Planning for the Future

Boundary Analysis

Committee Meeting #1

Dickinson Public Schools

September 15, 2026

Updated 09/16/2026 with Committee Input

RSP & Associates

RSP Quick Facts:

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

RSP Clients:

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

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

RSP Planning Team:

Robert Schwarz, CEO

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

Ginna Wallace, Planner

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

RSP Recent Projects:

Minot Public Schools

- Enrollment Analysis, 2025/26

Fargo Public Schools

- Enrollment Analysis, 2025/26

Williston Basin School District #7

- Enrollment Analysis, 2025/26

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Partnership with RSP

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

Overview of Work:

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

Benefits of the Partnership:

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

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AGENDA

Part 1: About the Process

Part 2: Enrollment Summary

Part 3: Starting Point Scenarios

Part 4: Next Steps

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Part 1:
About the Process

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Boundary Process

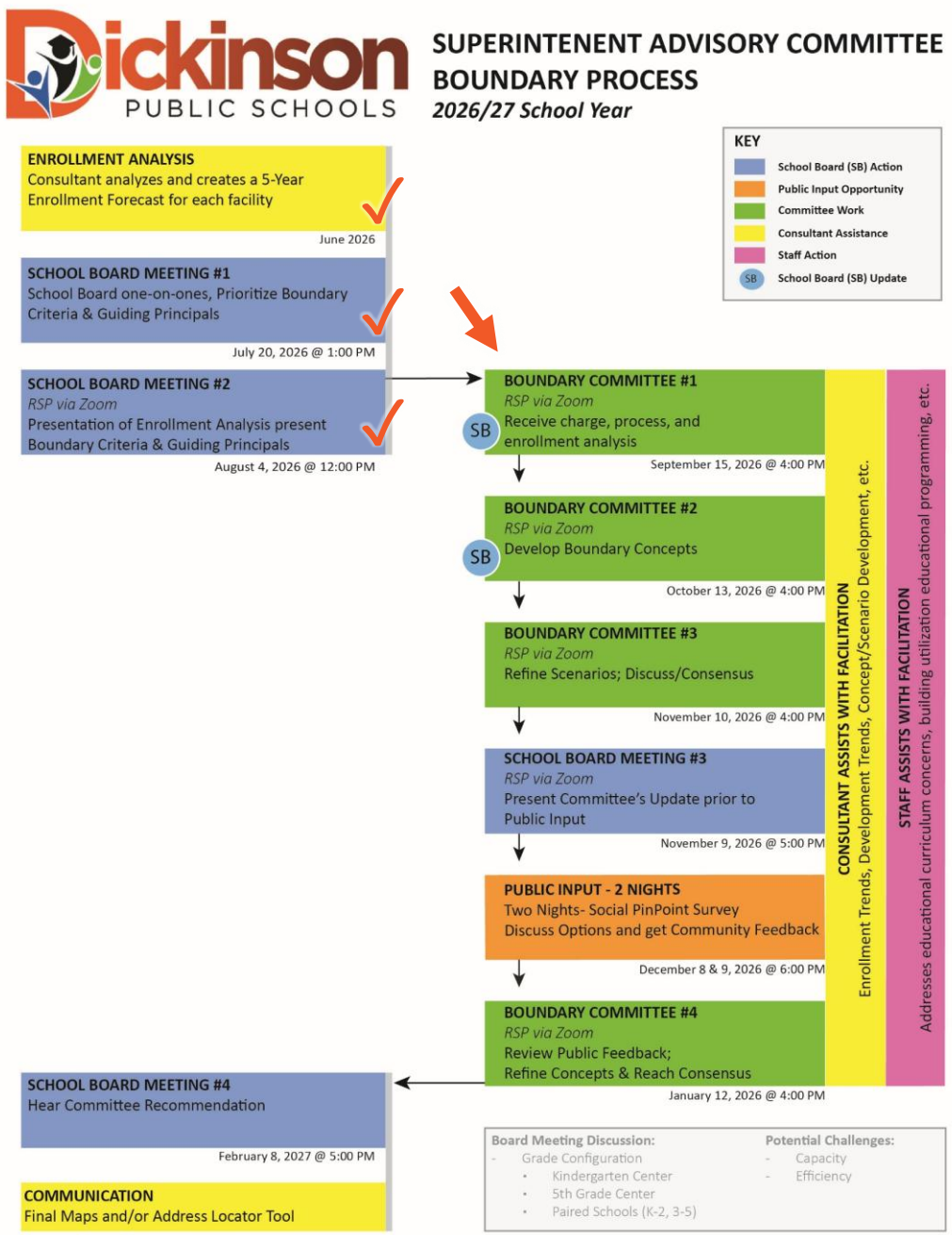
This process includes:

- 4 Board Meetings
- 4 Committee Meetings
- 2 Public Input Nights

The Board of Education **established the foundation and goals of this process** at the August Board Meeting.

