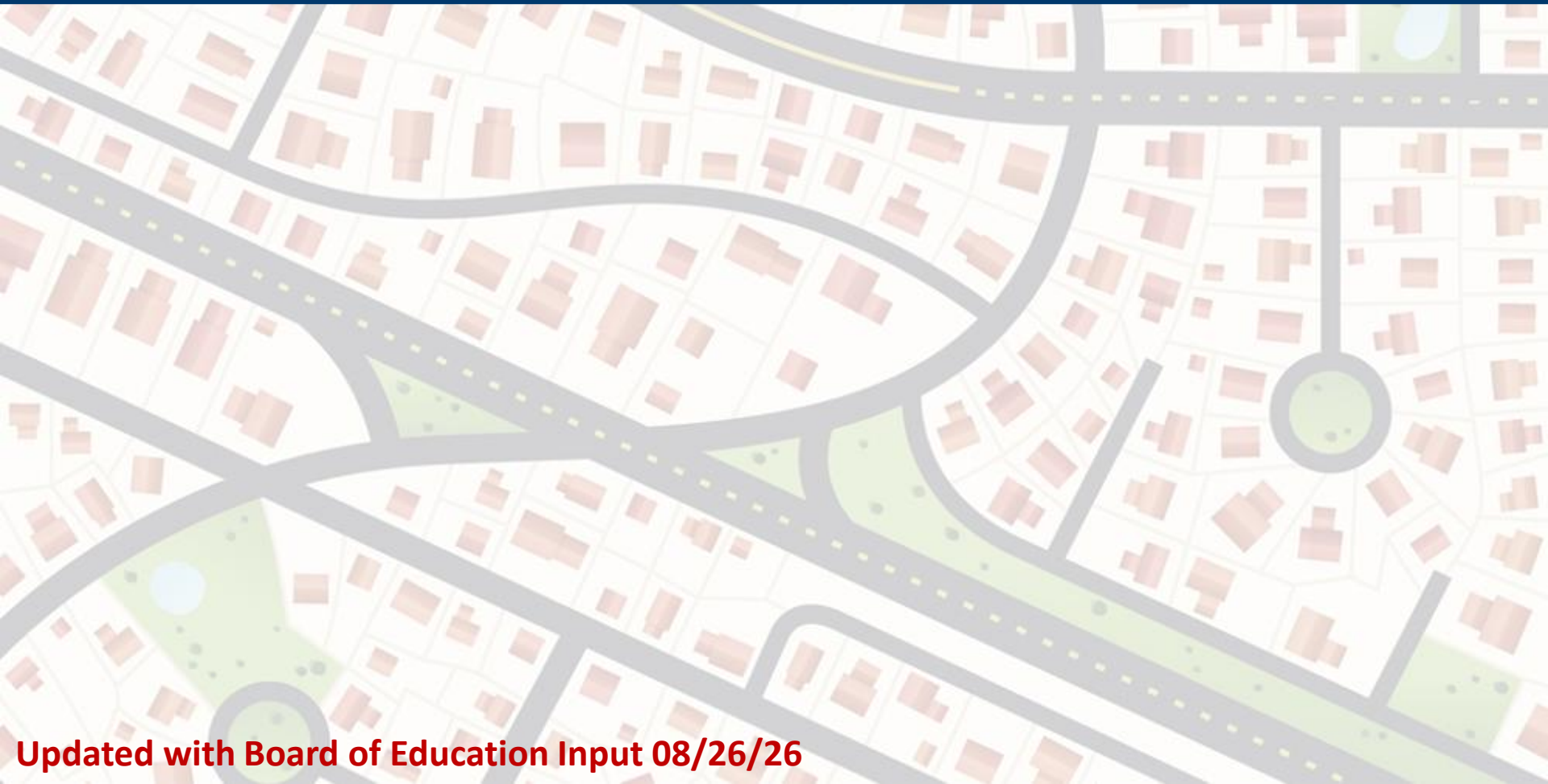




Planning for the Future

Boundary Analysis Kick Off – BOE Meeting #1
Leavenworth USD 453 | August 25, 2026



Updated with Board of Education Input 08/26/26

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

- City, Demographic, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Basehor-Linwood, USD 458

- *Enrollment Analysis, 2023/24*
- *Capacity Analysis, 2023/24*

Lansing, USD 469

- *Enrollment Analysis, 2024/25*

McPherson, USD 418

- *Enrollment Analysis, 2024/25*
- *Boundary Analysis, 2026/27*

Our Partners:



TALKING POINTS

1. 2025/26 Enrollment Analysis

2. Guiding Principles

3. Boundary Criteria

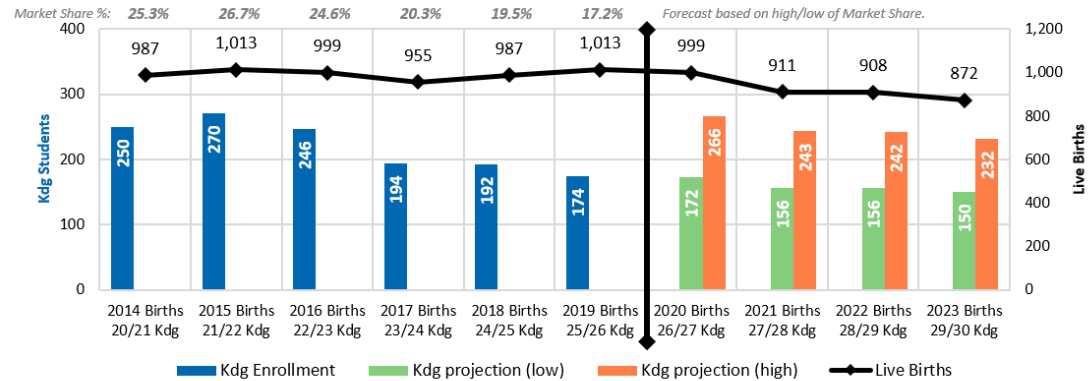
4. Next Steps

Enrollment Analysis

Population Analysis

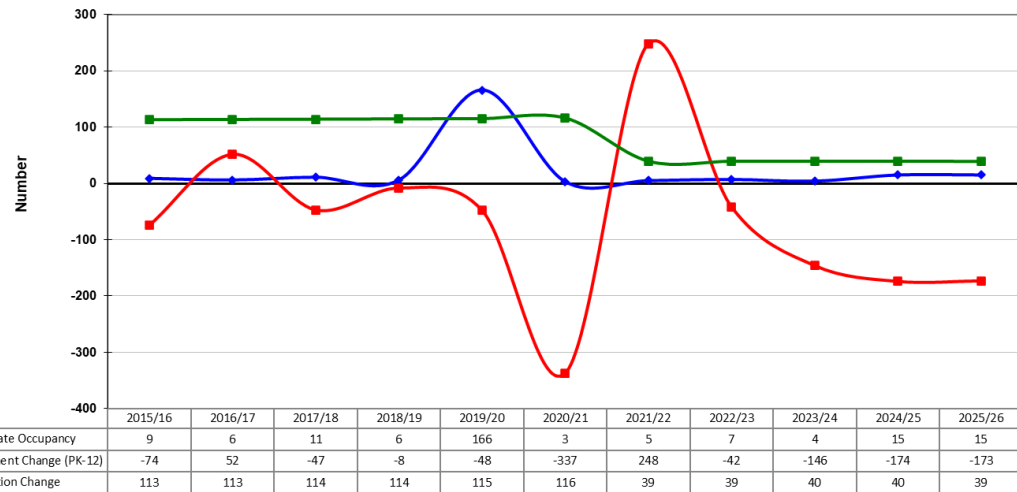
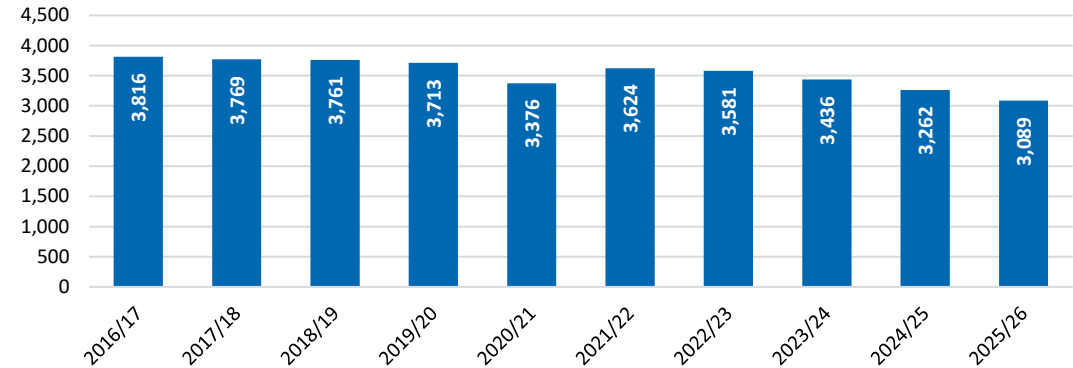
- Live births have declined, reducing the size of incoming kindergarten cohorts.
- Average grade-level cohort sizes are trending downward, particularly at the elementary level.
- Population and housing growth are not translating into proportional student enrollment growth.
- Together, these trends point to a smaller pipeline of students entering and progressing through the district.

Live Births V.S. Kindergarten Students 5 Year Later



Source: Kansas Department of Health and Environment - Leavenworth County, and Leavenworth USD 453

Total Enrollment Over Time (PK-12)

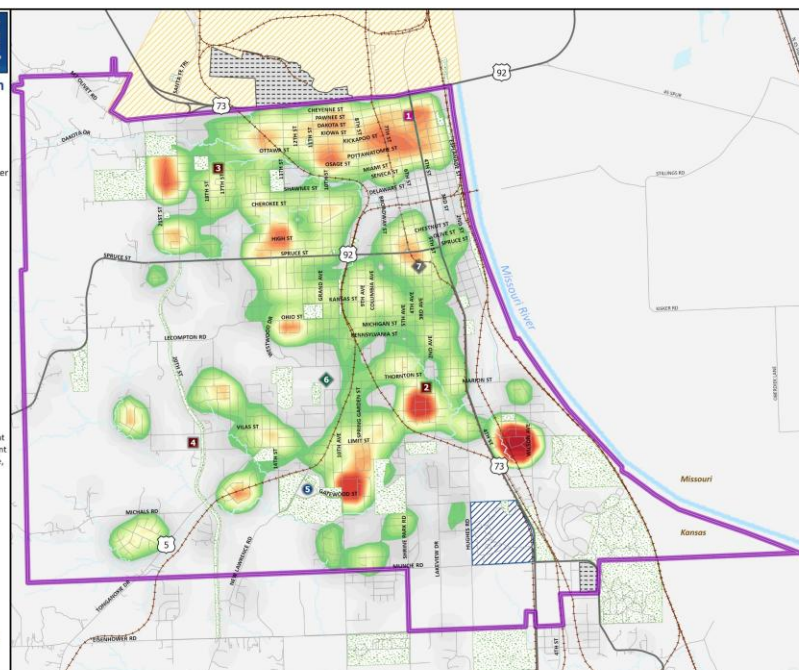
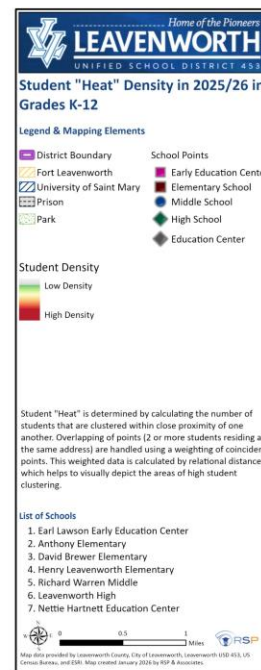
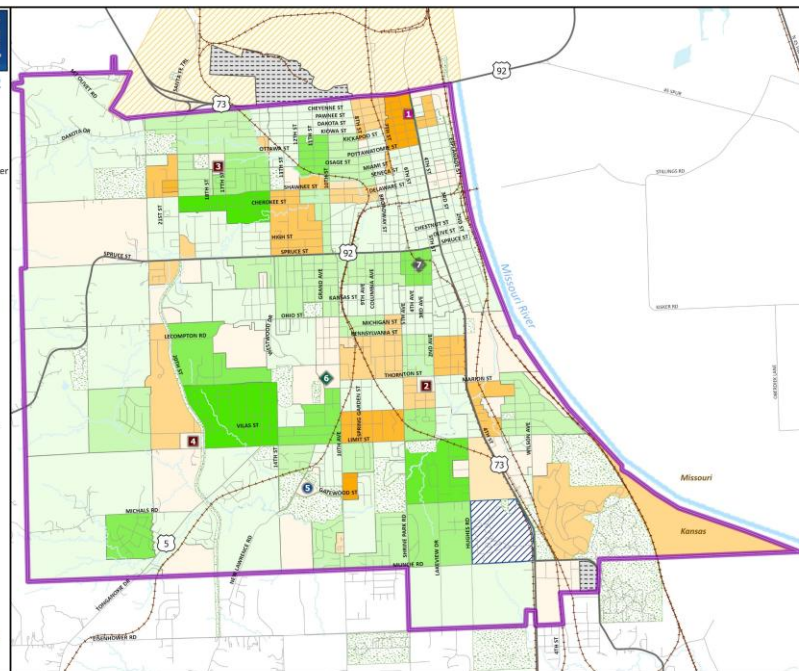
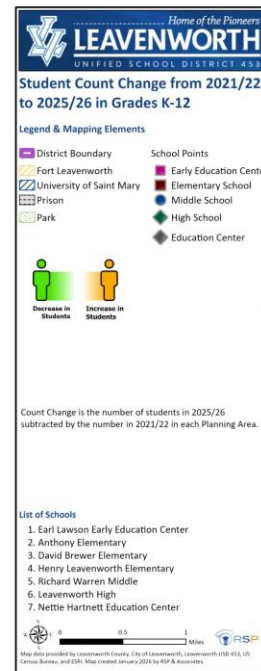


