Boundary Process Considerations

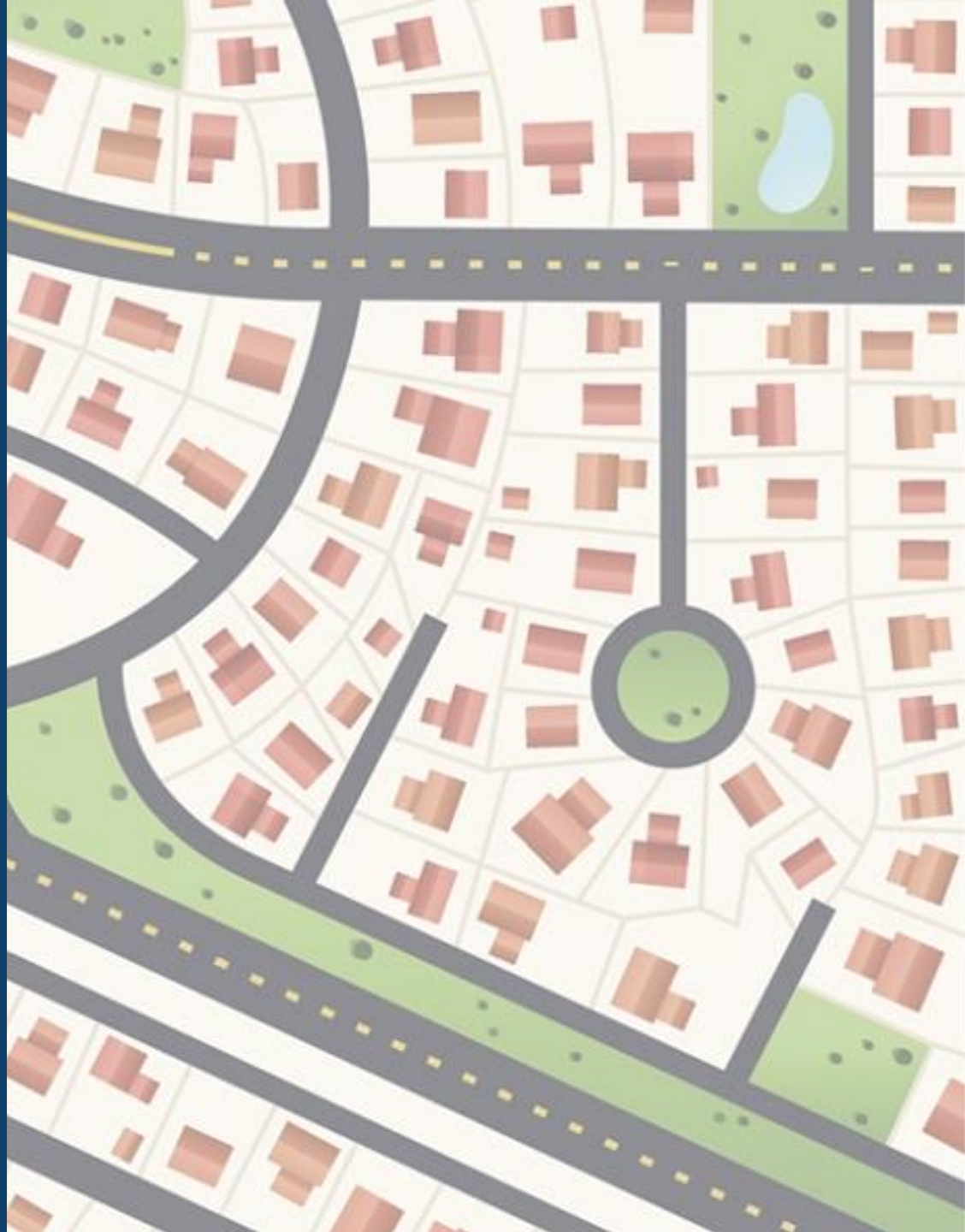
Shawnee Mission School District

Committee Meeting #1

August 25, 2026

Updated 08/26/2026 with Work Group Input

Process facilitated by RSP



MEETING AGENDA

Part 1 (10 Mins)

About the Process (10 Mins)

Part 2 (20 Mins)

Process Data Foundation

Part 3 (1 Hour)

Committee Activities

Part 4 (10 Mins)

Wrap Up and Social Pinpoint Demo

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About the Process

RSP's Role as Facilitator:

- ❑ Provide data analytics to utilize in process
- ❑ Guide discussion and keep conversations on-task
- ❑ Lead committee activities to consider new ideas, compare differences, build consensus, etc.

There may be tough conversations needed at meetings to move the school district in the direction best for students and to meet BOE objectives. RSP is not advocating for or against any decision but facilitating the work of this committee.

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RSP & Associates

RSP Quick Facts:

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

RSP Clients:

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

- Arkansas
- 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)

Todd White, Retired Superintendent

Ginna Wallace, Senior Planner

RSP Recent Projects:

Kansas City Kansas USD 500

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

Unified School District 232

- Enrollment Analysis, 2025/26

Spring Hill School District USD 230

- Enrollment Analysis, 2025/26

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Partnership with RSP

BENEFITS OF PARTNERSHIP:



Data-Driven Decision Making



Optimized Learning Environments



Right-Sizing Facility Utilization



Practical, Actionable Planning Support

Overview of Work:

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

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

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

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

District Growth During the Partnership

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

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Process Visual

Admin Work Group

- ❑ Two Meetings
- ❑ One Survey
- ❑ Results presented to BOE

Boundary Work Group

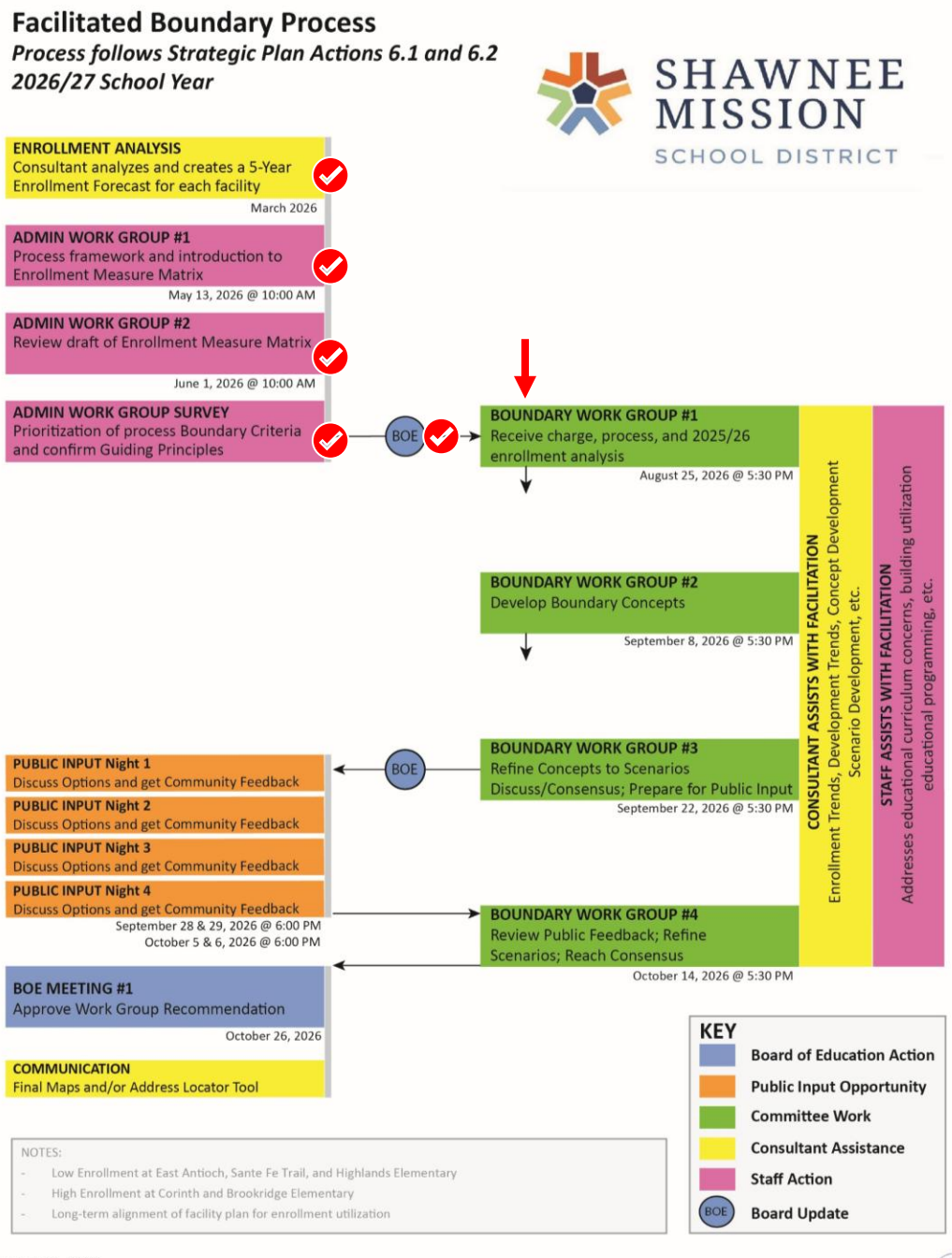
- ❑ Four Meetings
- ❑ Starts in August 2026
- ❑ Results presented to BOE

Public Input

- ❑ Three Nights of Community Meetings
- ❑ One Survey
- ❑ Results presented to BOE

Board of Education

- ❑ Approval of recommendation planned for October 2026



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Committee Ground Rules



FACILITATOR WILL LEAD
Facilitator will lead meeting and provide opportunities for discussion

STAY OPEN MINDED





BE AN ACTIVE LISTENER
Provide complete thoughts, have no personal agenda

BE TIMELY
Make your points concisely, allow others a chance





COME PREPARED
Come prepared for the discussion

REMAIN THOUGHTFUL AND RESPECTFUL





REMAIN ENGAGED
Actively participate during the meeting

USE PARKING LOT
Place to save questions for future discussion



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Activity: Ground Rule Agreement

Fist to Five Activity

Purpose: Establish a shared commitment for how we will work together.

How it Works:

Hold up fingers to show your level of agreement:

- **0 (Fist)** – Strongly disagree
- **5 (Hand)** – Strongly agree

Consensus Statement(s):

Can you support these ground rules and commit to working within them during this process?

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Committee Consensus

- Consensus implies that you understand the reason for making the decision and can accept and support the decision
- While you may not like the decision, you can live with that outcome, or you can/will support it

RSP's CONSENSUS PROCESS:

1. The team will consider consensus when **51%** of the team shows support of an item (Goal is having **>75%** support)
2. Depending on the topic, there may be more time spent discussing that item for the team to better understand different perspectives
3. After a 2nd vote, if the item remains **>51%** that will be considered consensus for the team
4. Discussion comments will be noted



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Activity: Consensus Agreement

Fist to Five Activity

Purpose: Establish a shared commitment for how we will work together.

How it Works:

Hold up fingers to show your level of agreement:

- **0 (Fist)** – Strongly disagree
- **5 (Hand)** – Strongly agree

Consensus Statement(s):

Can you support these ground rules and commit to working within them during this process?

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Parking Lot

Question Placeholder Tool

Purpose: Place to put questions to be answered at a future date. Use the sticky notes/cards to send questions/comments for future discussion.

Items that go in Parking Lot:

- ❑ Questions about items you would like answered
- ❑ General comments or thoughts
- ❑ Answered by either RSP or Administration prior to the next work group meeting

Important: The Parking Lot is **NOT** meant to be over-loaded with requests that are outside of this process' scope. Please be mindful of RSP and administrators when adding items to the Parking Lot.

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Parking Lot – Boundary Work Group 8/25/26

RSP Parking Lot Homework

- How many students are in Island #1 now? Island #2 in 5 years?
- How many students are currently in each area of the domino effect? 5-year projection in these areas?
- What demographics are being displaced?
- 71st Metcalf under discussion MF housing.
- Are there other considerations for North?
- Prairie count students – Is 469 reside or attend, 423 seems low.
- City map overlay such that schools can be seen in this context about the “neighborhood” level.
- Historical enrollment data.
- Is Pre-K included in numbers?
- Do these projected numbers include students in our specialized program?

SMSD Parking Lot Homework

- Did past closures impact high-capacity areas?

Feedback results from Work Group members; documented by RSP after meeting.

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North High School

Approach 1

Keeps EA community → SFT

Approach 2

What is actual # of kids who are in #2 that could go to Crestview

Other items:

- Antioch crossway busier due to new development
- Antioch transportation
  - Metcalf
  - Antioch

Feedback results from Work Group members; documented by RSP after meeting.

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East High School

Approach 1

- Consideration to the new houses that will be built in next neighborhoods.
- Makes sense and continuous
- Dominos (keeping community together)
- Keeping communities together
- Every school essentially effects all East feeder
- Big drastic change
- Longevity of boundaries
- Transportation issues

Approach 2

- Box 2 transition to Trailwood but then back to IHMS/SME
- Fewer people impacted
- Unreasonable distance
- Island doesn't sound good
- Moves: fewer schools impacted
- Decreased enrollment at Corinth
- Less affect

Feedback results from Work Group members; documented by RSP after meeting.

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Activity: Committee Introduction

Round Robin Introduction

Purpose: Build connections, understand the perspectives represented on the committee, and learn more about one another.

How it Works:

Please briefly introduce yourself by sharing:

- Your name
- Your role or connection to the district/community
- If you have children in the district, what school(s) they attend
- What secondary feeder of the district you represent or live in (North, East, South, etc.)
- One thing you hope this committee accomplishes

Time: 10–15 Minutes

(Approximately 30 seconds per person)

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What Makes an SMSD School Special?

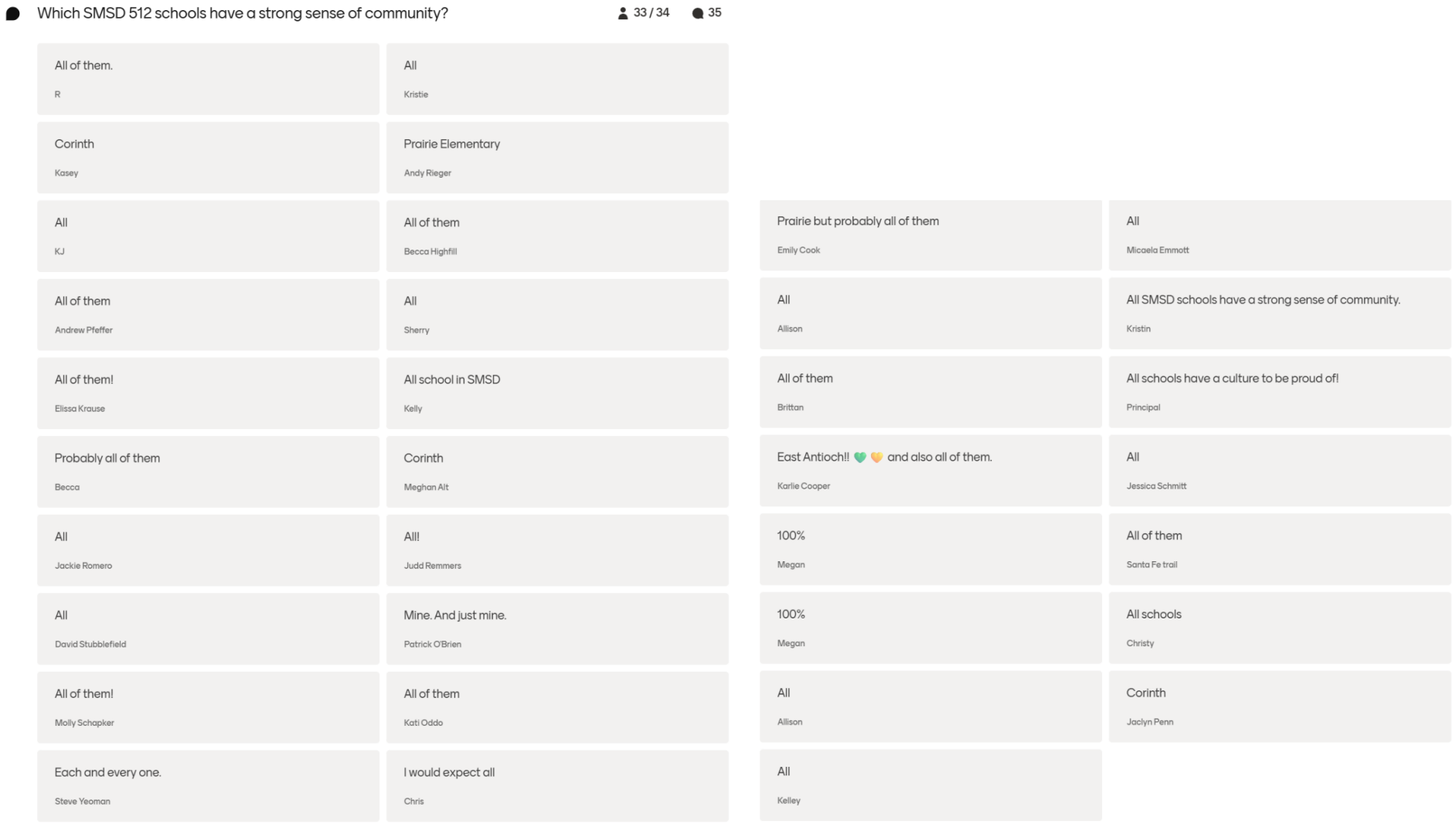
Before evaluating facilities, enrollment, boundaries, or potential school changes, we want to recognize the qualities that families value across SMSD.