Board-Approved foundation items may include, but are not limited to:

- **Guiding Principles**
- **Prioritized Boundary Criteria**



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Process Guiding Principles

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

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

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

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Board Member Criteria Guidance

1. Students Impacted by Boundary Change
2. Fiscal Considerations - Capital
3. Demographic Considerations

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

Source: RSP & Associates

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Board Input

Board Discussion Focus

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

Discussion Example:

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

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

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

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Committee Norms



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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Virtual Meeting Expectations

To make sure everyone can participate and be heard:

- **Follow the virtual facilitator**
  - The facilitator will guide the agenda, discussion, activities, and report-outs.
- **District Administration will support the room**
  - In-person staff will help organize groups, distribute materials, keep activities moving, and communicate with the virtual facilitator.
- **Stay engaged**
  - Participate in polls, activities, and committee discussion.
  - If something is unclear, raise it. Others may have the same question.
- **One conversation at a time**
  - Limit side conversations so both in-person and virtual participants can follow the discussion.
  - Keep comments focused and allow opportunities for others to contribute.
- **Use the microphone**
  - Come to a mic before sharing comments, questions, or report-outs so everyone can hear.
- **Respect the clock**
  - Activities and discussions will have defined time limits so we can hear from everyone and complete the full agenda.

Meeting Goal: *Operate as one committee — with the virtual facilitator, District Administration, and committee members working together to keep the conversation focused, inclusive, and productive.*

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Committee Consensus

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



- ❑ 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

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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:

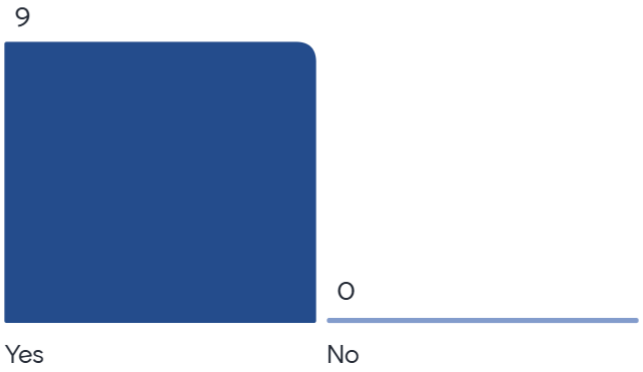
- ❑ Questions about items you would like answered
- ❑ General comments or thoughts
- ❑ Answered by either RSP or Administration prior to the next work group meeting

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.

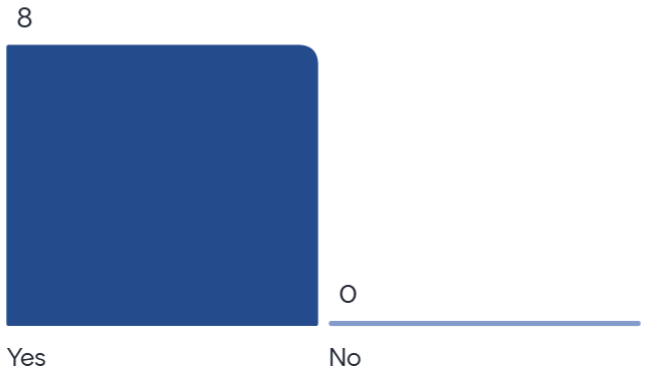
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Poll Results – Part 1

I **understand and agree** to the committee **norms and expectations** of this process.



I **agree** to use the **Consensus and Parking Lot tools** as part of our committee process.



Updated 09/16/2026 with Committee Input

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Part 2:
Enrollment Analysis Summary

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Executive Summary



2025/26 Forecast Overview

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

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



Key Challenges to Consider

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

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



Key variables of enrollment analysis include:

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

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

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Understanding the Model

RSP Recommended to continually monitor the following indicators:

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

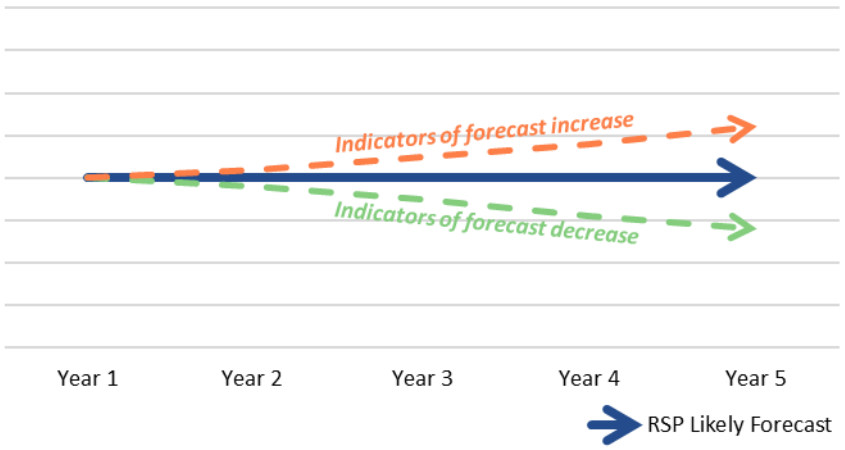
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

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

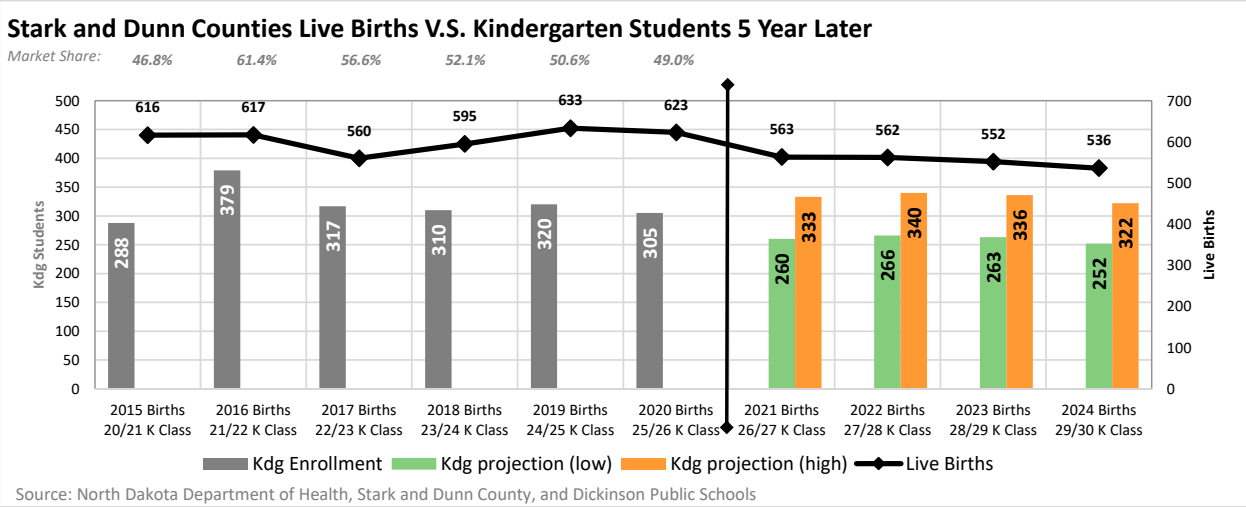
The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution

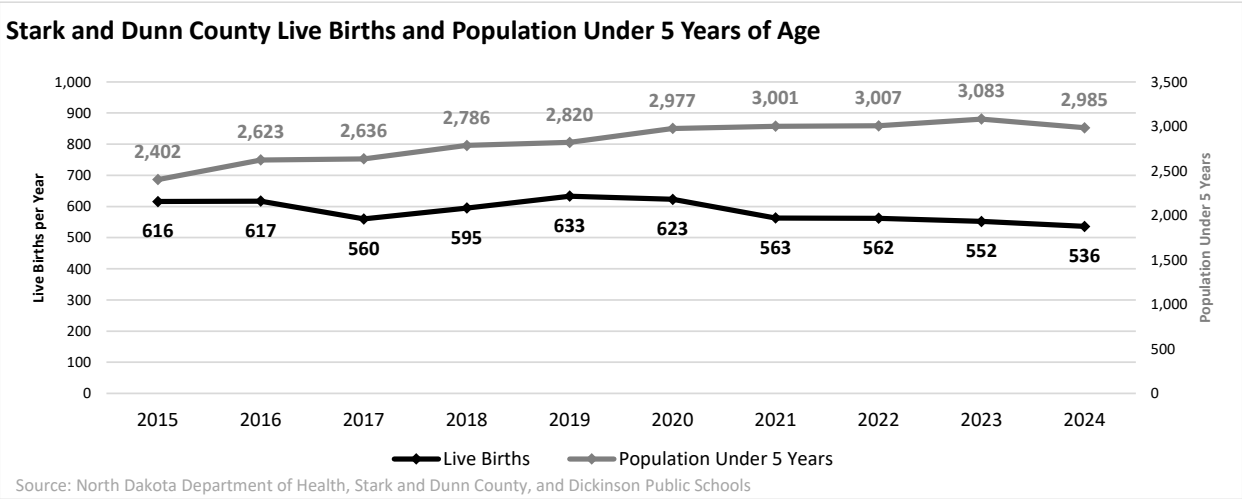


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Birth Rate Visuals



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



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

Observations:

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

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

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Past Enrollment by Grade

Enrollment By Grade

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

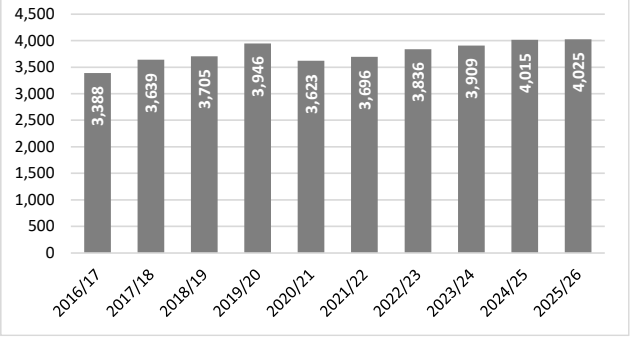
Disclaimer: Data does NOT include Roughrider Virtual Academy students.

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

Observations:

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

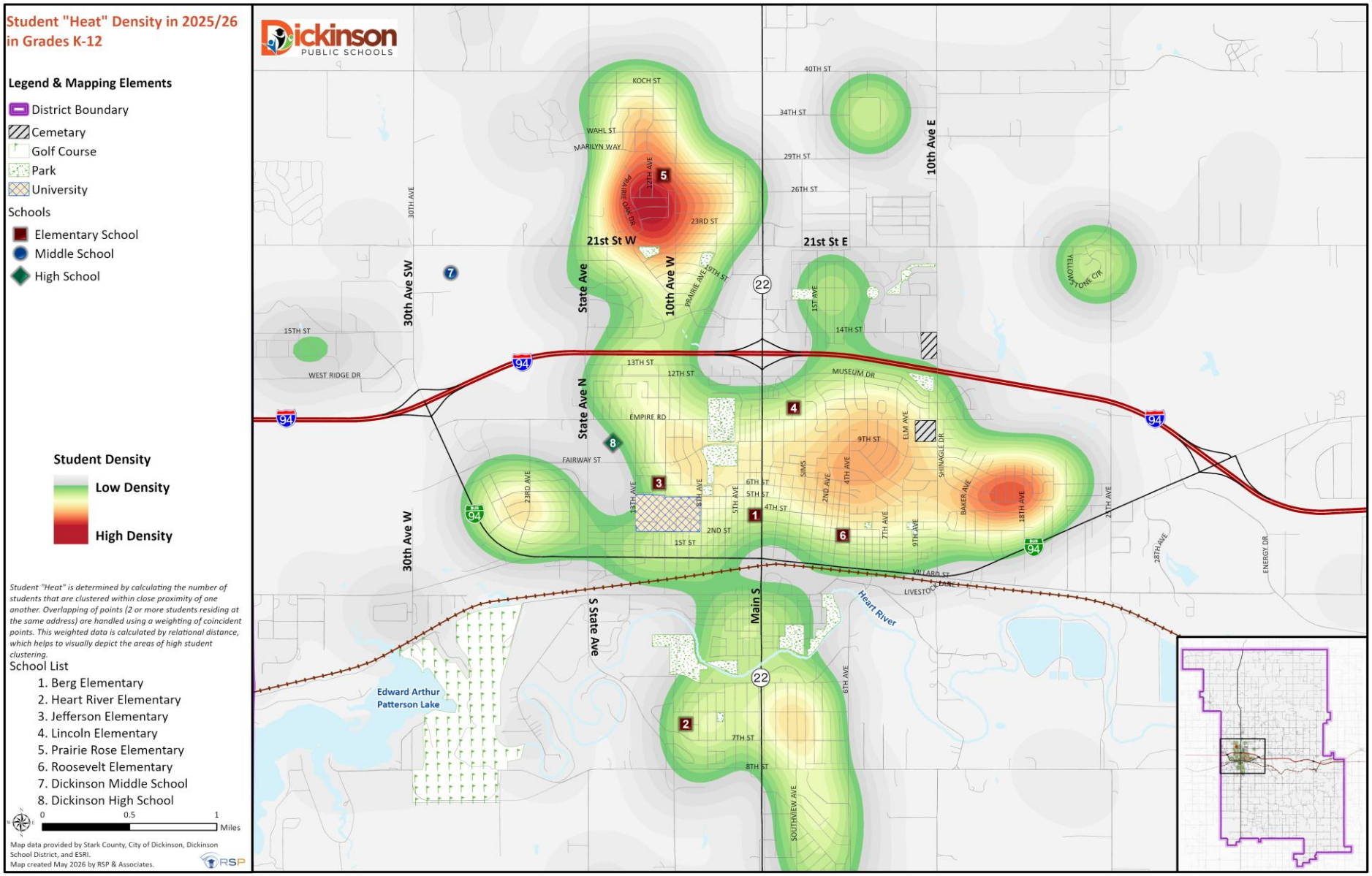
Total Enrollment Over Time (K-12)