Main Takeaway:

Demographic trends are creating sustained downward pressure on enrollment, beginning with smaller incoming kindergarten classes and continuing through future grade cohorts.

Spatial Analysis

- Identify where students currently reside across the district.
- Evaluate which neighborhoods have gained or lost students over the past five years.
- Highlight areas with concentrations of current students and changing enrollment patterns.
- Recognize that neighborhood and subdivision life cycles can produce localized growth even when districtwide enrollment is declining.

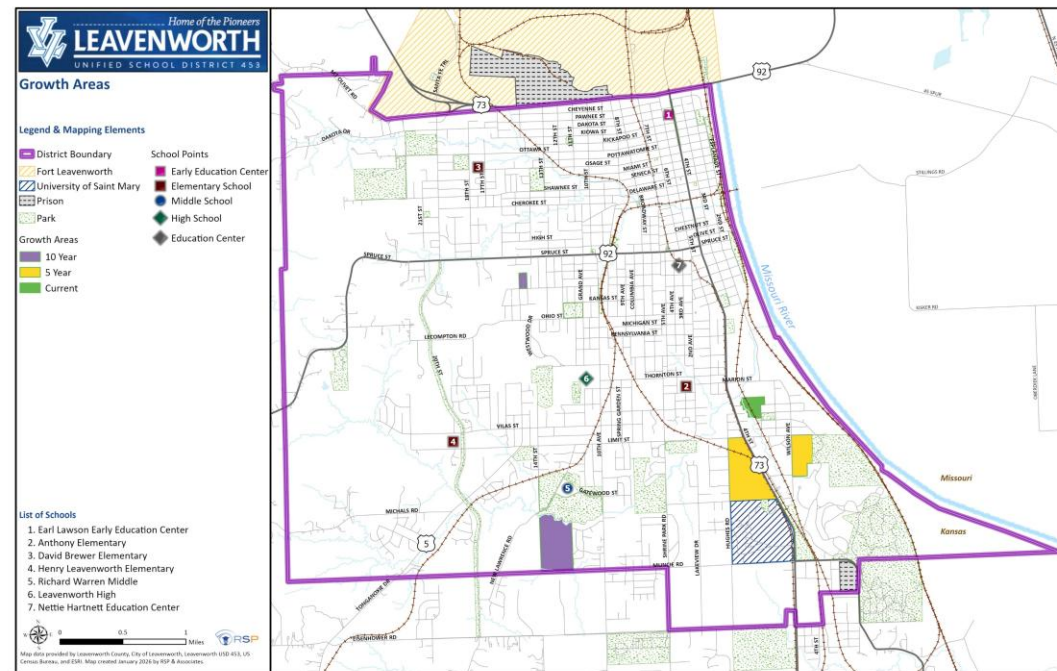
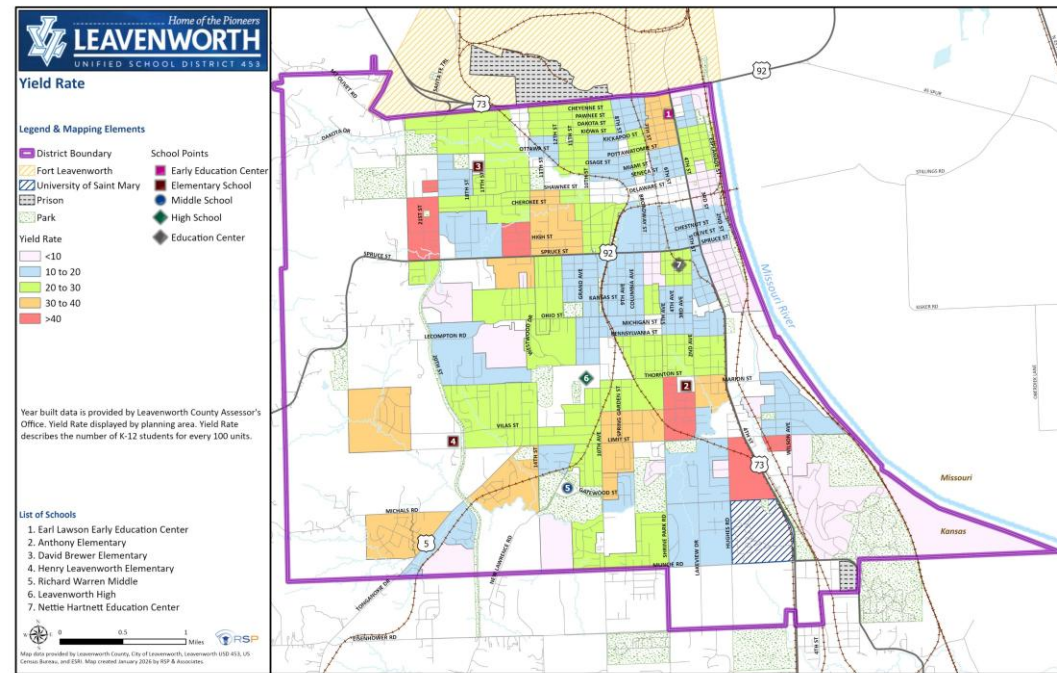