This activity is intended to identify the strengths we believe should be present in every school—not to compare or rank individual schools.

As facilitators, we will challenge you to step outside your comfort zone and consider difficult choices. The goal is to develop a solution for Board consideration that may look different from today, while continuing to provide positive academic and social experiences for all students.

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Work Group Poll Results, Question 1



Source: Mentimeter Results; captured 08/26/2026

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Work Group Poll Results, Question 2

What characteristics led you to identify those schools as having a strong community? Enter up to three words or short phrases.

33 / 34 51

Most popular

belonging	5

Also prominent

academics	3	pta	3	parent involvement	2	pride	2
support	2						

Other responses

accepting engaging spirit	1	community events	1	community participation	1		
community support	1	educators	1	engaged	1	engaged students	1
enjoy experiences togeth	1	event turn out	1	family involvement	1	friendships	1
geography	1	inclusive	1	inclusiveness	1	my email	1
neighborhood	1	parent connections	1	parent teacher partnershi	1	parental envolment	1
parents neighborhood	1	people being proud	1	population size turn out	1		
pride in their school	1	relationships	1	resilience	1	school wide traditions	1
smaller classes	1	staff parents families	1	strong parentcommunity	1	teachers	1
teachers who care	1	tradition values family	1	traditions	1		
welcoming connectedness	1						

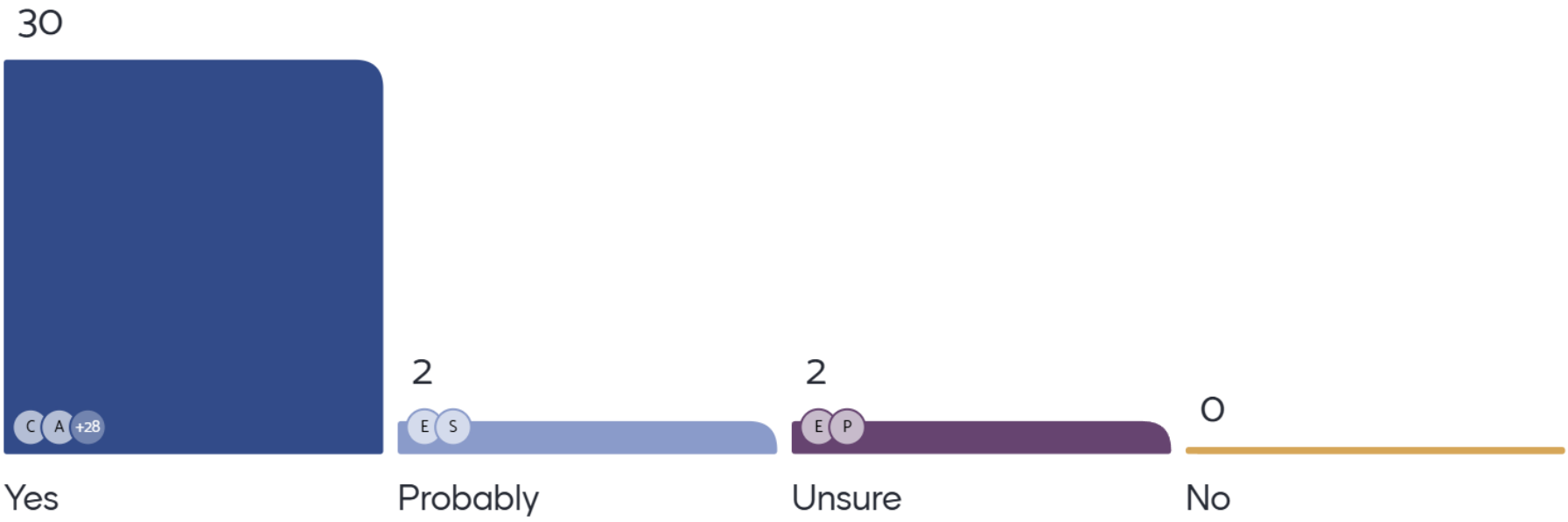


Source: Mentimeter Results; captured 08/26/2026

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Work Group Poll Results, Question 3

Think about a school you did NOT list in the first question. Could many of these same positive qualities also happen in other schools?



Source: Mentimeter Results; captured 08/26/2026

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Process Data Foundation

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Enrollment Analysis: Executive Summary



10-Year Forecast Overview:

- Stabilize and then begin to have declines in later years of forecast to decrease by **-538 students (-2.1%)**

By 2035/36…

- Elementary enrollment forecasted to decrease by **-447 students (-3.3%)**
- Middle School enrollment forecasted to increase by **+23 students (+0.6%)**
- High school enrollment forecasted to decrease by **-114 students (-1.4%)**

The projection reflects long-term demographic trends, cohort size differences, and ongoing student mobility rather than a single-year anomaly.



Key Challenges to Consider

- **Under-utilization** of facilities, at all grade levels, as enrollment continues to have potential for decline
- Balancing enrollment across all schools with **declining** resources to maintain equitable class sizes and efficient use of space should be analyzed
- Staffing and financial implications associated with sustained enrollment **losses** and smaller cohorts

Addressing these challenges will require thoughtful, data-informed planning rather than short-term adjustments.



Key variables of enrollment analysis include:

- 16 SF units and 349 MF units for a total of 367 units built in 2025
- **Increasing** total population and **lower** live birth rates
- **Low** student retention year after year creating limited upward movement
- **High** migration of students, impacting future enrollment
- Future stability as grades trend **lower** to about 1,900 students per grade

With limited potential for additional housing development beyond what is identified in this analysis, enrollment growth will depend more on turnover from non-student households to households with children.

The enrollment outlook emphasizes the importance of aligning facilities, staffing, and long-range planning with an initial stabilizing but overall decreasing student population.

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Elementary School Boundary Map

Elementary School Attendance Areas

Legend & Mapping Elements

- District Boundary
- Parks and Golf Courses

Schools

- Elementary Schools
- Middle Schools
- High Schools

List of Schools

1. Apache IS Elementary
2. Belinder Elementary
3. Bluejacket-Flint Elementary
4. Briarwood Elementary
5. Broken Arrow Elementary
6. Brookridge Elementary
7. Brookwood Elementary
8. Christa McAuliffe Elementary
9. Comanche Elementary
10. Corinth Elementary
11. Crestview Elementary
12. East Antioch Elementary
13. Highlands Elementary
14. John Diemer Elementary
15. Lenexa Hills Elementary
16. Merriam Park Elementary
17. Mill Creek Elementary
18. Nieman Elementary
19. Oak Park-Carpenter Elementary
20. Overland Park Elementary
21. Pawnee Elementary
22. Prairie Elementary
23. Raymond Marsh Elementary
24. Rhein Benninghoven Elementary
25. Rising Star Elementary
26. Roesland Elementary
27. Rosehill Elementary
28. Rushton Elementary
29. Santa Fe Trail Elementary
30. Shawanoe Elementary
31. Sunflower Elementary
32. Tomahawk Elementary
33. Trailwood Elementary
34. Westwood View Elementary
35. Hocker Grove Middle
36. Indian Hills Middle
37. Indian Woods Middle
38. Trailridge Middle
39. Westridge Middle
40. SM East High
41. SM North High
42. SM Northwest High
43. SM South High
44. SM West High
45. Horizons High

0 0.5 1 Miles

Map data provided by Johnson County, Cities of Leawood, Lenexa, Merriam, Mission, Overland Park, Prairie Village, Roeland Park, Shawnee, Shawnee Mission School District USD 512, US Census Bureau, and ESRI.
Map created March 2026 by RSP & Associates.

RSP

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Middle and High School Boundary Map

Secondary Attendance Areas

Legend & Mapping Elements

- District Boundary
- Parks and Golf Courses

Schools

- Elementary Schools
- Middle Schools
- High Schools

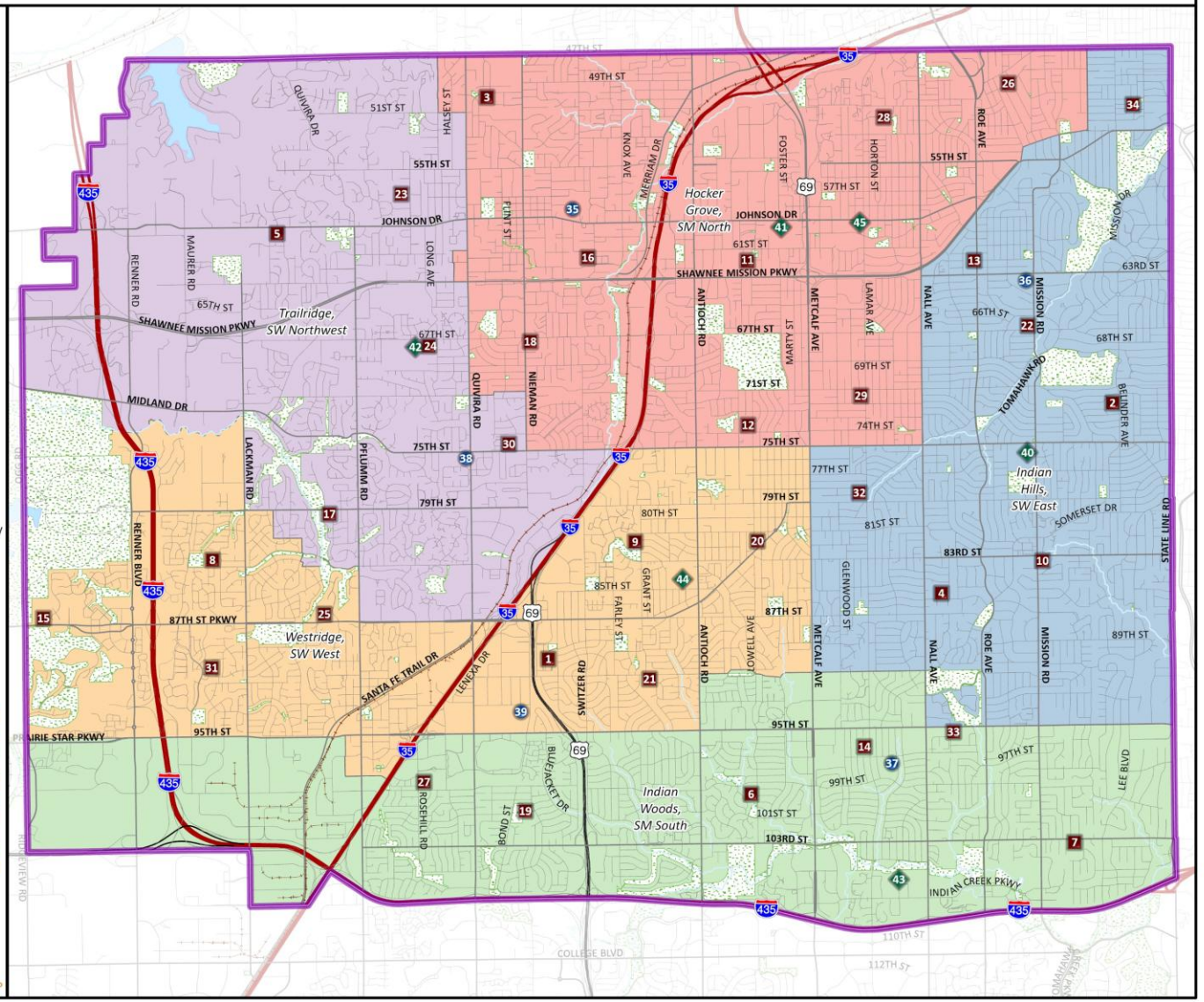
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Map created March 2026 by RSP & Associates.

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Student Heat Map

Student "Heat" Density in 2025/26 in Grades K-12

Legend & Mapping Elements

- District Boundary
- Parks and Golf Courses

Schools

- Elementary Schools
- Middle Schools
- High Schools

Student Density

- Low Density
- High Density

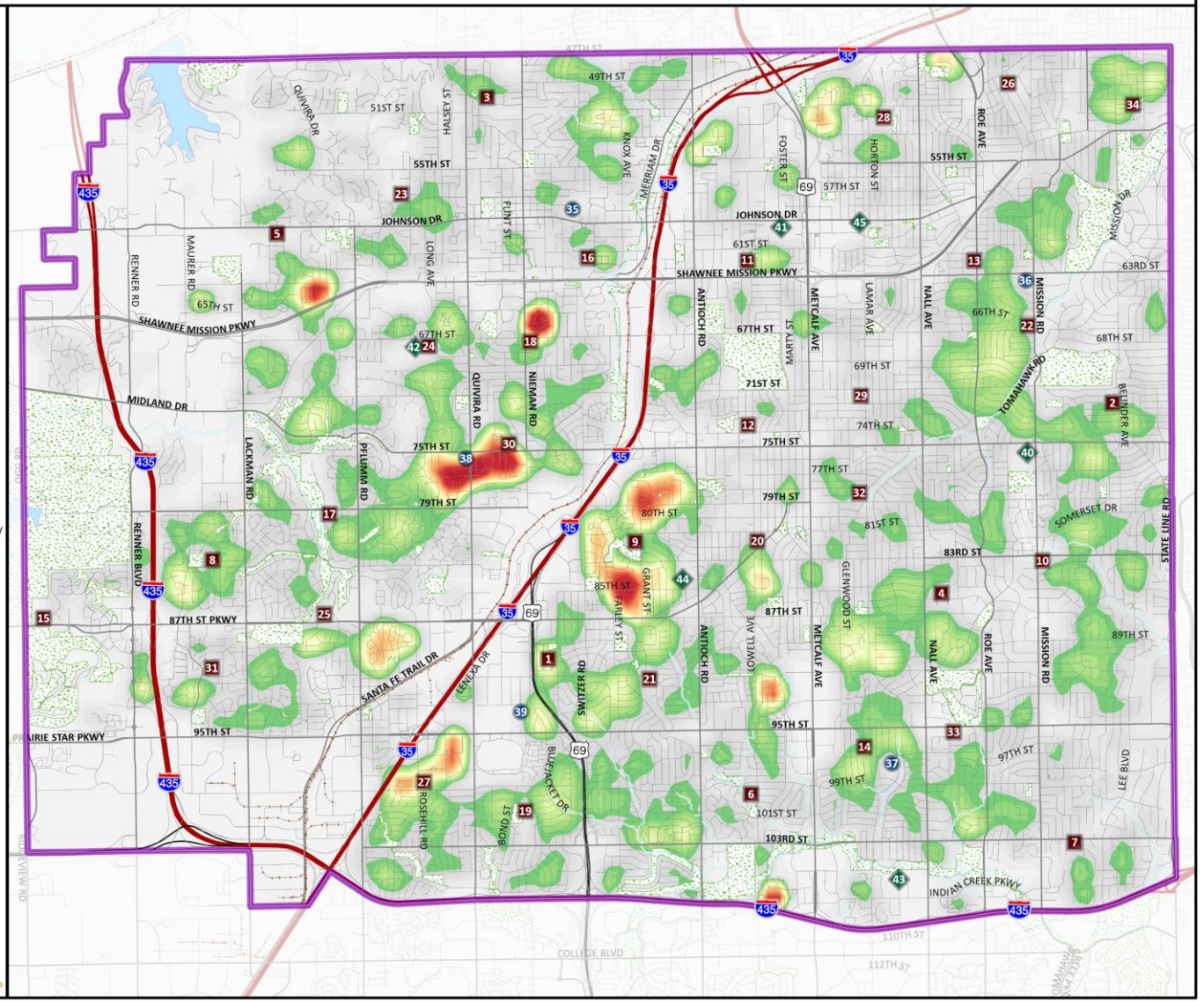
Student "Heat" is determined by calculating the number of students that are clustered within close proximity of one another. Overlapping of points (2 or more students residing at the same address) are handled using a weighting of coincident points. This weighted data is calculated by relational distance, which helps to visually depict the areas of high student clustering.