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

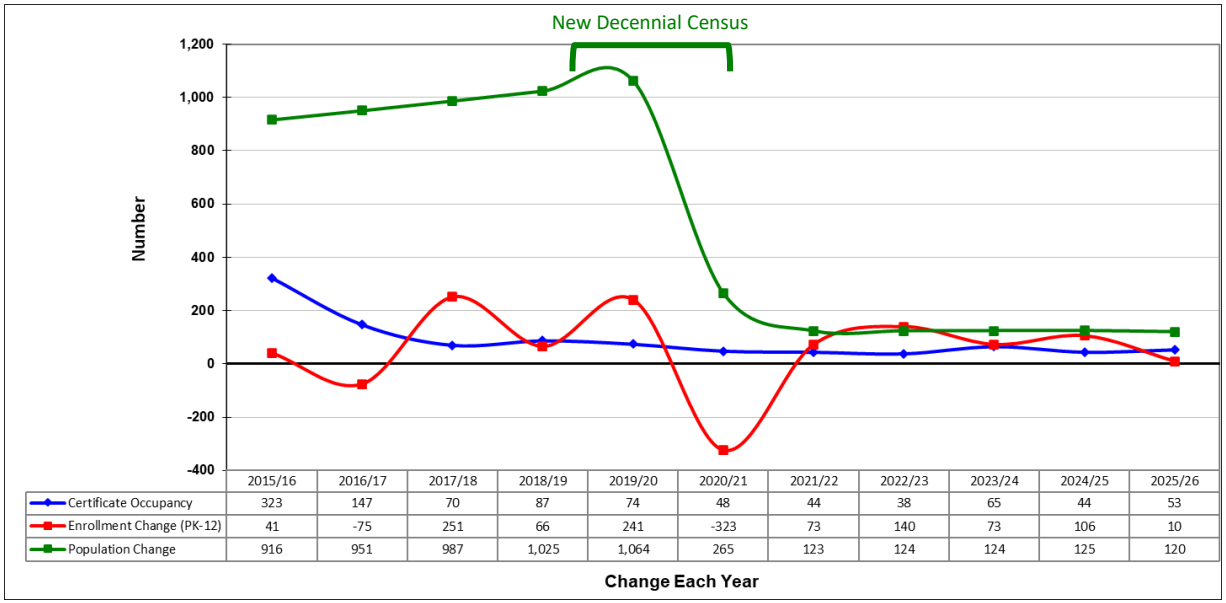
K-12 Student Heat Density Map



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

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Population, Development, & Enrollment