Main Takeaway:

Enrollment change is not occurring uniformly across the district. Some neighborhoods continue to generate students, while others are experiencing declining student populations as housing areas mature.

Housing Analysis

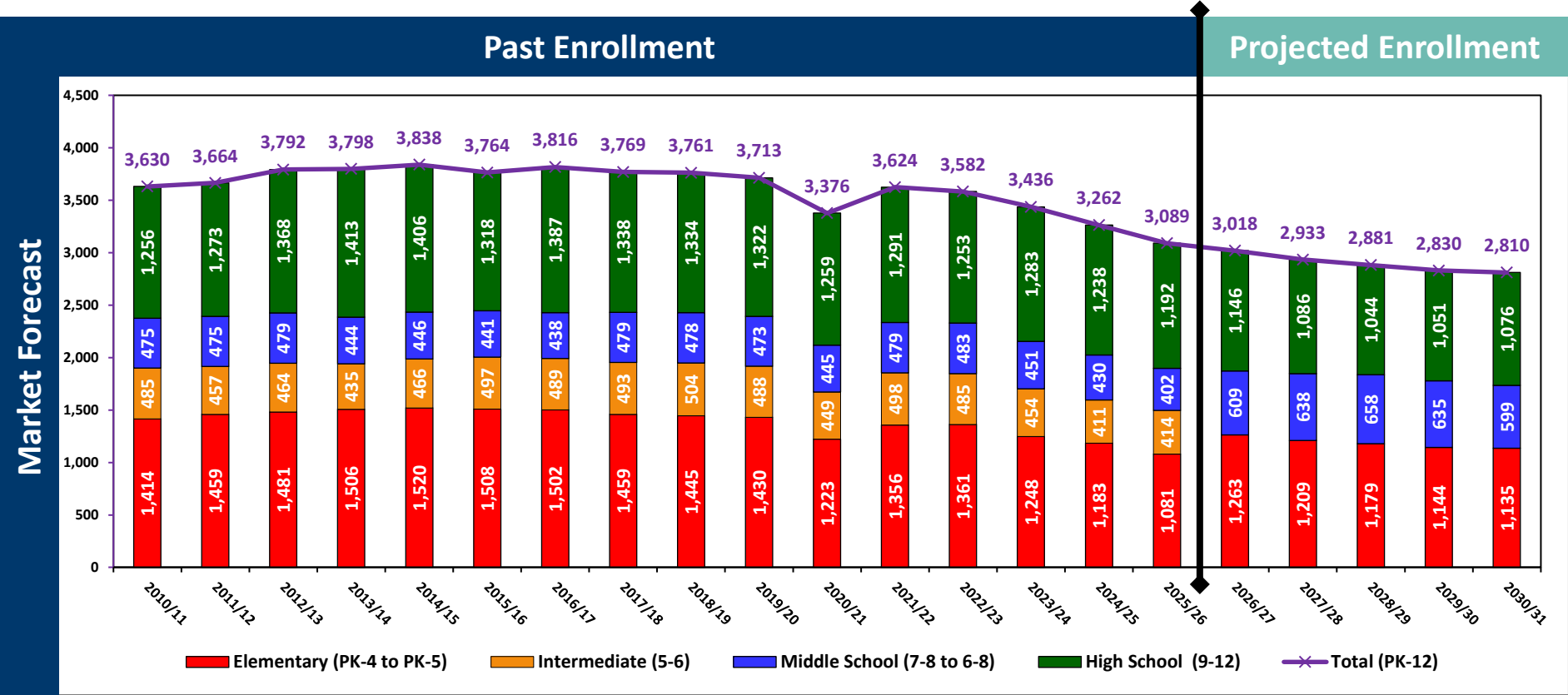
- Measure the number of students generated by existing housing units.
- Understand how student yield varies by housing type, neighborhood, and development age.
- Review anticipated residential development and its potential contribution to future enrollment.
- Compare future housing growth with the student generation patterns observed across the district today.



Main Takeaway:

New housing will provide some enrollment support, but future residential growth is not expected to fully offset declining student yields in established neighborhoods.

Past, Current, & Future Enrollment (Updated Grade Configuration)



Source: RSP & Associates – January 2026; visual updated 8/20/2026 to align with 2026/27 grade configuration.

- Observations:** Total District enrollment is forecasted to decrease to **2,810 students by 2030/31 (-279 students, -9.0%)**
- ↓ **Elementary:** Transitions from PK-4 to PK-5 in 2026/27; grade decreases from 1,273 to 1,141 students over the projected time period
 - ↓ **Intermediate:** Transitions offline starting in 2026/27 (*5th grade moved to elementary and 6th grade moved to middle school*)
 - ↓ **Middle School:** Transitions from 7-8 to 6-8 in 2026/27; grade decreases from 609 to 599 students over the projected time period
 - Grade band peaks in 2028/29 with 658 students
 - ↓ **High School:** Maintains 9-12 grade configuration; grade decreases from 1,146 to 1,076 over the projected time period

Guiding Principles

Guiding Principles?