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Map created March 2026 by RSP & Associates.



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Student Count Change Map

New Slide

Student Count Change from 2021/22 to 2025/26 in Grades K-6

Legend & Mapping Elements

- District Boundary
- Parks and Golf Courses

Schools

- Elementary Schools
- Middle Schools
- High Schools

Decrease in Students

Increase in Students

Count Change is the number of students in 2025/26 subtracted by the number in 2021/22 in each Planning Area.

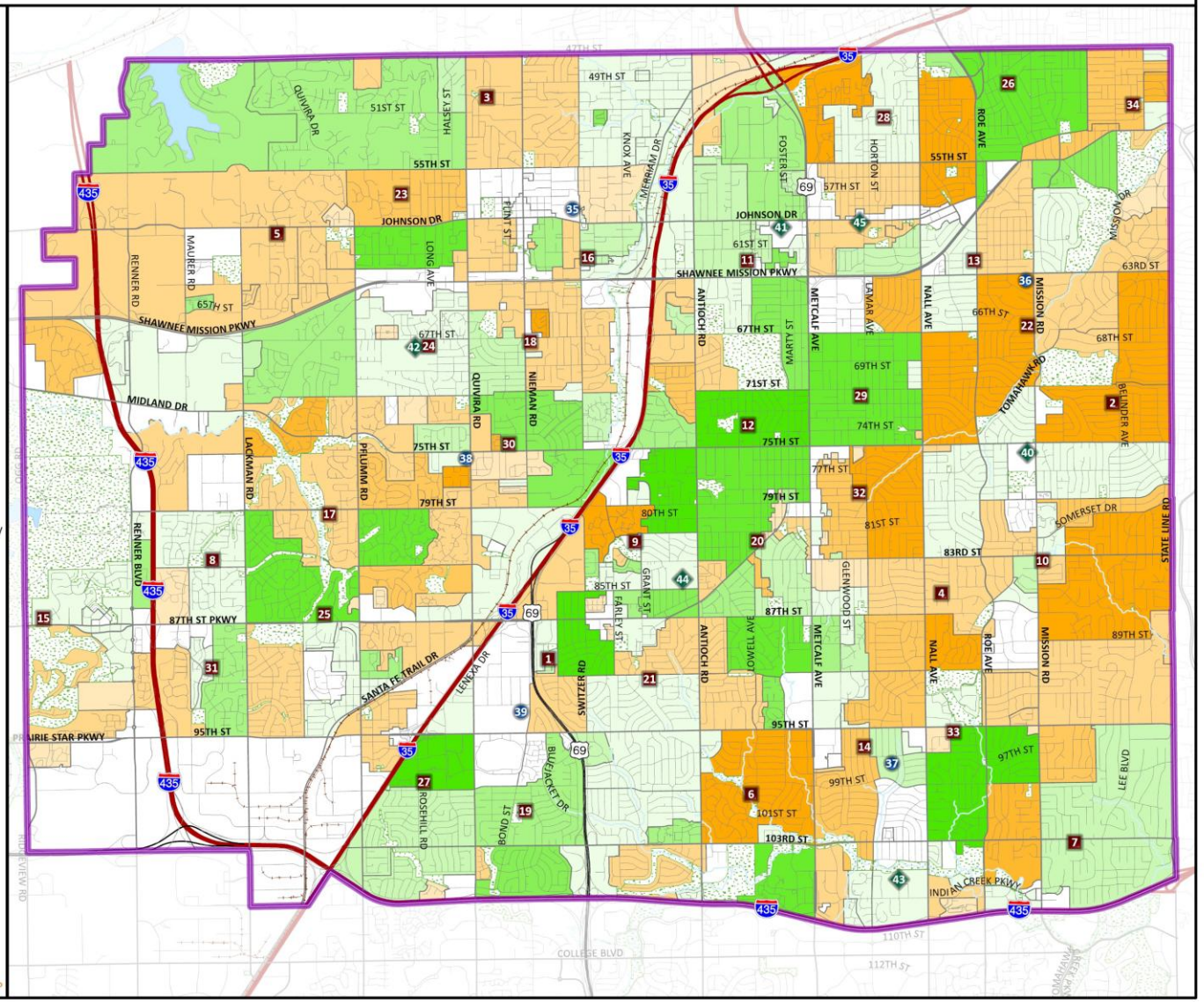
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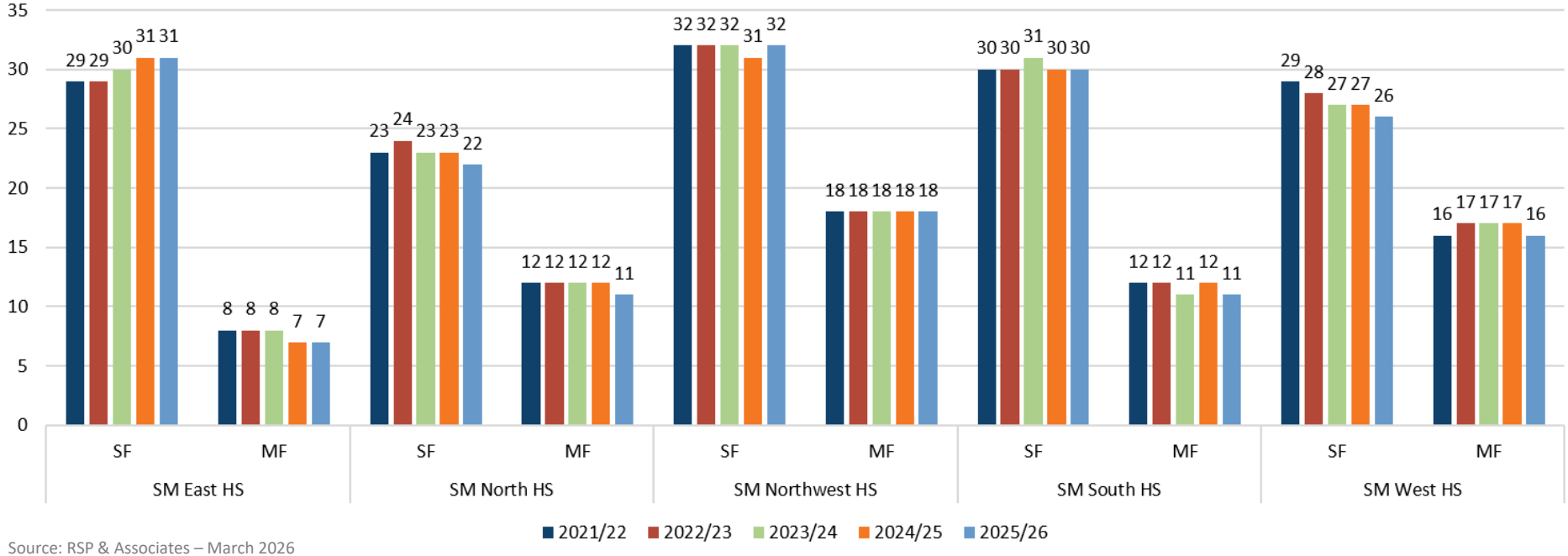
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Student Yield Rate Analysis (Past 5 Years)

New Slide

Yield Rate Over Time: Number of Students per 100 Units

IMPORTANT: *To overcome decreasing births rates, the student yield rate needs to be increasing throughout the district.*



Source: RSP & Associates – March 2026

Observations:

- **SM East:** Single-family yield has increased, suggesting stronger student generation/neighborhood re-greening.
- **SM North:** Both housing types have declined over the five-year period.
  - Indicates weaker household turnover and lower student generation than other areas.
- **SM Northwest: Most stable yield pattern in the district,** suggesting a relatively steady student-generating housing base.
- **SM South:** Overall, housing continues to generate students at a consistent rate.
- **SM West:** Single-family yield shows the clearest decline, falling from **29 to 26 students per 100 units**.
  - Suggests reduced student generation from existing single-family neighborhoods.

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Subdivision Turnover Examples

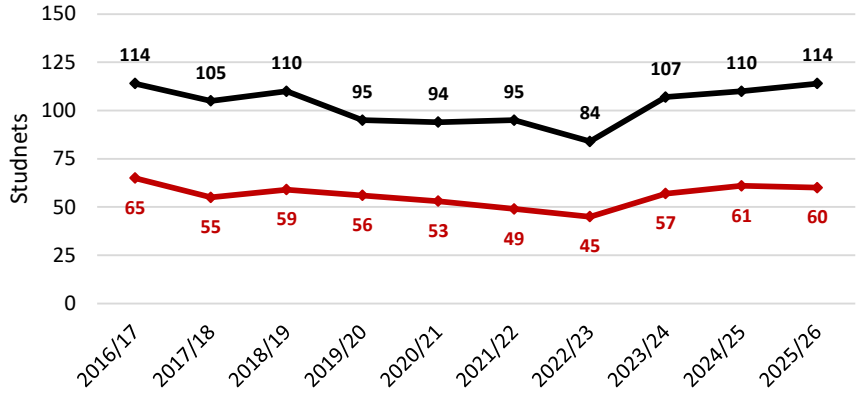
New Slide

Antioch Hills

Avg Yield: 33 Students per 100 units

Boundary: East Antioch Elementary

Total Housing Units: 311



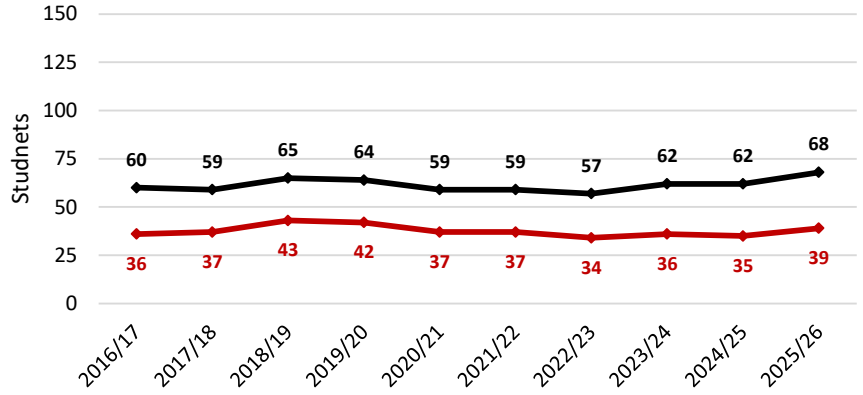
Decreasing to Stable Trend

Milburn

Avg Yield: 26 Students per 100 units

Boundary: East Antioch Elementary

Total Housing Units: 238



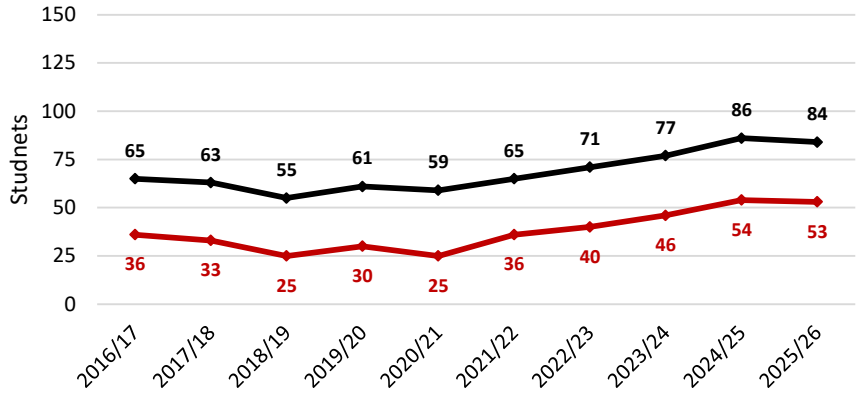
Stable to Increasing Trend

Millhaven

Avg Yield: 18 Students per 100 units

Boundary: Santa Fe Trail Elementary

Total Housing Units: 374



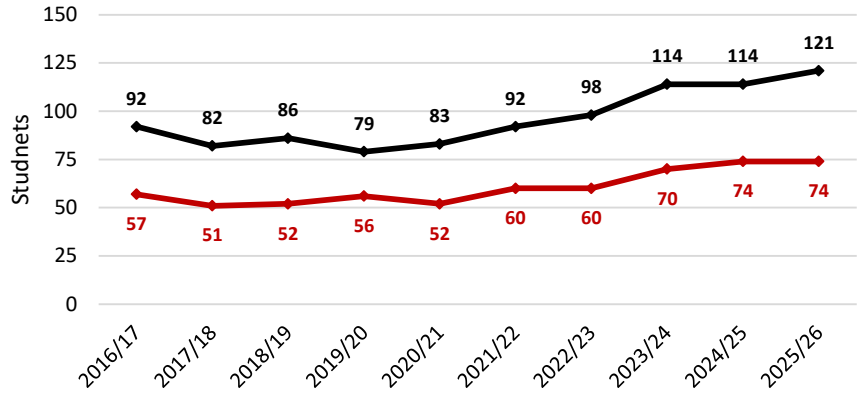
Stable to Increasing Trend

Palisades

Avg Yield: 30 Students per 100 units

Boundary: Corinth Elementary School

Total Housing Units: 323



Increasing Trend

Planning Takeaway: Similar neighborhoods can generate very different enrollment trends over time. Some areas are re-greening and producing more students, while others are stabilizing or declining. Neighborhood turnover and changing household composition—not just housing age or unit count—are critical to understanding future student yield.

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These neighborhoods were chosen because they had 200-400 single-family units.