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

Source: Stark County, Dickinson Public Schools, and RSP

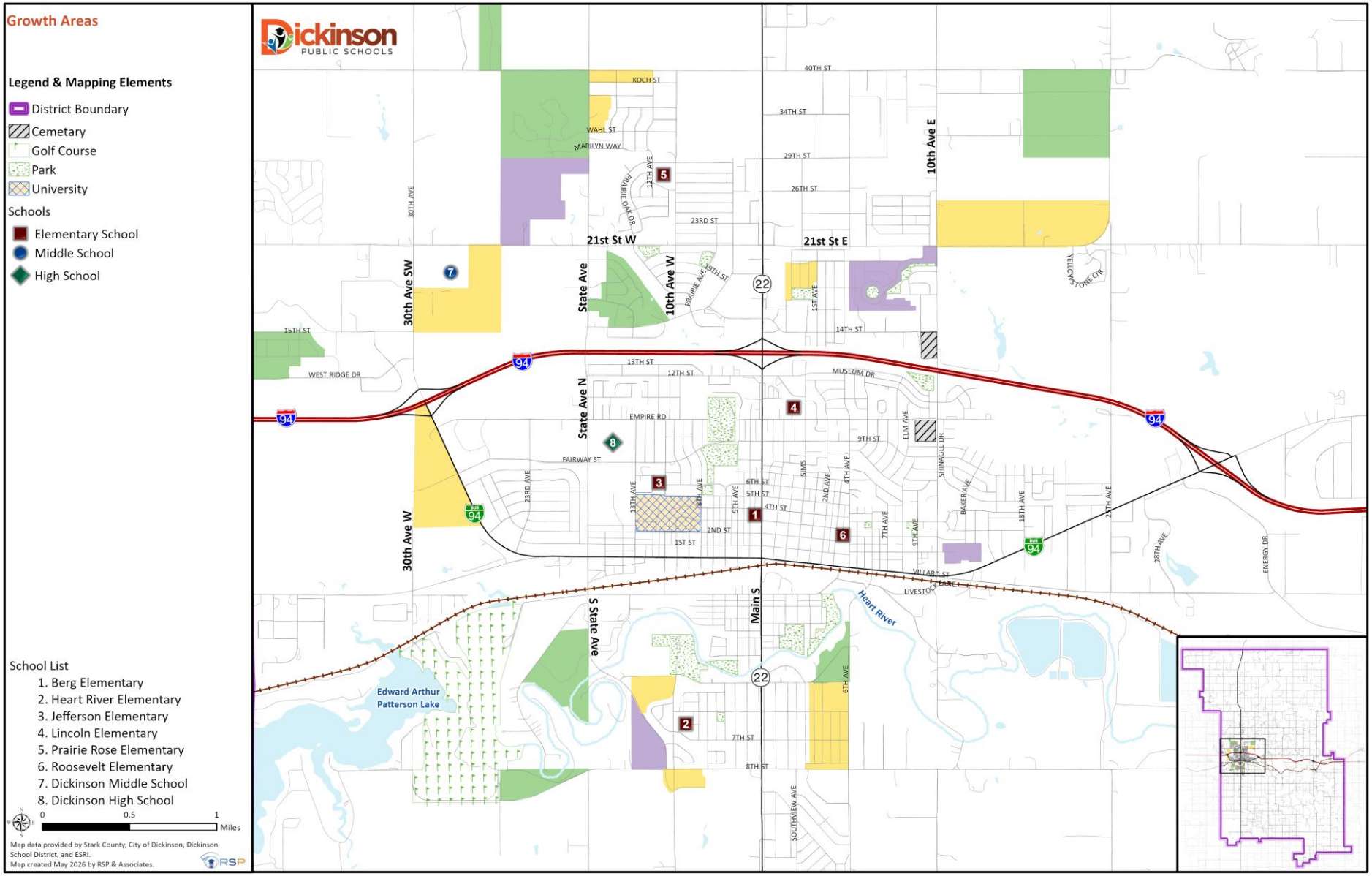
Main Takeaway: The community continues to experience **stable population and enrollment trends**; however, future enrollment growth beyond current levels will **likely depend on increased housing development and continued residential expansion.**

Observations:

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

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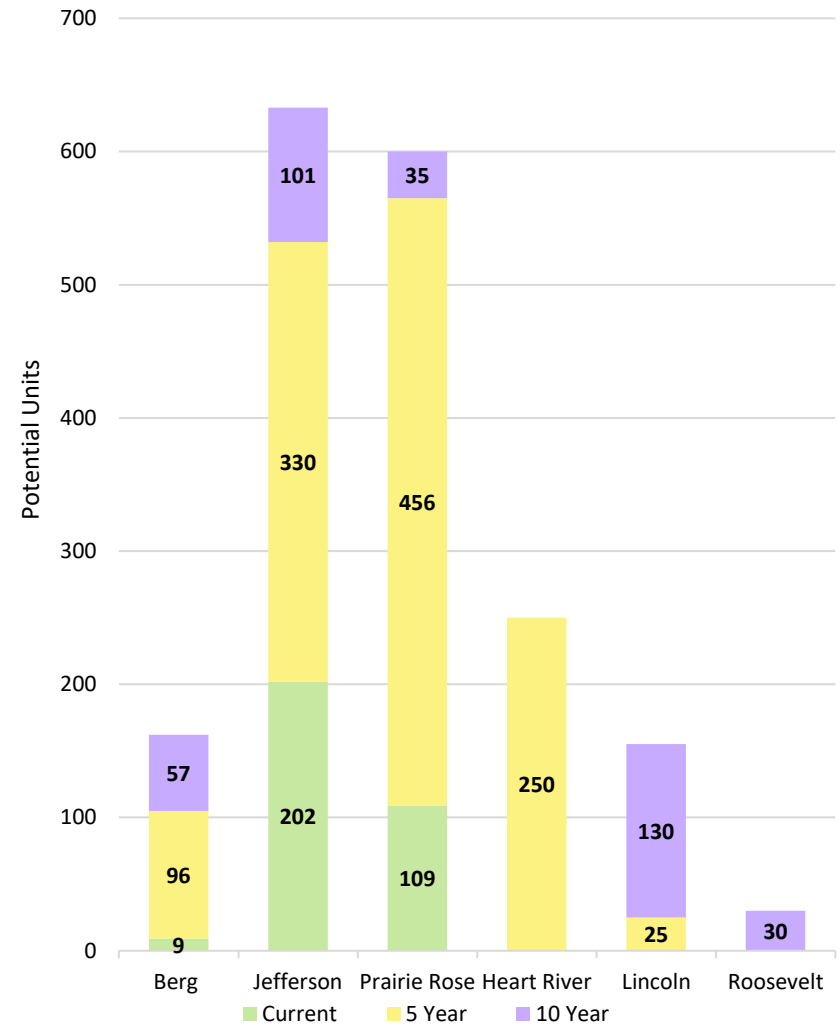
Growth Area Map