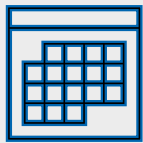
Guiding Principles are a **set of statements** reviewed and **approved by the Board of Education** at the start of the process.

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

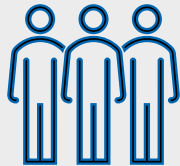
Why It Matters:

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

ITEMS TO CONSIDER



Timeline



Grade
Configuration



Values



End
Product



Key
Objectives



Defining
Success



Identify
Non-
Negotiables



TASK 1: Confirm Guiding Principles

Board Task: Review and confirm the guiding principles for 2026/27 boundary process.

Decision:

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

Guiding Principles (DRAFT – RSP STARTING POINT)

- District Administration will consider this facility planning work as part of district-wide **long-range planning**.
- The focus of this process will be at the **elementary school level** to be implemented for the **2027/28 school year**.
- **Key objectives** for the committee include:
 - **Retire and repurpose David Brewer Elementary**
 - Redraw boundary lines to appropriately divide students into **Henry and Anthony Elementary** (1-5th grade)
- The future facility plan should provide even better **educational opportunities** at each school to ensure an **equitable student experience** at each school:
 - The facility plan proposed should continue to **effectively utilize District resources**.
 - The facility plan will **utilize district administration-provided** capacity for each school building.
- Any potential boundary concept(s) will utilize **administration guidance, committee feedback, and RSP best planning practices** in their creation:
 - *Neighborhoods/RSP Planning Areas should influence how attendance areas are created*
 - *Potential boundaries should anticipate future changes at the neighborhood level*
 - *Boundary lines that follow natural/manmade boundaries are desired in how attendance areas are adjusted*
- Grandfathering/Student Options will be a **recommendation from Administration to the Board** according to Board policy.

BOE Results: Approved Guiding Principles

Guiding Principles

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Boundary Criteria

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 Nine Boundary Criteria are:



1. Contiguous/Natural Boundaries

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. Fiscal Considerations (Capital Costs)

Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates



5. Fiscal Considerations (Operational Cost)

Boundaries that are planned to maximize district resources.



6. Neighborhoods Intact

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



7. 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.



8. Students Impacted by Boundary Change

Boundaries that minimize the number of current students that have to change schools.



9. Transportation Considerations

Boundaries that consider transportation logistics, including bus route efficiency and the length of time students spend on the bus.

Contiguous/Natural Boundaries

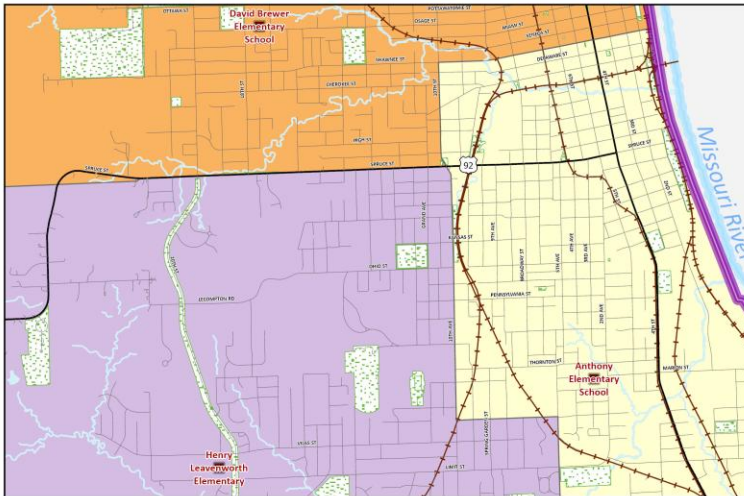
EXAMPLE

Goal: Boundaries generally remain connected and follow recognizable natural or man-made features that create logical, easy-to-understand attendance areas within 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

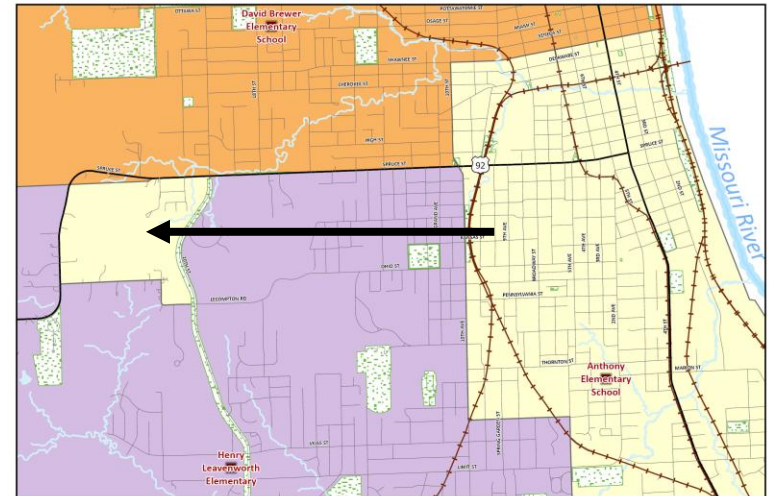
VISUAL ONLY: Does NOT reflect a proposed boundary option



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

Not Contiguous

VISUAL ONLY: Does NOT reflect a proposed boundary option



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

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

Analysis tables can provide context to the current diversity of students

School Boundaries:	Diversity Index Scores by Variable				Final Index Score
	Minority Population	Education Attainment	Income & Home Value	Poverty	
Anthony Elementary School	2.58	2.26	1.13	2.49	2.12
David Brewer Elementary School	2.22	1.95	1.27	1.71	1.79
Henry Leavenworth Elementary School	1.83	1.54	1.10	1.38	1.46
District Average	2.15	1.88	1.15	1.77	1.76

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

Current School Average Data:	Percent Households in Poverty	Percent Minority Population
Anthony Elementary School	21.2%	35.5%
David Brewer Elementary School	11.6%	29.7%
Henry Leavenworth Elementary School	8.1%	25.8%
District Average:	9.6%	29.5%

Source: US Census and RSP

Light Blue = School Data is greater than 5% above the district average

Note: Poverty data was sourced from the American Community Survey, 2024. Minority Population data was sourced from the 2020 Census.