Residential Growth Areas

New Slide

2025/26 Growth Areas and Elementary Boundaries (Updated 08/24/2026)

Legend & Mapping Elements

- District Boundary
- Current Elementary Boundary
- Parks and Golf Courses

Schools

- Elementary Schools
- Middle Schools
- High Schools

Growth Areas

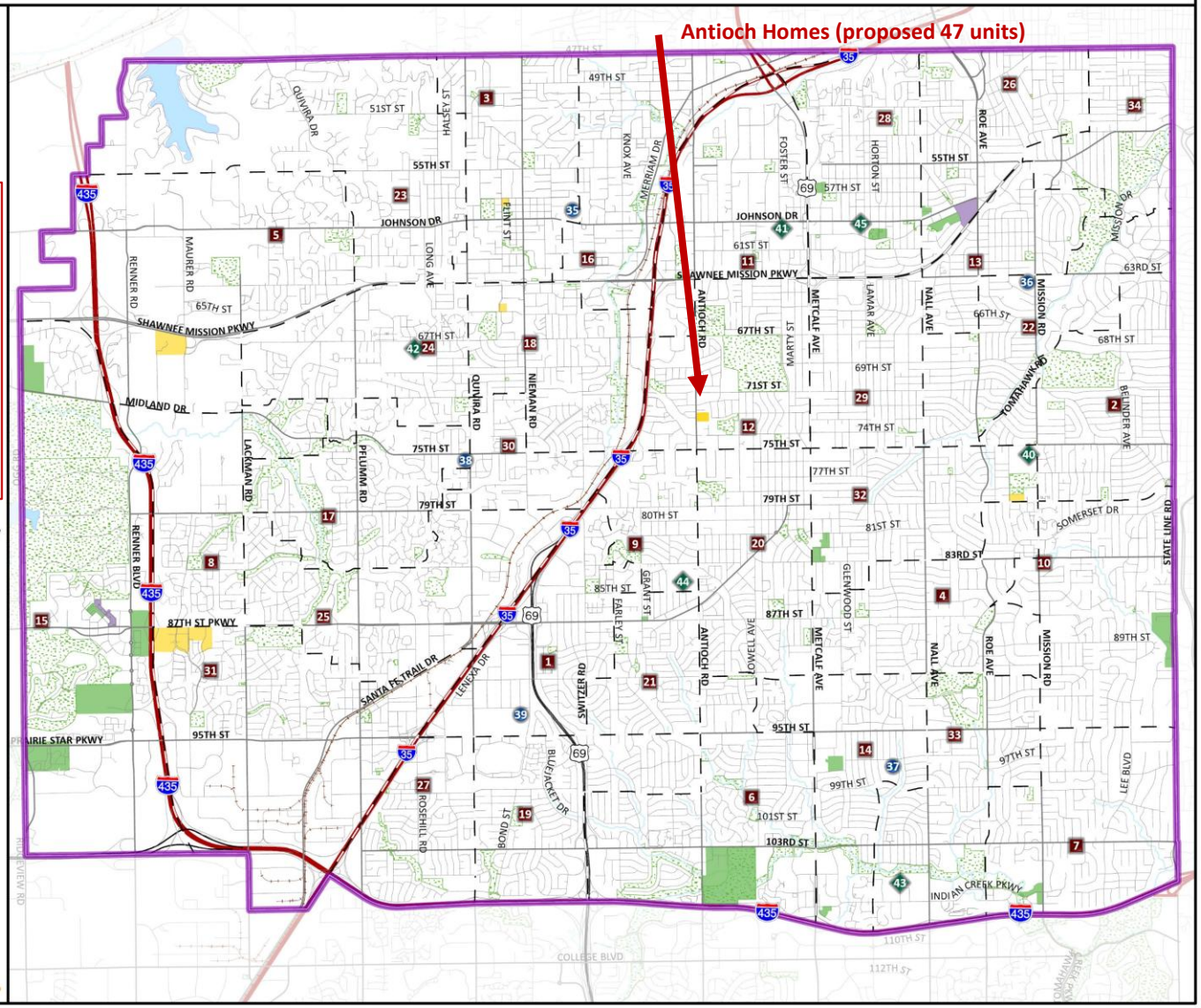
- Current
- 5 Year
- 10 Year

Antioch Homes Site:

The existing site is an abandoned pag lot. A school district building previously existed on the site but has since been demolished. The property is currently zoned R-1, and we are seeking rezoning to RP-3.

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17. Mill Creek Elementary
18. Nieman Elementary
19. Oak Park-Carpenter Elementary
20. Overland Park Elementary
21. Pawnee Elementary
22. Prairie Elementary
23. Raymond Marsh Elementary
24. Rhein Benninghoven Elementary
25. Rising Star Elementary
26. Roesland Elementary
27. Rosehill Elementary
28. Rushton Elementary
29. Santa Fe Trail Elementary
30. Shawanoe Elementary
31. Sunflower Elementary
32. Tomahawk Elementary
33. Trailwood Elementary
34. Westwood View Elementary
35. Hocker Grove Middle
36. Indian Hills Middle
37. Indian Woods Middle
38. Trailridge Middle
39. Westridge Middle
40. SM East High
41. SM North High
42. SM Northwest High
43. SM South High
44. SM West High
45. Horizons High



0 0.5 1 Miles

Map data provided by Johnson County, Cities of Leawood, Lenexa, Merriam, Mission, Overland Park, Prairie Village, Roeland Park, Shawnee, Shawnee Mission School District USD 512, US Census Bureau, and ESRI.
Map created March 2026 by RSP & Associates.

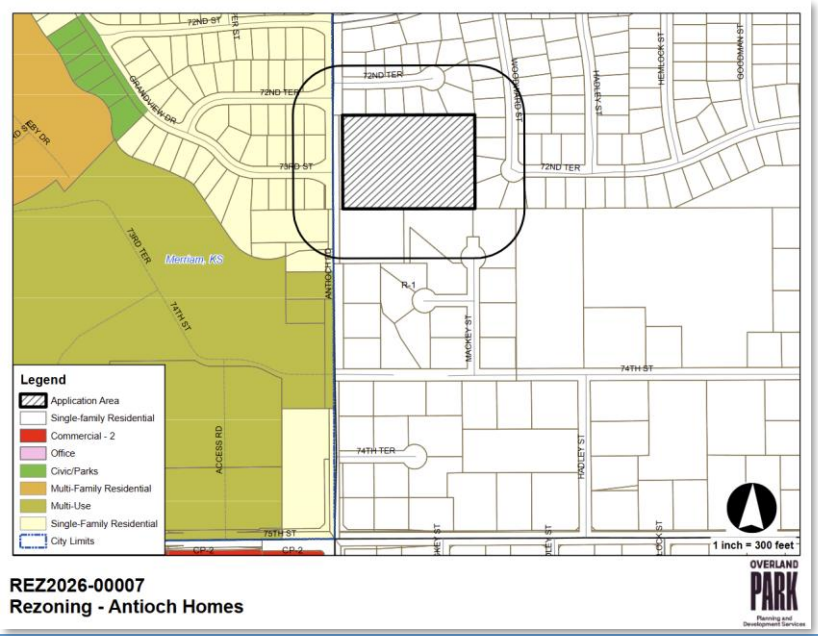
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Antioch Homes Proposed Development

August 10 Planning Commission Meeting:
https://opkansas.civicweb.net/Portal/MeetingInformation.aspx?Id=9816

What we Know:

- Rezoning is scheduled for **City Council consideration on September 14.**
- The proposal includes **47 housing units**, with a mix of:
  - 1-story units along the east side
  - 1.5-story duplexes along the south side
  - 2-story duplexes and triplexes toward the center of the site
- **About the Proposed Units:**
  - Units are expected to initially be for lease, with the potential for for-sale units in the future.
  - Units are proposed as either 2-bedroom/2-bath or 3-bedroom/2.5-bath homes.
  - Estimated rents are approximately $2,500–$3,500 per month.
- **Timing of the project is in flux;** It's dependent on a lot of factors, including the developer, contractors, weather, etc. The City has indicated **roughly at least 2 years** based on other townhome developments.





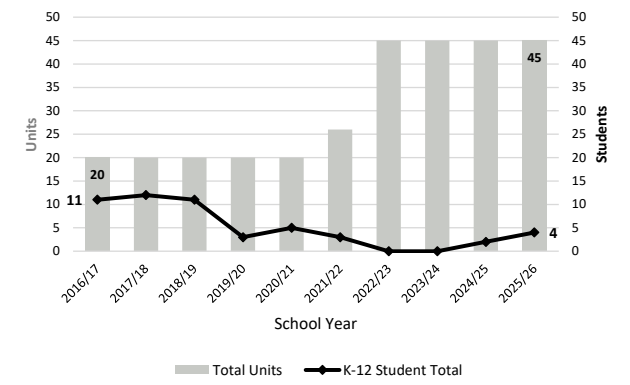
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What could Antioch Homes mean for enrollment?

New Slide

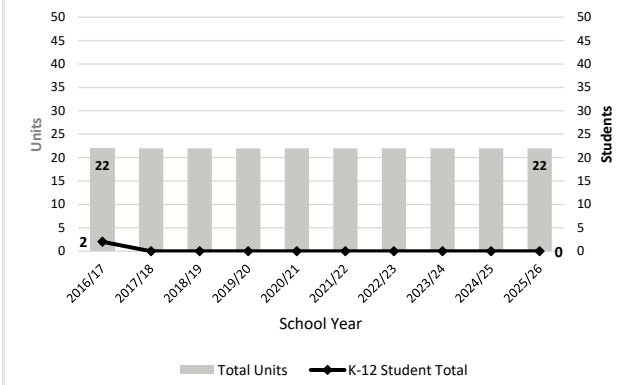
Existing developments illustrate a range of potential student generation from attached housing products.

Crystal Court Townhomes and Merit Homes OP



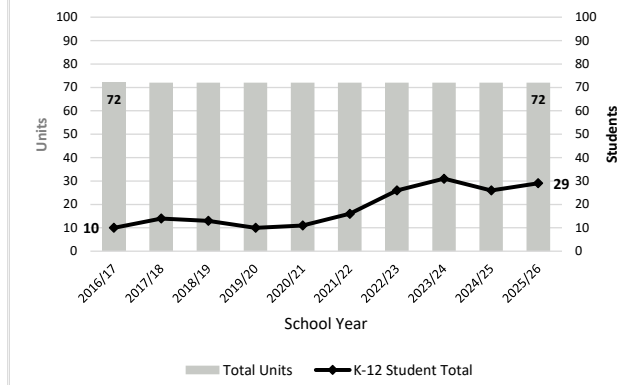
Boundary: Apache Innovative Elementary
Year Units Built: 2022
2025/26 Yield: 8 students per 100 units

Townhomes At Buckley Court



Boundary: Overland Park Elementary
Year Units Built: 2009
2025/26 Yield: 0 students per 100 units

Reghan Place



Boundary: Broken Arrow Elementary
Year Units Built: 2014
2025/26 Yield: 40 students per 100 units

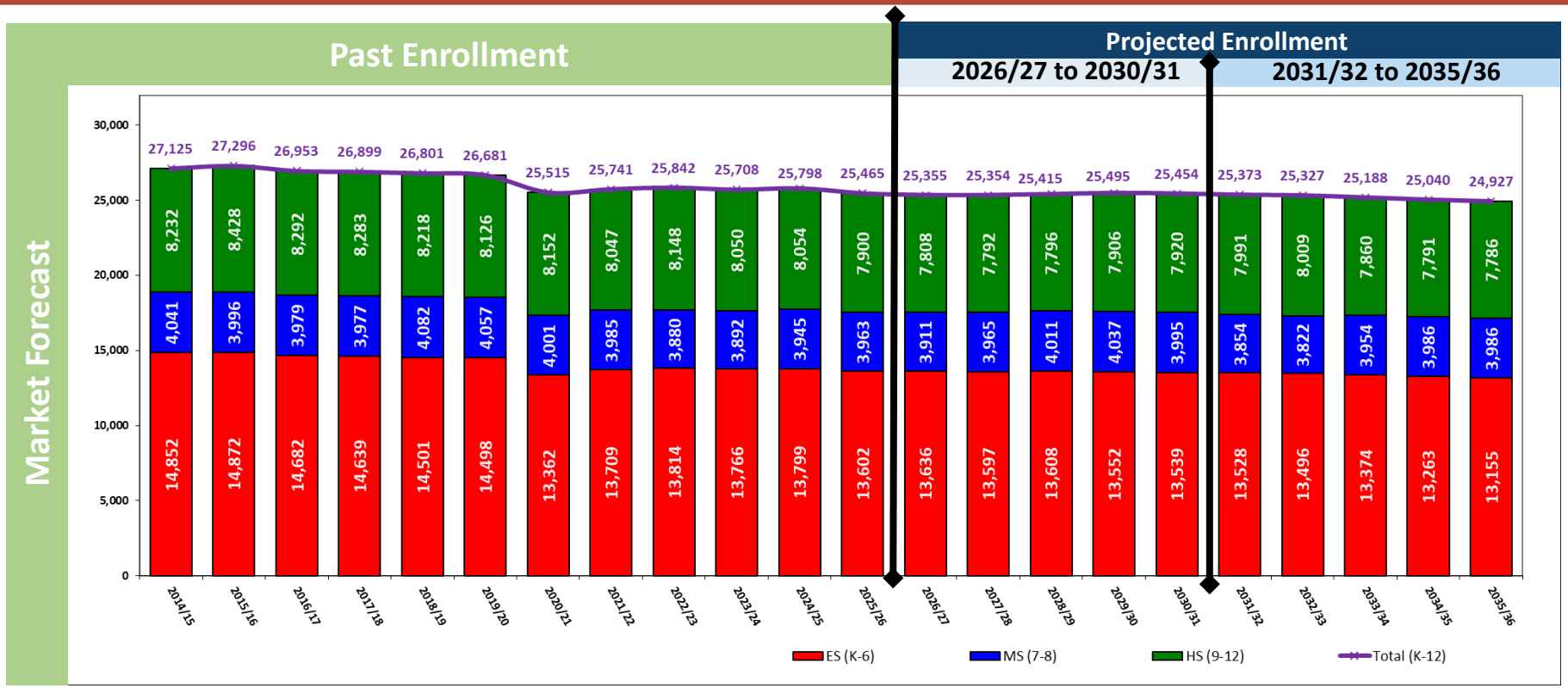
Observations:

- Student generation from duplex/townhome developments **varies significantly by location, housing product, and household characteristics**.
- Comparable developments currently range from approximately **0 to 40 K–12 students per 100 units**.
  - Even the higher-yield example generates fewer students per unit than typically observed in traditional single-family neighborhoods.
- For a proposed development of **47 units**, these examples suggest the enrollment impact would likely be **modest and occur gradually as the development builds out and becomes occupied**.
- Illustrative Range for Yield of 47 Townhome Units:
  - Low, 8 students per 100 units → **~4 students**
  - High, 40 students per 100 units → **~19 students**
- Actual student generation at Antioch Homes will depend on factors such as **unit mix, rental rates, timing of occupancy, and the households ultimately attracted to the development**.

Planning Takeaway: Antioch Homes could generate additional students, but based on comparable attached-housing developments, the project alone is not expected to create a significant near-term enrollment shift.

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Past, Current, & Future Enrollment



Source: RSP & Associates – March 2026

First 5-Year Forecast (2026/27 to 2030/31)	Second 5-Year Forecast (2031/32 to 2035/36
Enrollment is forecasted to decrease by 11 students. 2030/31 enrollment is projected to be 25,454 students	Enrollment is forecasted to decrease by 473 students. 2035/36 enrollment is projected to be 24,927 students
↓ **-63 Elementary Students** (0.5% decrease)	↓ **-384 Elementary Students** (2.8% decrease)
↑ **+32 Middle School Students** (0.8% increase)	↓ **-9 Middle School Students** (0.2% decrease)
↑ **+20 High School Students** (0.3% increase)	↓ **-134 High School Students** (1.7% decrease)

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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).

School Feeder Diagram

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

Source: Shawnee Mission School District and RSP

Colors represent attendance areas from secondary map.