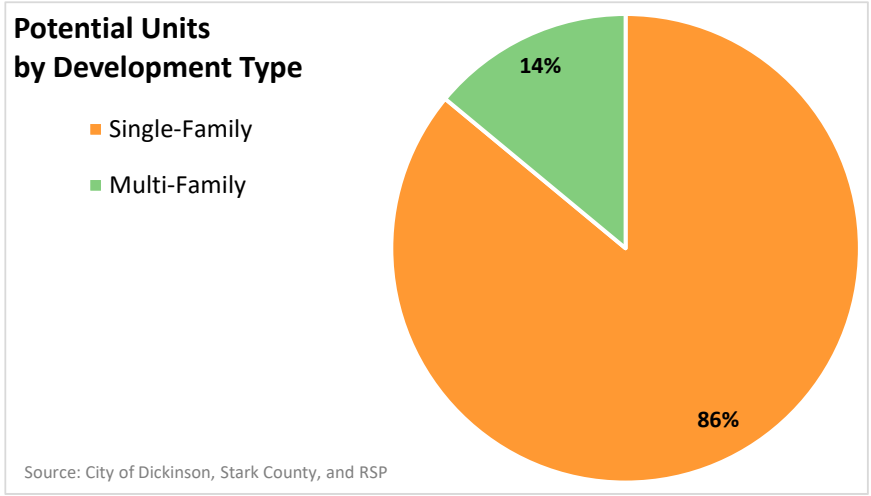


Main Takeaway: The access to infrastructure is key to timing of developments. **Green areas are identified as "shovel-ready" and are expected to build out first.**