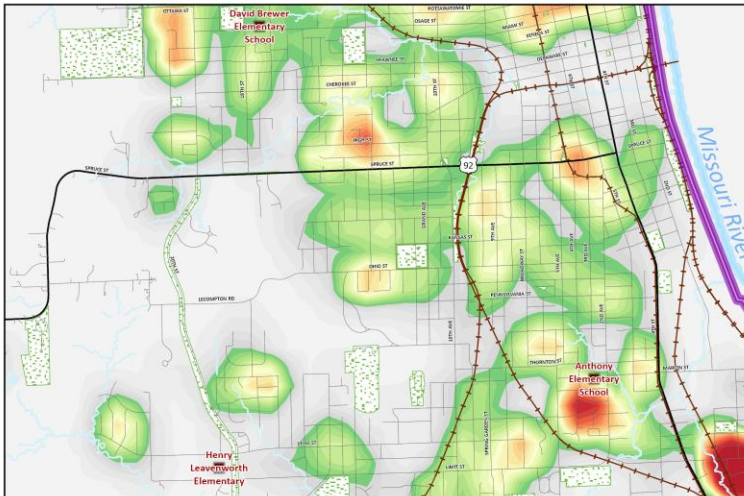
VISUAL ONLY: Does NOT reflect a proposed boundary option

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

- This factor addresses the ability of an attendance area to account for anticipated residential growth and enrollment change
- 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)

Heat Density

VISUAL ONLY: Does NOT reflect a proposed boundary option

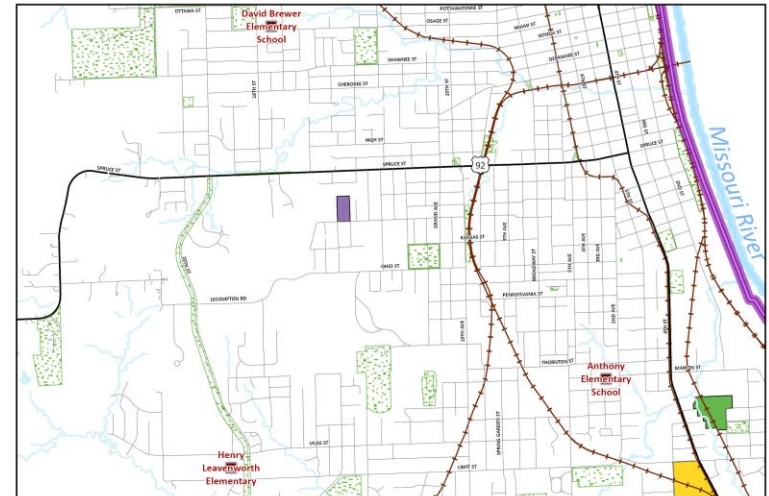


Understanding where students currently live can help understand how long the boundaries can be sustainable.

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

Residential Growth Areas

VISUAL ONLY: Does NOT reflect a proposed boundary option



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

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

Goal: Minimize additional capital expenditures for facilities

- 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



VISUAL ONLY: Does NOT reflect a proposed boundary option

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 economies 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



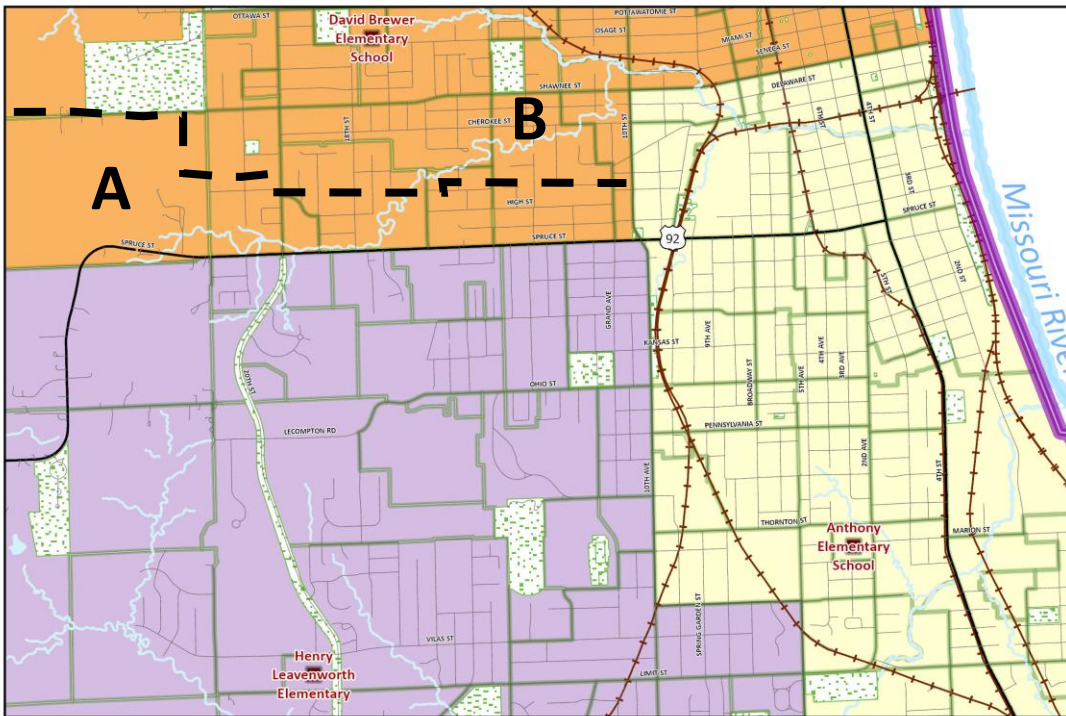
VISUAL ONLY: Does NOT reflect a proposed boundary option