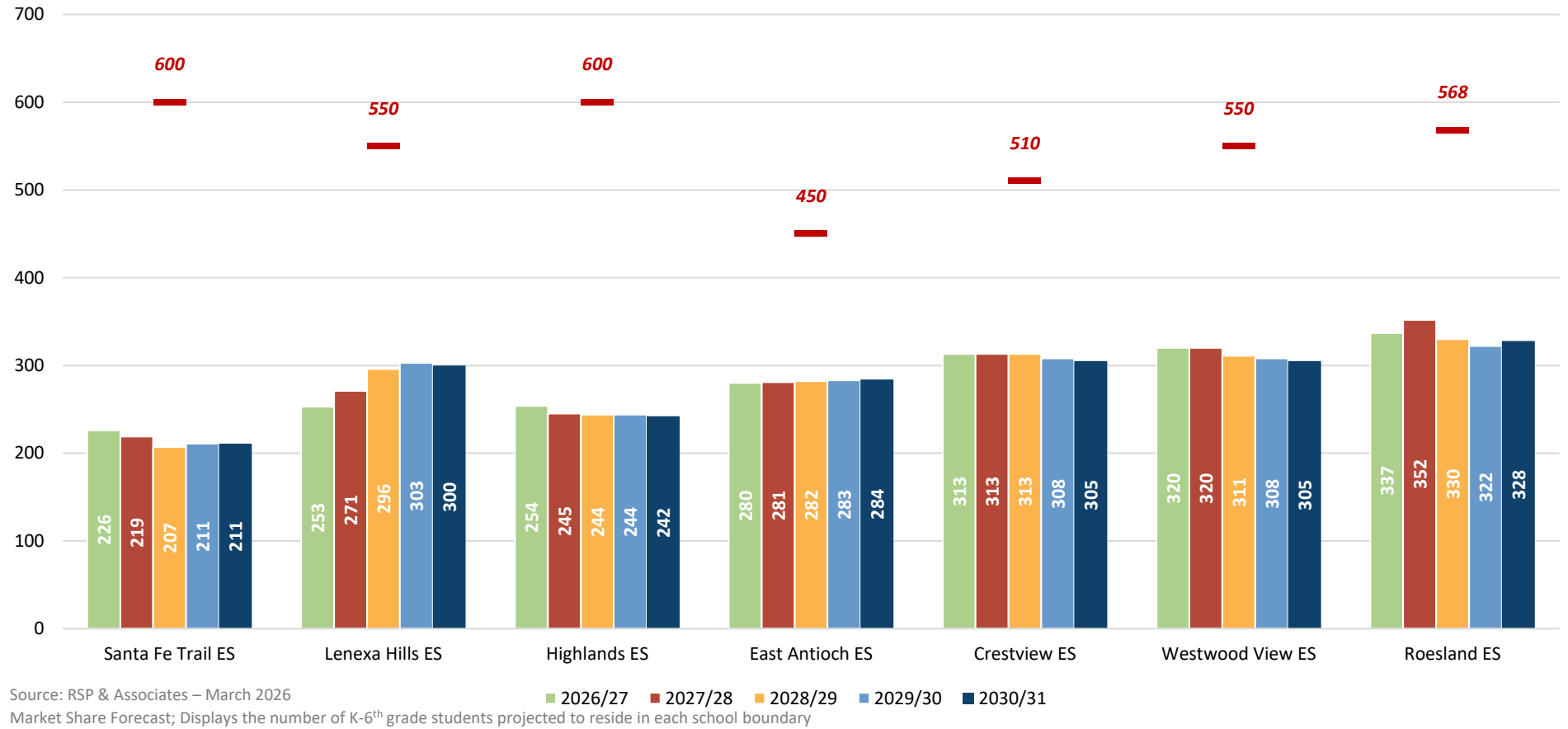
- ❑ **Bolded Schools: Complete Feeder**
- ❑ **Italicized School: Incomplete Feeder**

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

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Elementary Projection Bar Graphs (Reside, Low to High)

Reside Elementary School Projections (Schools Listed Low to High Enrollment)



Source: RSP & Associates – March 2026
Market Share Forecast; Displays the number of K-6th grade students projected to reside in each school boundary

Observations: Displays the reside enrollment projections of each elementary school. Schools are listed from lowest to highest **Reside** enrollments for 2025/26.

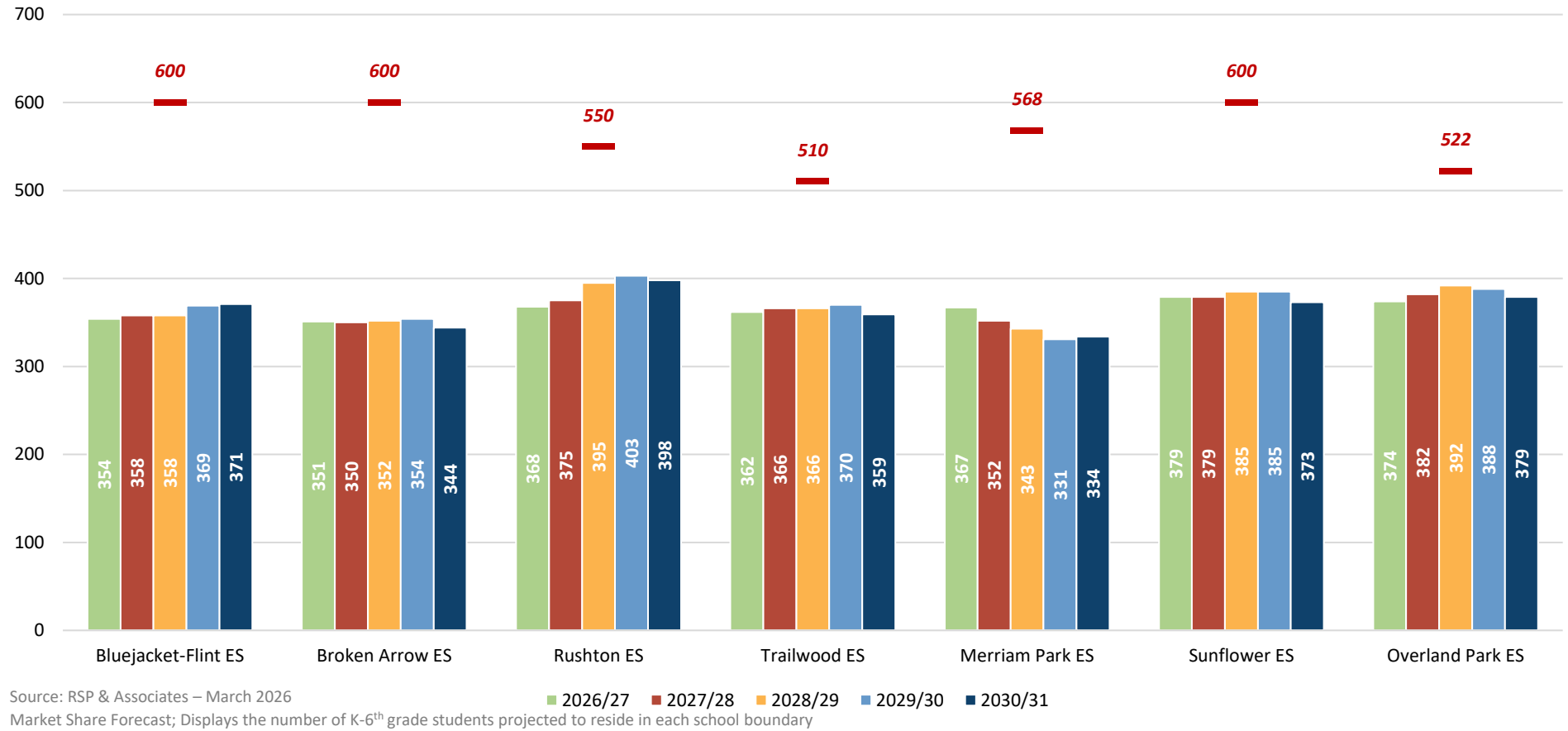
↓ Three schools are forecasted to **remain under 300 students** for the next five years:
- **Santa Fe Trail, Highlands, and East Antioch elementary schools**

↑ Three schools are forecasted to **increase to over 550 students** for the next five years:
- **Briarwood, Brookridge, and Corinth elementary schools**

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Elementary Projection Bar Graphs (Reside, Low to High)

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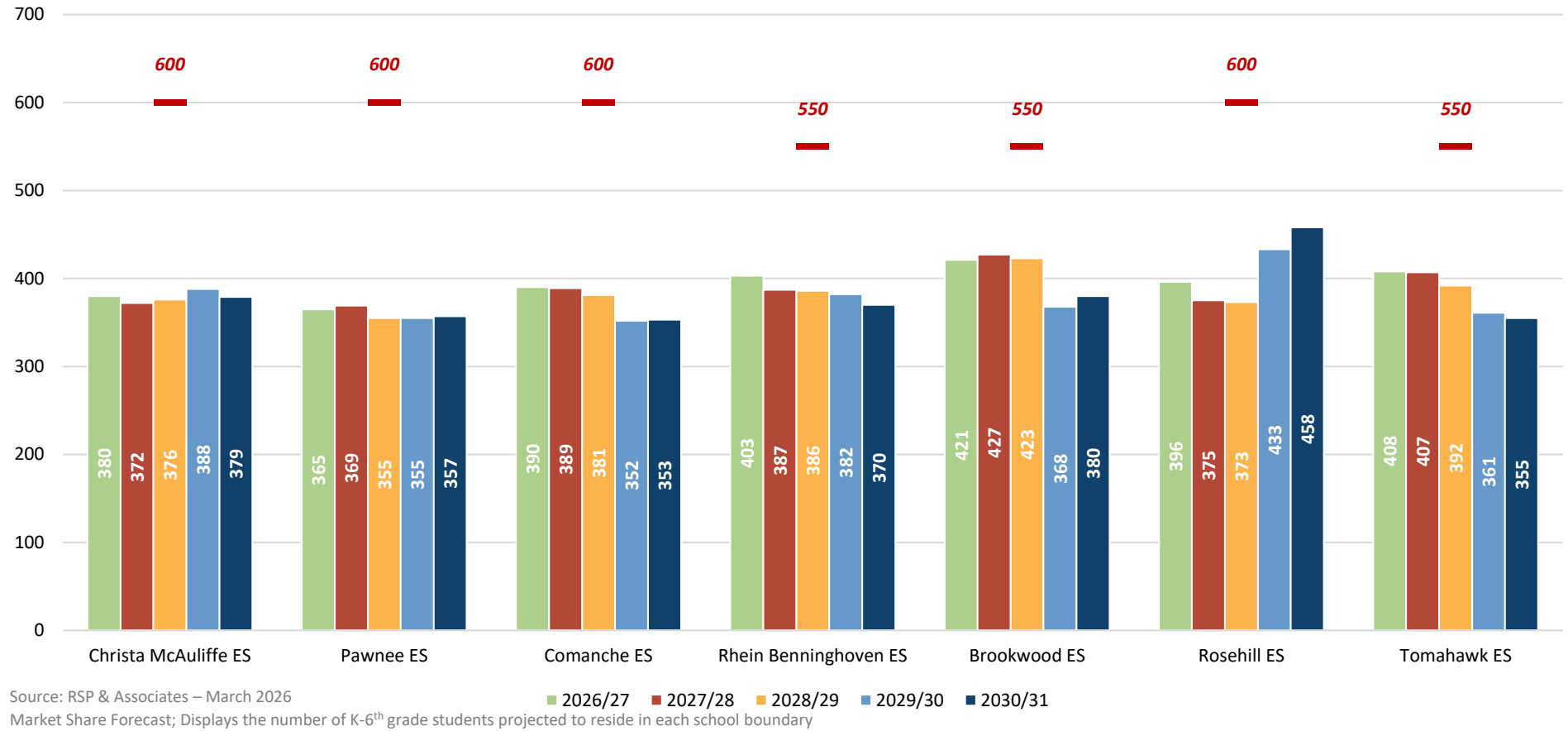
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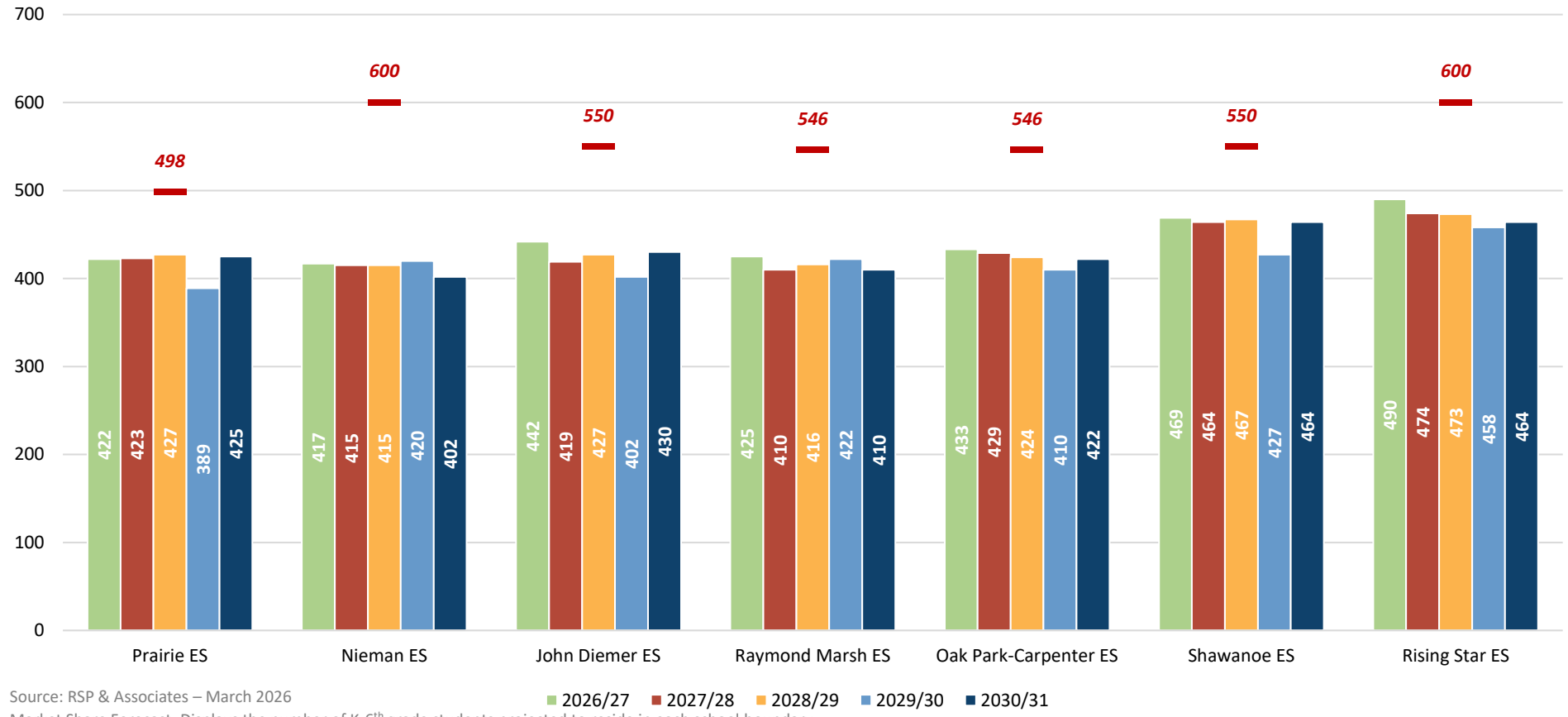
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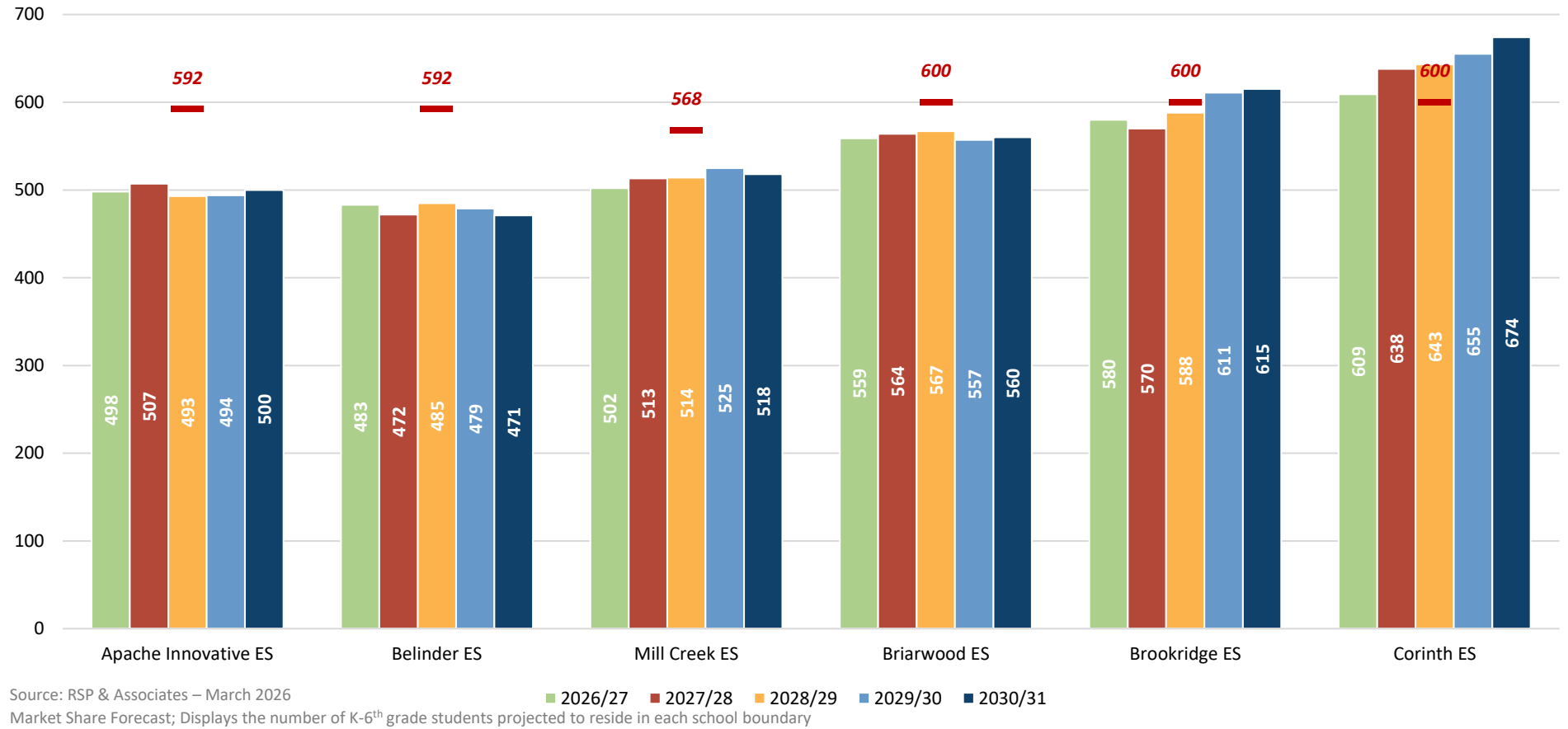
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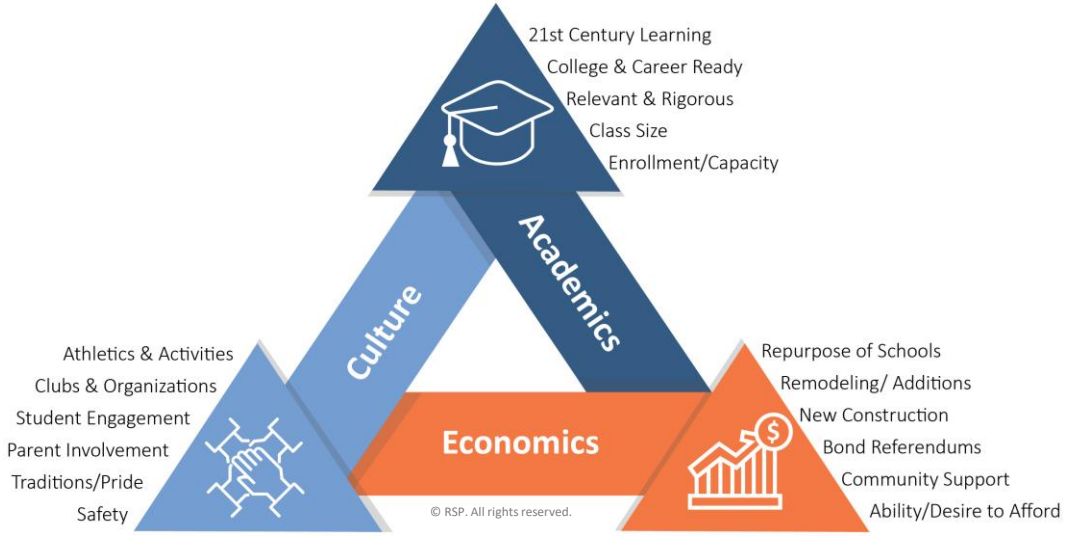
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ACE - Facility Planning Considerations



A

Academic Programming & Student Needs

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

C

Community & Accessibility

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

E

Enrollment & Demographics

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

Capacity & Utilization

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

Facilities & Infrastructure

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

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3-Step Enrollment Procedure

Purpose: Defines how utilization concerns **will be identified and evaluated.** Creates a **transparent framework** for future decision-making.

STEP #1: Enrollment Measure Matrix

↓ **Low Utilization = Below 70%** (ES Student Floor = **300 students**)

↑ **High Utilization = Greater than 95%** (ES Student Ceiling = **575 students**)

STEP #2: Degree of Urgency

- Categorizes schools into the levels of **Monitor, Review, or Implement** based on enrollment conditions

STEP #3: Potential Action Review Toolboxes

- Incorporates additional **operational, facility, and community considerations** before any recommendations are made

---

Guiding Principles

Purpose: Ensure boundary decisions remain **aligned with Board priorities and district goals** while providing a consistent framework for evaluating options.

These principles establish:

- What outcomes the district is trying to achieve
- What factors should be prioritized during decision-making
- The parameters and expectations for future boundary reviews

---

Prioritized Boundary Criteria

Purpose: Establish a **clear decision-making hierarchy** that helps guide scenario development and **provides transparency** regarding how competing priorities will be weighed.

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3-Step Enrollment Procedure

STEP 1 - DATA

Every school's current and projected enrollment is applied to the following:

Elementary Student Floor:	**300 Students**
Low Utilization Threshold:	**70% of Capacity**
High Utilization Threshold:	**95% of Capacity**
Elementary Student Ceiling:	**575 Students**

STEP 2 - Timeline

Each school is categorized into one of the following timeline phases depending on Step #1:

→ Phase 1 - Monitor

→ Phase 2 - Review

→ Phase 3 - Implement

STEP 3 - Action

For schools in Phase 3 - Implementation, utilize the toolboxes to identify recommended action(s):

- Student Experience
- District & Board
- District Curriculum
- District Financial
- District Architect

Received 100% Support from Admin Work Group Survey

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Guiding Principles

The 2026 SMSD Boundary Work Group agrees to the following guiding principles, which will inform the boundary recommendation presented at the conclusion of this process:

1. Boundary adjustments should maximize utilization of existing facilities (targeting efficient capacity ranges) and promote long-term financial sustainability without creating unnecessary operational costs.
2. Boundaries should be designed to anticipate and accommodate future residential growth, allowing developing areas to grow into available capacity and supporting long-term enrollment stability.
3. Boundaries should support equitable access to educational opportunities, programs, and resources so that students across all schools have a consistent and high-quality educational experience.
4. Where possible, boundaries should respect neighborhoods and community identity, supporting the neighborhood school concept while balancing broader district needs.
5. Consideration should be given to create clear, logical, and easily understood attendance areas.
6. Boundaries should promote reasonable demographic balance across schools, supporting diversity and ensuring a comparable student experience district-wide.
7. Grandfathering, transfer options, and student placement decisions will be determined by administration to support smooth implementation and address unique circumstances.
8. The district will maintain its current grade configuration of K-6 elementary schools, 7-8 middle schools, and 9-12 high schools.
9. Consideration may be given to the potential retirement or repurposing of school facilities as part of the boundary planning process.
10. Boundary recommendations should be developed within the context of the district's anticipated 2027 bond decision and associated planning assumptions.
11. Boundary recommendations should, where feasible, maintain established secondary feeder patterns to support continuity for students and families.
12. Boundary recommendations should preserve the attendance boundaries established through the 2021/22 boundary planning process for the Tomahawk and Briarwood elementary attendance areas.



Received 100% Support from Admin Work Group Survey

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Prioritized 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.

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. Variables may include programming, race/ethnicity, census household, etc.

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

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

7. Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's boundary. RSP utilizes Planning Areas as neighborhood lines.

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.

The Top Three Boundary Criteria are:

#1: Feeder System

#2: Projected Enrollment/Building Utilization

#3: Fiscal Considerations (Operational)

Results from Admin Work Group Survey

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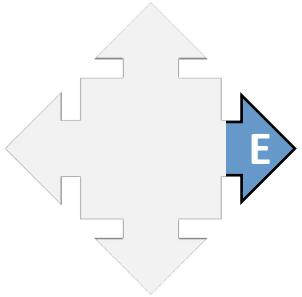
Committee Activities

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Committee Focus

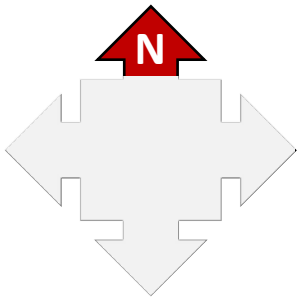
1. Elementary Balance within the East High School Feeder

- ❑ Address schools above the student ceiling
- ❑ Address schools below the student floor
- ❑ Changes limited to within the East High boundary



2. Elementary Balance within the North High School Feeder

- ❑ Review boundaries for the 2027 Bond projects (implementation pending bond approval)
- ❑ Address schools below the student floor
- ❑ Changes limited to within the North High boundary



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EAST HS FEEDER: Elementary Boundaries

Over Student Ceiling:

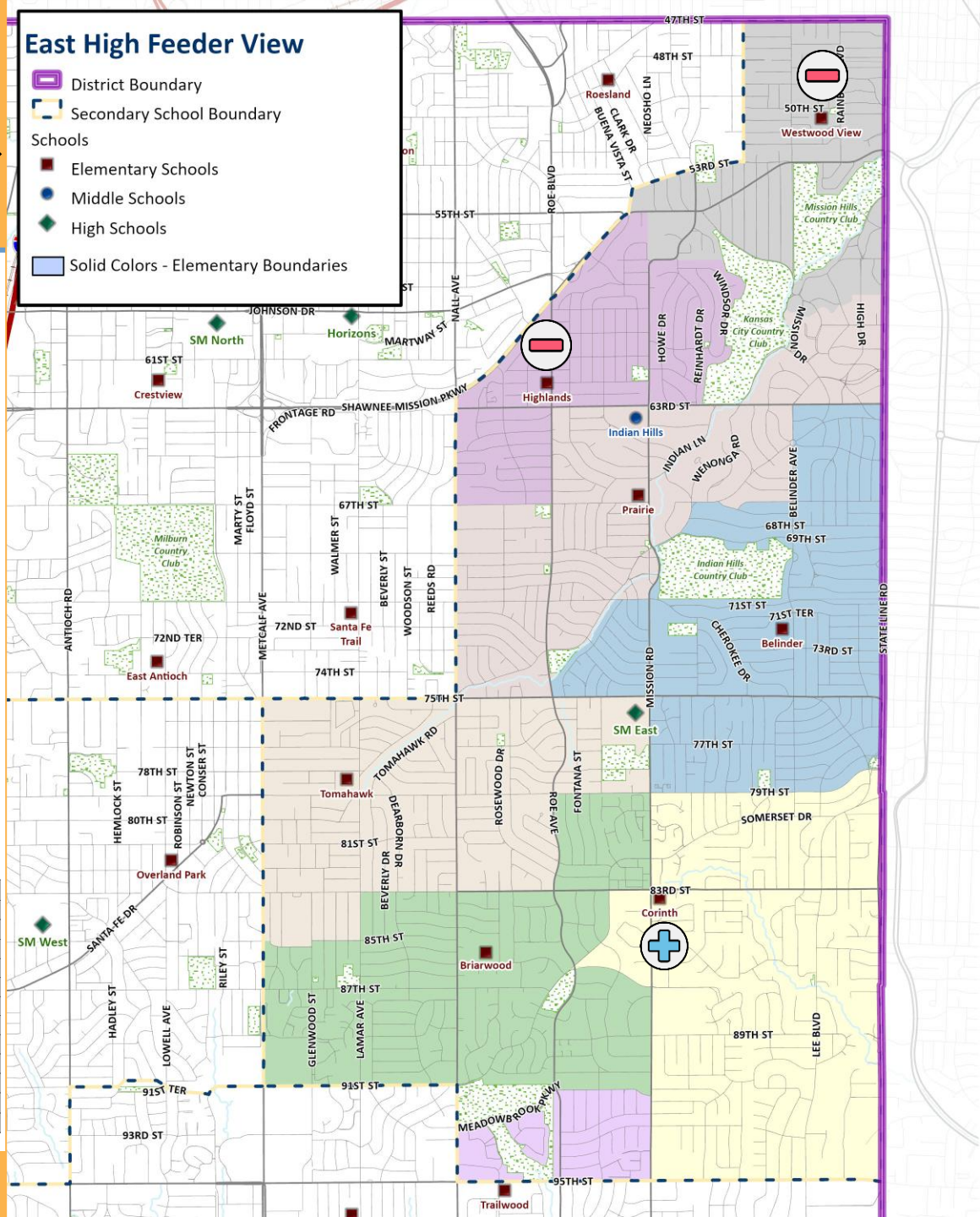
- Corinth Elementary School

Under Student Floor:

- Highlands Elementary School

Low Utilization

- Westwood View Elementary School



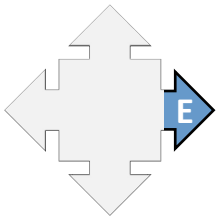
Elementary Projection Table:

Current Boundaries:		Capacity Operational	Current Reside Enrollment				
Feeder	School		2026/27	2027/28	2028/29	2029/30	2030/31
EHS	Belinder Elementary School	592	483	472	485	480	471
EHS	Briarwood Elementary School	600	559	564	568	557	560
EHS	Corinth Elementary School	600	609	638	643	655	674
EHS	Highlands Elementary School	600	255	245	244	244	242
EHS	Prairie Elementary School	498	423	423	427	420	425
EHS	Tomahawk Elementary School	550	408	407	392	389	364
EHS	Westwood View Elementary School	550	320	320	311	308	305
SHS/EHS	*Trailwood Elementary School*	510	362	366	366	370	359
EHS	East HS Feeder Elementary Total:	3,990	3,057	3,069	3,070	3,053	3,041
SHS/EHS	South/East HS Split Feeder Total:	510	362	366	366	370	359
District Total (K-6):		19,270	**13,634**	**13,587**	**13,604**	**13,539**	**13,526**

Source: RSP & Associates LLC. - March 2026

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Committee Discussion Help:



East Feeder Solution

(Corinth Elementary)

Approach #1:

Maintain Contiguous Boundaries

- Higher SIBC
- More schools included

Questions to Consider:

- *How effective is this approach?*
- *How many schools would need to experience a boundary change?*
- *How well do major roads and transportation patterns support the changes?*
- *Does this approach create better long-term utilization across the feeder?*

Approach #2:

Attendance Boundary Islands

- Lower SIBC
- Less schools included

Questions to Consider:

- *Could a targeted island solve the Corinth enrollment problem with fewer students affected?*
- *Which receiving school is the best fit: Highlands, Westwood View, or another school?*
- *Are the proposed island areas large enough to provide meaningful enrollment relief?*
- *Would transportation be practical?*