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



Green lines represent a complete neighborhood (planning area)

*Splitting a planning area would be represented as the **dashed Black line labeled A and B**, resulting in that planning area attending two different schools*

VISUAL ONLY: Does NOT reflect a proposed boundary option

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

Elementary Projection Table:

Current:	Capacity	Current	Current Students				Current Utilization			
School	Operational	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
Earl Lawson Early Learning Center	429	280	270	289	267	263	63%	67%	62%	61%
Anthony Elementary School	586	329	321	306	304	314	55%	52%	52%	54%
David Brewer Elementary School	592	366	356	338	324	315	60%	57%	55%	53%
Henry Leavenworth Elementary School	617	288	263	248	249	245	43%	40%	40%	40%
District Total (1-5)	1,795	983	940	892	877	874	52%	50%	49%	49%
District Total (PK-5)	2,224	1,263	1,210	1,181	1,144	1,137	54%	53%	51%	51%

Source: RSP & Associates LLC. - January 2026

VISUAL ONLY: Does NOT reflect a proposed boundary option

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. **The boundary process is intended in part to consolidate enrollment into the remaining schools and improve utilization.**

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.)

Students Impacted by Boundary Change (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

SIBC Example Table Current Boundaries	CONCEPT BOUNDARIES			SIBC	Total	%
	Anthony Elementary	David Brewer Elementary	Henry Leavenworth			
Anthony Elementary School	0	0	0	0	124	0.0%
David Brewer Elementary School	72	0	72	144	144	100.0%
Henry Leavenworth Elementary School	0	0	0	0	110	0.0%
Total	72	0	72	144	378	38.1%

Source: RSP Enrollment Analysis 2025/26

VISUAL ONLY: Does NOT reflect a proposed boundary option

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

For example: There 72 students currently reside in David Brewer that would now reside in Anthony in this draft concept.

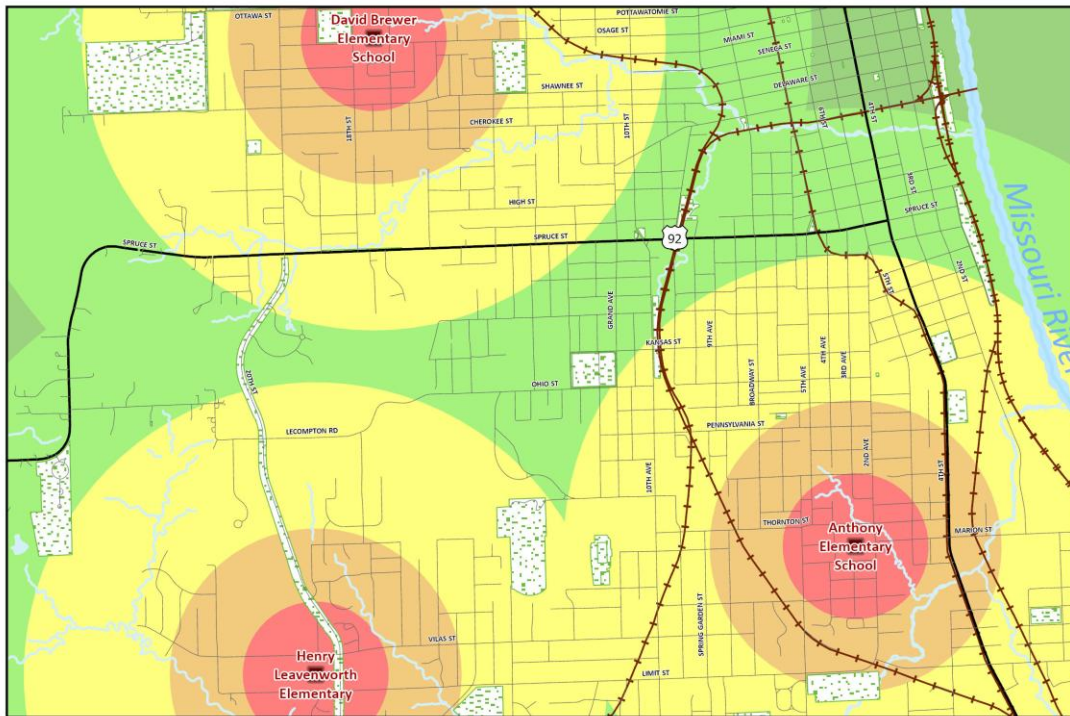
Consideration should be given the number of students affected by a potential boundary change, specifically how many students from one particular school could be affected.

Transportation Considerations

EXAMPLE

Goal: Boundaries consider transportation costs, student travel time, walkability, routing efficiency, and overall transportation logistics.

- Proximity to school is one indicator of travel time; actual route and travel times should also be considered.
- 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



VISUAL ONLY: Does NOT reflect a proposed boundary option

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.

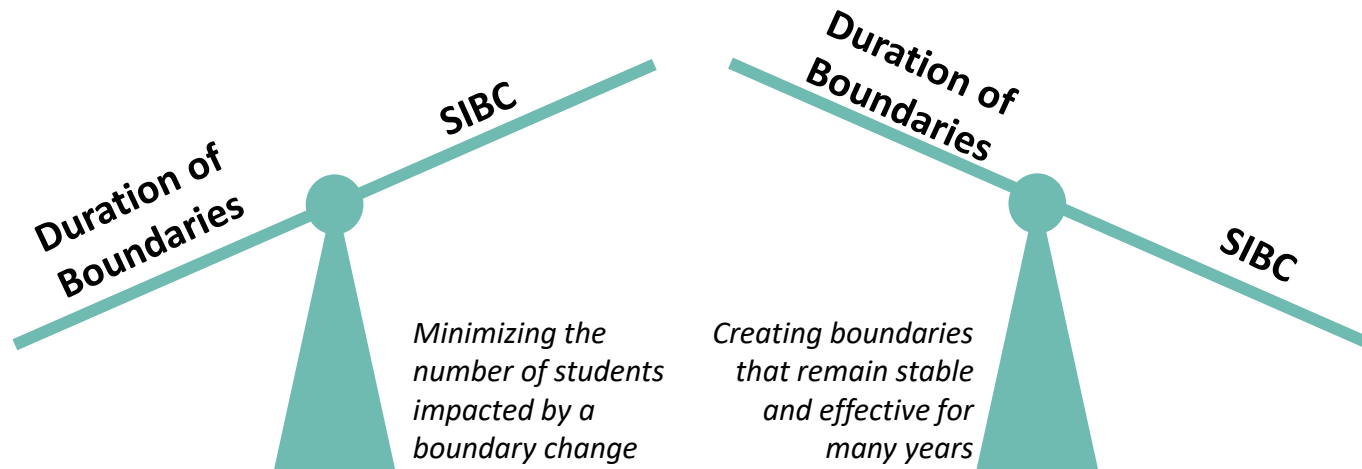
Contradicting Boundary Criteria

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.