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EAST HS FEEDER: Approach #1

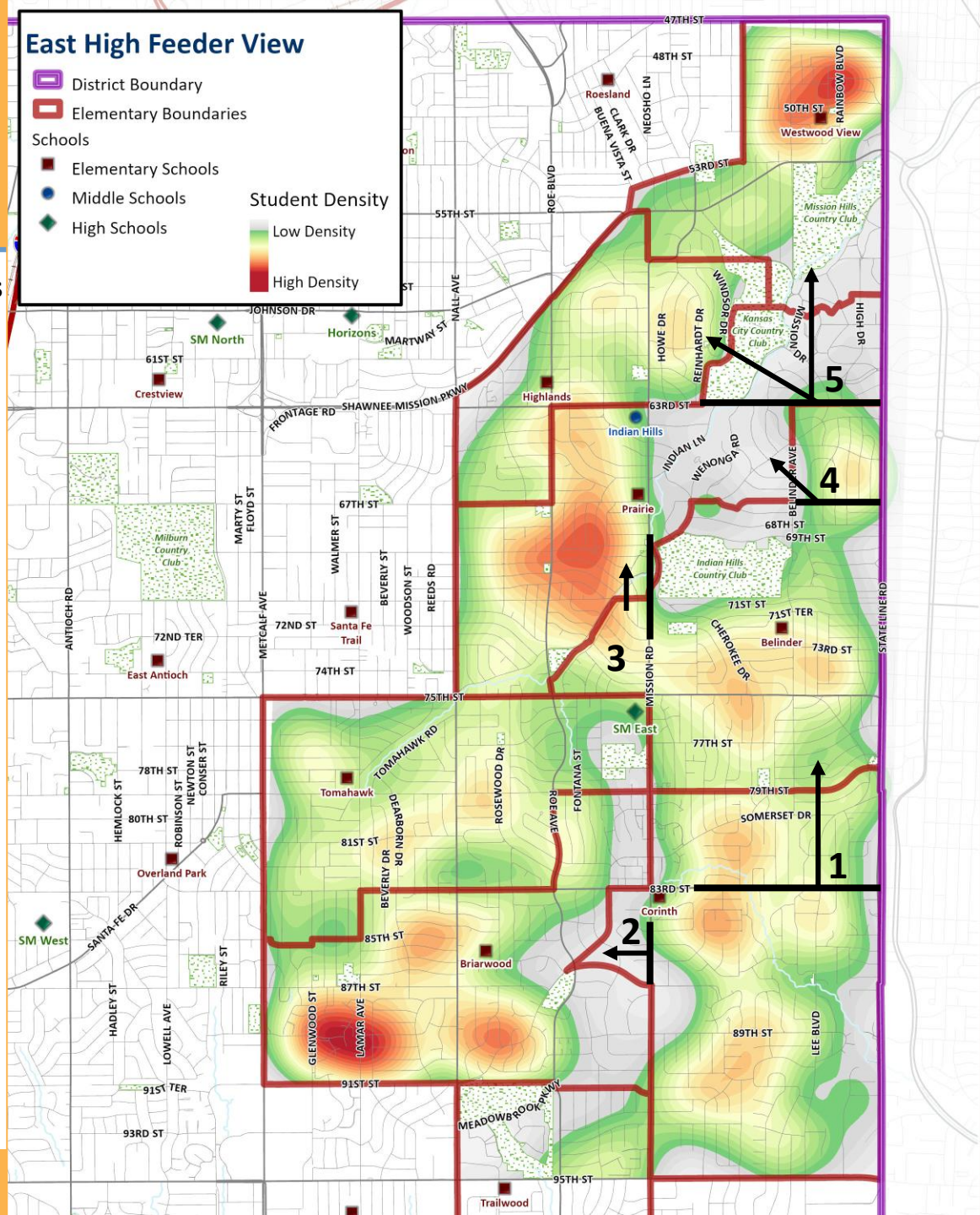
Approach #1: Maintain Contiguous Boundaries (Domino Adjustments)

Main Transportation Ways to Consider:

1. North of 83rd Street (Corinth to Belinder)
2. West of Mission Road (Corinth to Briarwood)
3. West of Mission Road (Belinder to Prairie)
4. North of 67th Street (Belinder to Prairie)
5. North of 63rd Street (Prairie to Highlands or Westwood View)

Other Challenges to Note:

- Corinth Elementary school is located at the SE corner of **83rd Street and Mission Rd**
- Student density is dispersed rather than concentrated in one single area
- **The southern boundary has limited flexibility** because areas immediately south of Corinth fall **outside the East High feeder boundary**.



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EAST HS FEEDER: Approach #2

Approach #2: Attendance Island

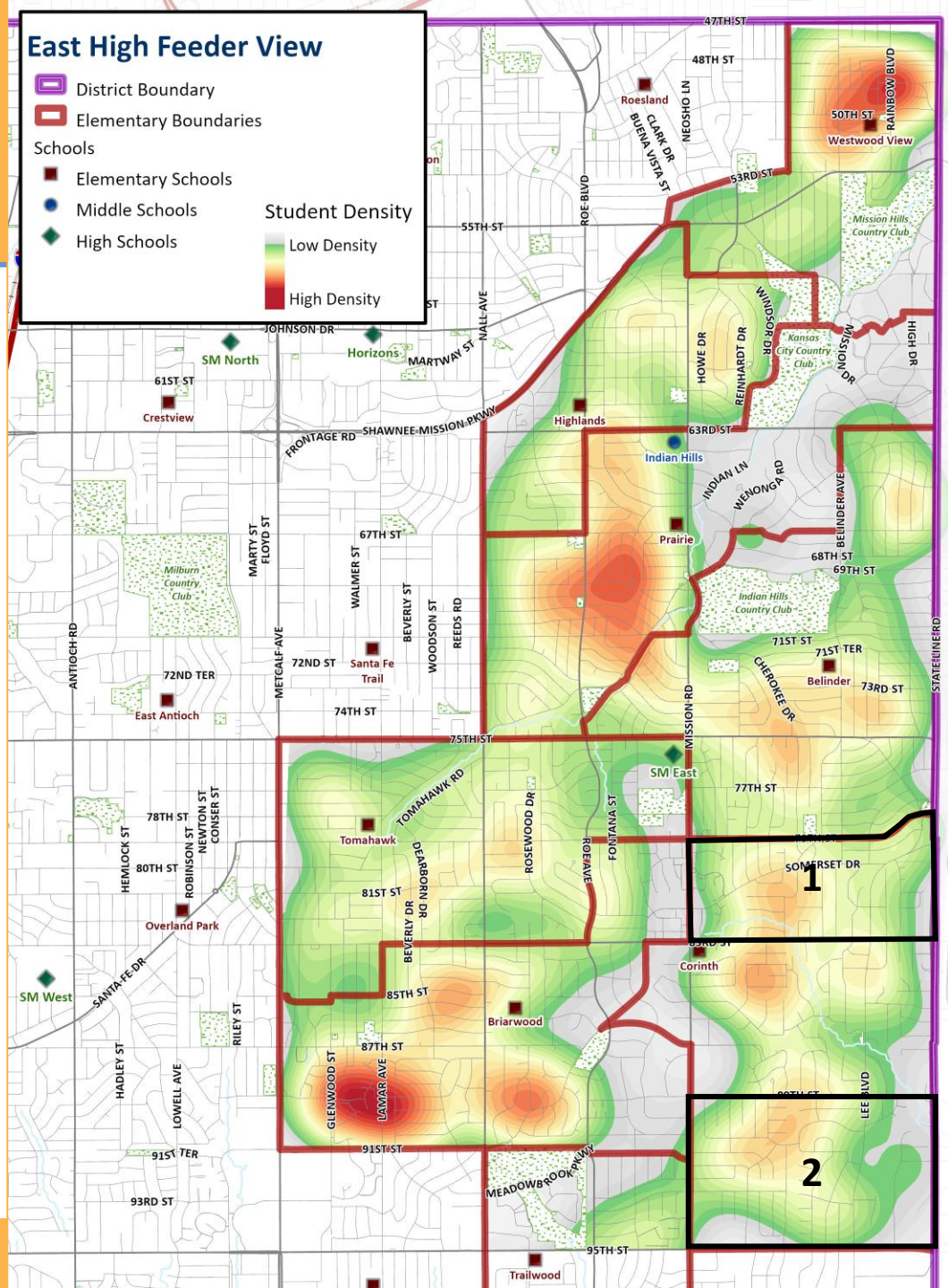
(Targeted Adjustment)

Main Transportation Ways to Consider:

1. North of 83rd Street → attendance island to a different school(s) in feeder
2. South of 89th Street → attendance islands to different school(s) in feeder

Other Challenges to Note:

- Corinth Elementary school is located at the SE corner of **83rd Street and Mission Rd**
- Student density is dispersed rather than concentrated in one single area
- **The southern boundary has limited flexibility** because areas immediately south of Corinth fall **outside the East High feeder boundary**.



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North HS FEEDER: Elementary Boundaries

Over Student Ceiling:

Under Student Floor:

- East Antioch Elementary School
- Santa Fe Trail Elementary School

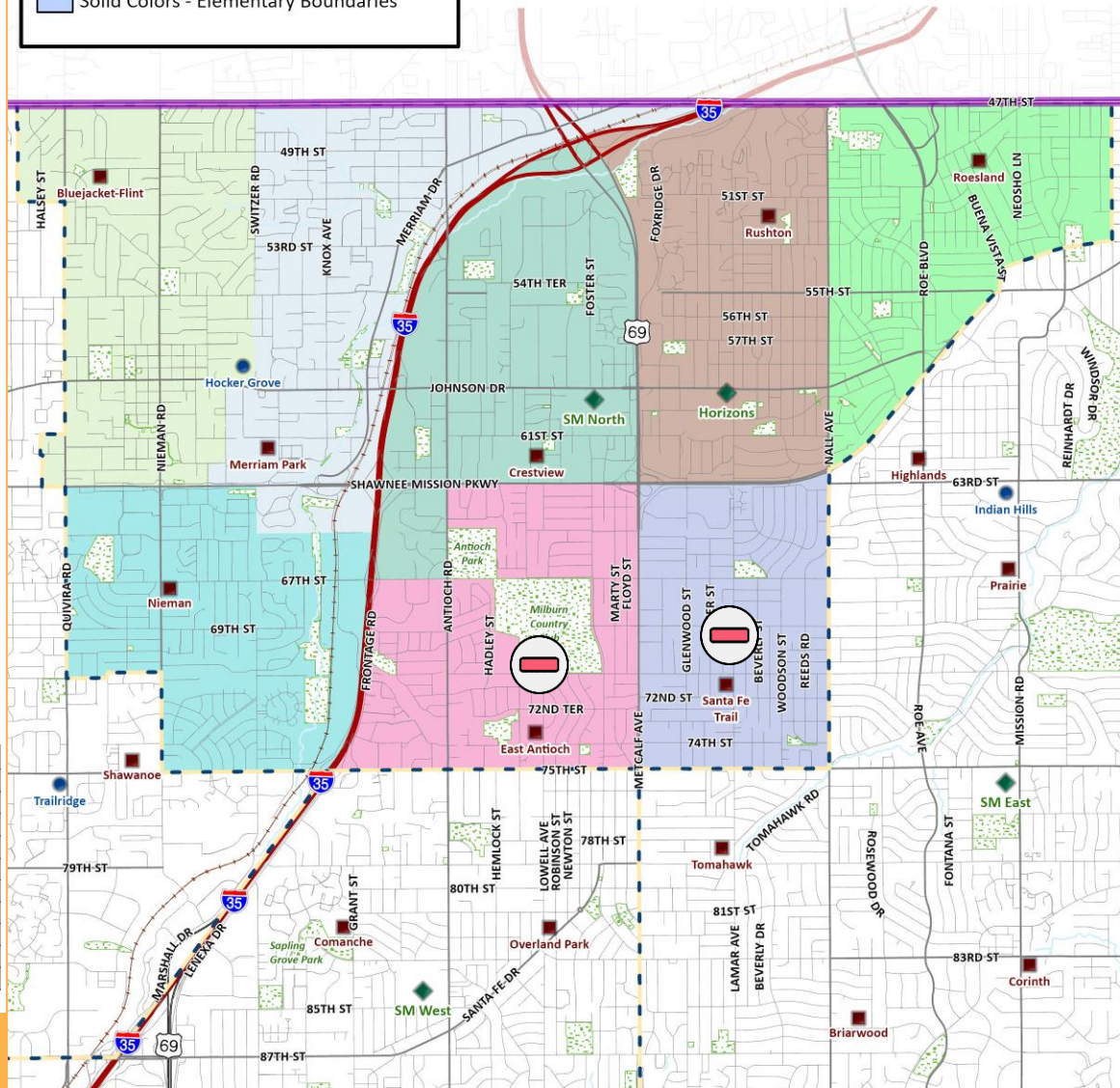
Low Utilization

- Bluejacket-Flint Elementary School
- Crestview Elementary School
- Merriam Park Elementary School
- Nieman Elementary School
- Roesland Elementary School
- Rushton Elementary School

Elementary Projection Table:

Current Boundaries:		Capacity Operational	Current Reside Enrollment				
Feeder	School		2026/27	2027/28	2028/29	2029/30	2030/31
NHS	Bluejacket-Flint Elementary School	600	354	358	358	369	371
NHS	Crestview Elementary School	510	313	313	313	308	305
NHS	East Antioch Elementary School	450	281	281	282	283	284
NHS	Merriam Park Elementary School	568	367	352	343	331	334
NHS	Nieman Elementary School	600	417	415	416	402	402
NHS	Roesland Elementary School	568	338	352	330	322	328
NHS	Rushton Elementary School	550	368	375	395	403	398
NHS	Santa Fe Trail Elementary School	600	226	219	207	211	211
NHS	North HS Feeder Elementary Total:	4,446	2,664	2,665	2,644	2,629	2,633

Source: RSP & Associates LLC. - March 2026



Proposed 2027 Bond Project:

- ❑ **Combination of East Antioch and Santa Fe Trail** in a **new building** to be built on the **Santa Fe Trail site (pending bond approval).**

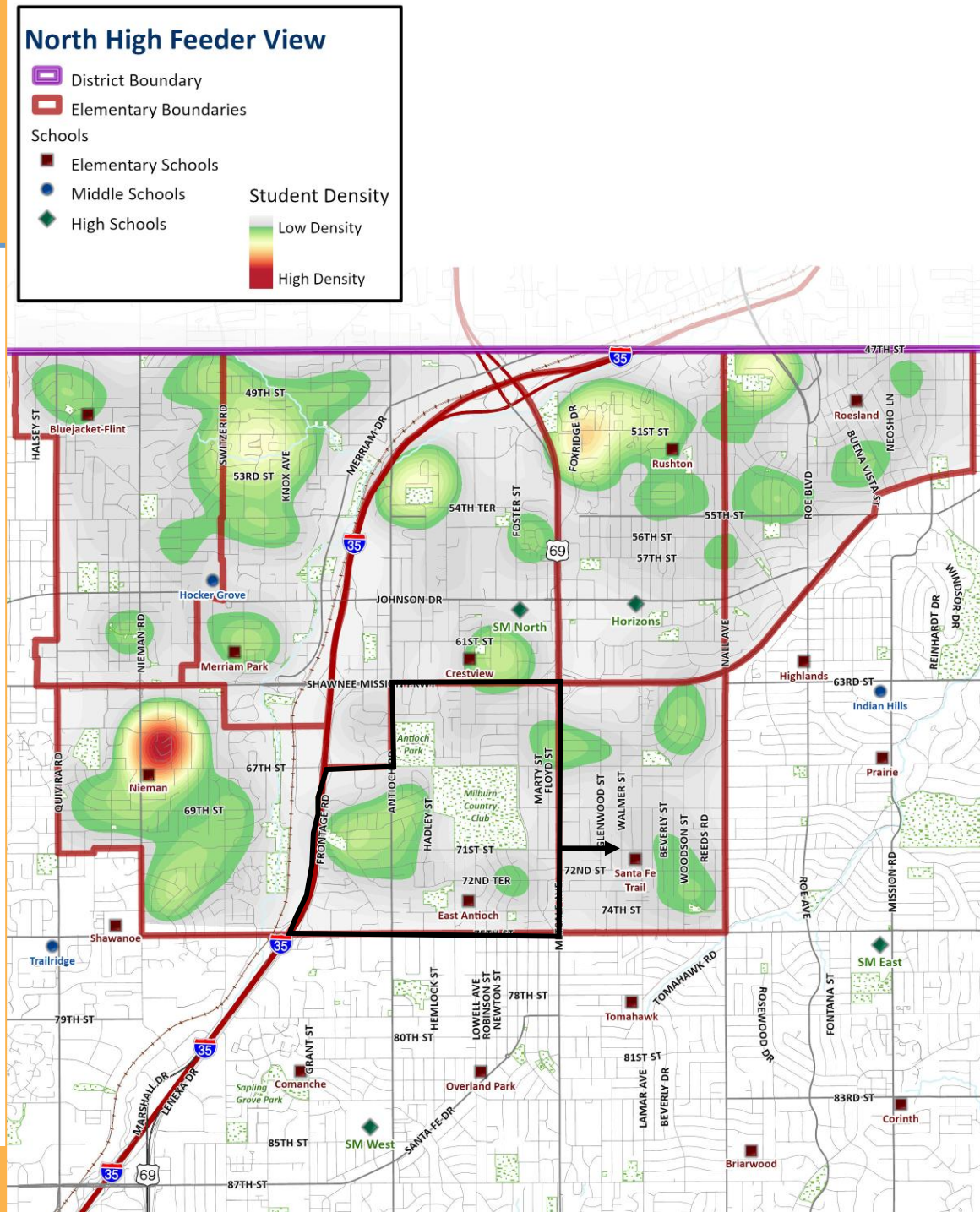
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NORTH HS FEEDER: Approach #1

Approach #1: Complete Combination

Other Challenges to Note:

- Student density is **more concentrated in specific areas** rather than spread out amongst neighborhoods
- **East Antioch is located along the southern edge of its current boundary**
- **Major transportation barriers including:**
  - Metcalf Avenue
  - Shawnee Mission Parkway
  - I-35



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NORTH HS FEEDER: Approach #2

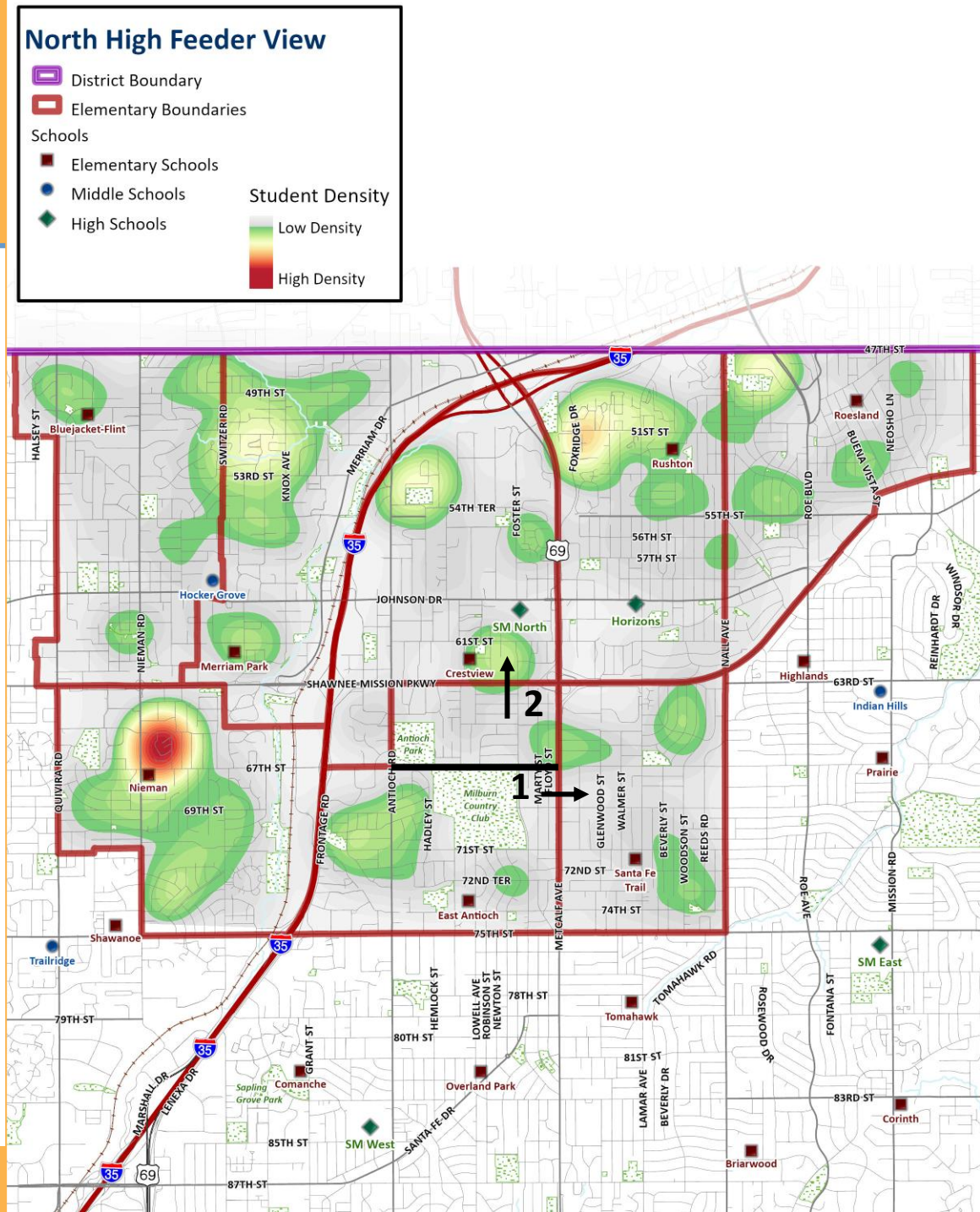
Approach #2: Building Balance

Main Transportation Ways to Consider:

1. South of 67th Street (East Antioch to Santa Fe Trail)
2. North of 67th Street (East Antioch to Crestview)

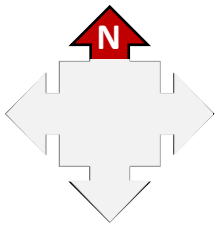
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Committee Discussion:



North Feeder Solution

(East Antioch/Santa Fe Trail Elementary)

Approach #1:
Complete Combination

- Fewer schools included
- Higher utilization of new school
- Limited programming

Questions to Consider:

- *Would the combined enrollment adequately utilize the new school?*
- *Does combining the two existing attendance areas create a logical new school community?*
- *How would transportation barriers affect access to the new site?*

Approach #2:
Building Balance

- More schools included
- Improved balance with other schools
- More space for program

Questions to Consider:

- *Would expanding the solution to more schools improve long-term balance?*
- *Which portions of the current attendance areas logically belong together?*
- *How should Metcalf Avenue, Shawnee Mission Parkway, and I-35 influence the boundary?*

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Small Group Activity Directions

Round 1: Split into Two Groups

- **Group A:** East HS Feeder – Corinth Elementary
- **Group B:** North HS Feeder – East Antioch / Santa Fe Trail Elementary
- Each group reviews the maps, enrollment information, student density, transportation barriers, and the two approaches provided.
  - Groups record advantages, disadvantages, questions, and preferred direction.
- Suggested discussion time: **20–25 minutes**

Round 2: Trade Problems

- Groups switch to the other feeder problem.
  - Review the first group's notes and recommendations.
  - Add comments, questions, concerns, or alternative ideas.
  - Identify areas of agreement and disagreement.
- Suggested discussion time: **15–20 minutes**



Time Commitment: 45 Min

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Large Group Consensus Building

Bring the full committee back together and discuss:

East HS Feeder

- Contiguous adjustment or attendance island?
- Which schools should participate in the solution?
- What tradeoffs is the committee most willing to accept?

North HS Feeder

- Complete combination or divided/broader school adjustment?
- Should the solution focus primarily on maximizing utilization of the new school, or should it also address enrollment balance at surrounding schools?
- What boundaries or transportation corridors should guide additional scenario development?

Desired Outcome: The activity does not necessarily need to produce a final boundary recommendation. The goal is to give RSP clear direction on:

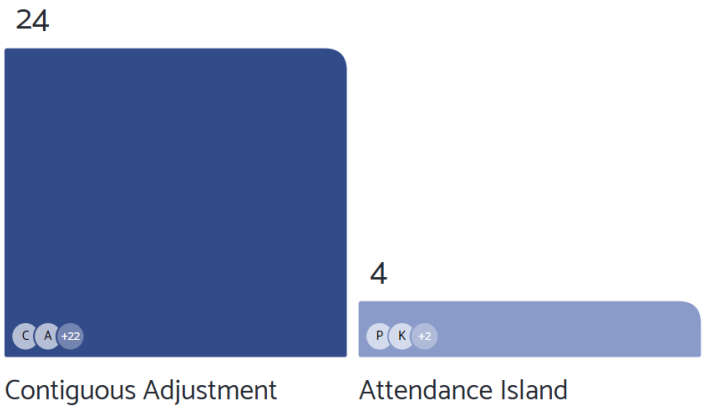
- Which approaches have committee support
- Which approaches should be eliminated
- Which variations should be modeled further
- What concerns must be addressed before the next round of boundary development

Time Commitment: 15 Min

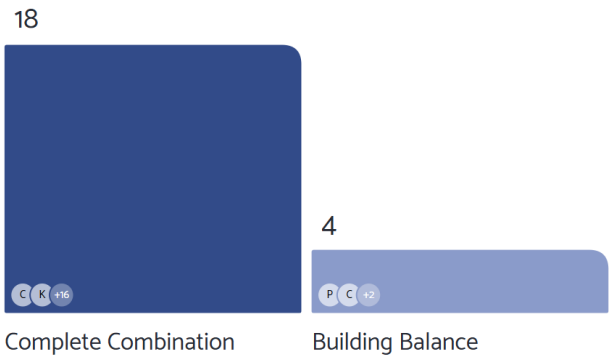
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Work Group Poll Results, Question 4-5

What approach do you support for East High School Feeder?
(Address: Corinth ES Over-Utilization)



What approach do you support for North High School Feeder?
(Address: Potential Santa Fe Trail & East Antioch Combination)



Source: Mentimeter Results; captured 08/26/2026

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Work Group Poll Results, Question 6

What other feedback do you have for RSP to consider when developing concepts? 15 / 34 15

Is there a way to get exact numbers of students attending in specific neighborhoods.

R

How is diversity effected in East Approach 1

Kasey

What would be the five year projection (enrollment data) for each approach?

Kelley

Areas that are going to have significant growth because of new house building. Specifically highlands school

Emily Cook

I would like for you to consider the possibility of overfilling schools that are currently underutilized.

Kati Oddo

I would like for people to consider what is in the best interest for kids and what will be the best decision long term not for even five year

Kelly

Due to the board meeting stating that closing EA is just suggested, we will need to see other approaches to the North feeder. Why was it decided to build on SFT land and not EA when EA has more ppl

Karlie Cooper

New construction of single family homes in highlands area: this area appears to have potential of growth

KJ

When are these changes supposed to go into effect?

Brittan

What about adding space and staff to corinth and leaving the rest of east feeder schools alone? This t what other options are available to help with walkability to school that helps everyone involved.

Jaclyn Penn

I'm concerned that Prairies data is outdated. We are at 469 students when the data lists us at 422. 469 is nearly 95% of our capacity.

Elissa Krause

Additional options for North feeder as noted by Dr Schu at the board meeting last night

Danielle

SER resources

Santa Fe trail

New build homes on smaller lots typically lead to a short term surge in school attendance as new, young families move in. Then the demographics peek as new areas become to hot zones for families.

Andy Rieger

Would like to see city overlay not just neighborhood

Patrick O'Brien

Source: Mentimeter Results; captured 08/26/2026

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Wrap Up

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Social Pinpoint

Step 1: Scan **QR Code**

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

Step 2: Click the **Follow or Join button** to make an account

Step 3: Use your email that is connected with the committee to **create an account**

- You set your own password! Write it down so you can remember it.
- Only account holders will be able to access documents and participate in activities throughout this process.

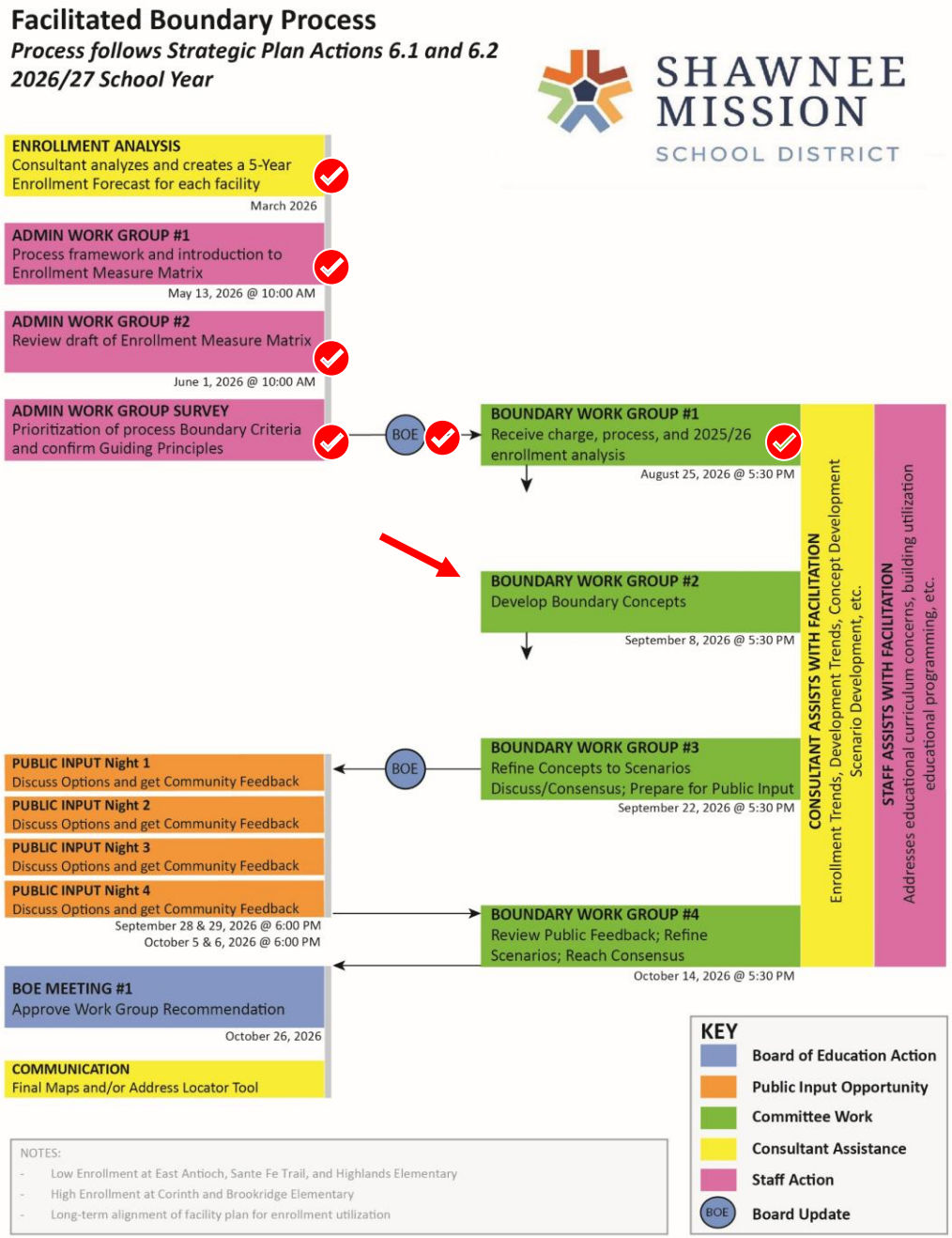


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Next Steps

Next Up:

Committee Meeting #2: September 8



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