Example 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 9 Boundary Criteria
- ✓ Discuss trade-offs between criteria
- ✓ Prioritize the **Top 3 Criteria** that should guide future boundary recommendations



TASK 2: Boundary Criteria Prioritization

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.*
- *As a Board member, consider: How important should this criterion be when it conflicts with another?*

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

Decision:

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

- | | |
|---|--|
| 1. Boundary Natural Features | 6. Neighborhoods Intact |
| 2. Demographic Considerations | 7. Projected Enrollment/Building Utilization |
| 3. Duration of Boundaries | 8. Students Impacted by Boundary Change |
| 4. Fiscal Considerations (Capital Costs) | 9. Transportation Considerations |
| 5. Fiscal Considerations (Operational Cost) | |

BOE Approved: Prioritized Boundary Criteria

1

Transportation Considerations

- Boundaries consider **transportation costs, student travel time, walkability, routing efficiency, and overall transportation logistics.**

2

Contiguous/Natural Boundaries

- Boundaries generally **remain connected and follow recognizable natural or man-made features** that create logical, easy-to-understand attendance areas within the community.

3

Fiscal Considerations

- Boundaries consider both capital and operational costs and seek to avoid unnecessary expenses while supporting a fiscally responsible, sustainable plan.

4

Neighborhoods Intact

- Where possible, boundaries seek to **keep established neighborhoods together within the same school attendance area**, using RSP planning practices and committee input to define neighborhood connections.

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
9. Transportation Considerations	3	1	1	1	2	3		3	1	2	13	1
1. Contiguous/Natural Boundaries	1		2					1	1	0	5	2
4. Fiscal Consideration - Capital		3	3			2		0	1	2	4	3
5. Fiscal Consideration - Operational		3	3	2				0	1	2	4	3
6. Neighborhoods Intact					3	1		1	0	1	4	3
2. Demographic Considerations		2		3				0	1	1	3	6
7. Projected Enrollment/Building Utilization					1			1	0	0	3	6
8. Students Impacted by Boundary						1		1	0	0	3	6
3. Duration of Boundaries	2							0	1	0	2	9

Source: RSP & Associates

Next Steps

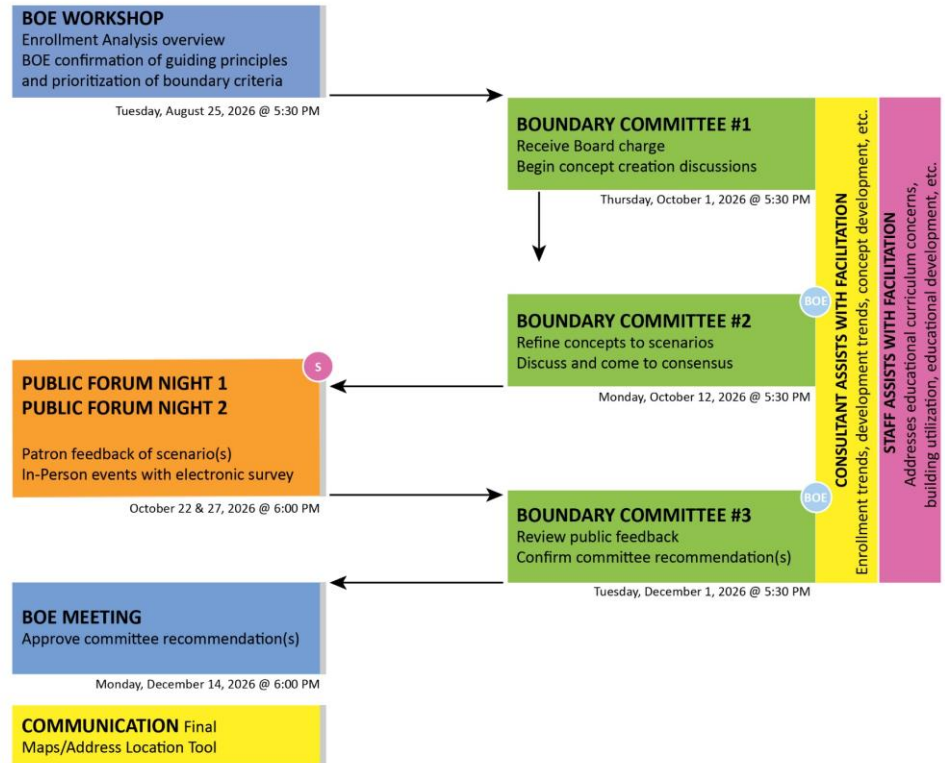
Next Steps

The process will kick off with the Committee on **October 1, 2026**

- Includes:
 - **3 Committee meetings**
 - **2 Public Input meetings**
 - **2 Board meetings**

RSP will present the committee recommendation(s) to the full Board for consideration on **December 14, 2026**.

Facilitated Boundary Process 2026/27 School Year



IMPORTANT NOTES:

- Utilize 2025/26 Enrollment Analysis
- Includes retirement of David Brewer Elementary
- Implementation for 2027/28

KEY:

- Board of Education
- Public Input
- Committee
- Consultant
- District Staff
- BOE Update
- District Survey

Updated July 28, 2026