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Potential Unit Analysis





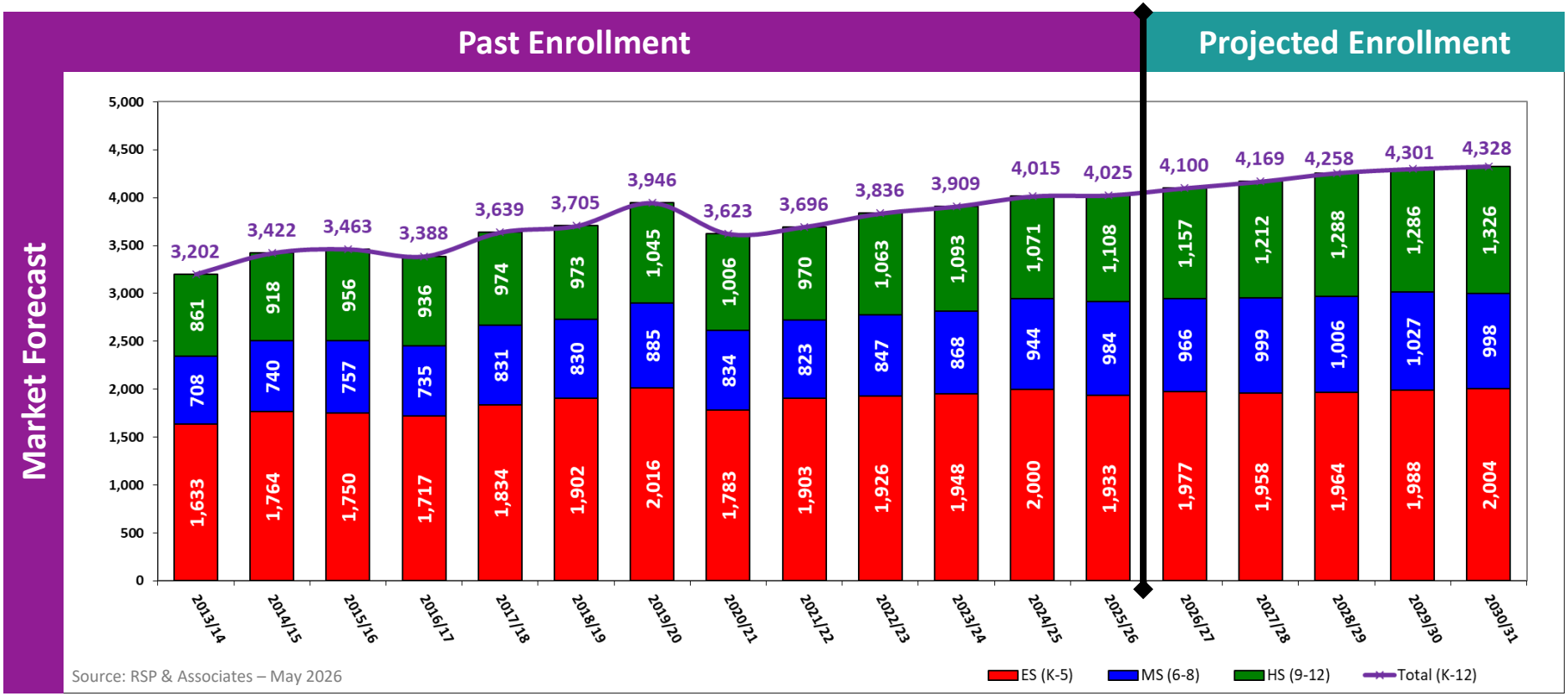
Observations:

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

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

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Past, Current, & Future Enrollment



Source: RSP & Associates – May 2026

Disclaimer: Data does NOT include Roughrider Virtual Academy students.

Observations:

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

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

Projections by Building

Less than 70% utilization of capacity

Over 100% utilization of capacity

Dickinson Public Schools Projections By School (Based on Student Reside)

Market Forecast

School	Capacity Operational	Enrollment Type (Past)	Past School Enrollment 2022/23	2023/24	2024/25	2025/26	Projections Based on Residence (1-5 years) 2026/27	2027/28	2028/29	2029/30	2030/31	Projected Change	Capacity % 2030/31
Berg Elementary School		Reside/Attend	135	152	176	187							
K-5	270	Reside	201	218	252	229	242	242	250	251	261	14.0%	96.7%
		Attend	174	188	225	229	241	232	238	242	254	10.9%	94.1%
Heart River Elementary School		Reside/Attend	211	200	230	214							
K-5	270	Reside	256	252	270	240	252	243	241	243	242	0.8%	89.6%
		Attend	254	247	275	238	245	244	241	248	244	2.5%	90.4%
Jefferson Elementary School		Reside/Attend	309	311	317	316							
K-5	405	Reside	396	381	390	372	381	370	375	389	398	7.0%	98.3%
		Attend	374	390	370	350	358	344	352	366	376	7.4%	92.8%
Lincoln Elementary School		Reside/Attend	321	312	319	303							
K-5	405	Reside	379	375	368	343	345	348	349	354	350	2.0%	86.4%
		Attend	390	372	387	352	355	363	361	364	360	2.3%	88.9%
Prairie Rose Elementary School		Reside/Attend	370	398	418	450							
K-5	540	Reside	438	458	480	494	498	494	484	495	493	-0.2%	91.3%
		Attend	474	490	490	513	525	513	501	508	506	-1.4%	93.7%
Roosevelt Elementary School		Reside/Attend	199	210	202	223							
K-5	270	Reside	256	264	240	255	259	261	265	256	260	2.0%	96.3%
		Attend	260	261	253	251	253	262	271	260	264	5.2%	97.8%
Dickinson Middle School		Reside/Attend	847	868	944	984							
6-8	1,050	Reside	847	868	944	984	966	999	1,006	1,027	998	1.4%	95.0%
		Attend	847	868	944	984	966	999	1,006	1,027	998	1.4%	95.0%
Dickinson High School		Reside/Attend	1,028	1,051	1,021	1,055							
9-12	1,400	Reside	1,063	1,093	1,071	1,108	1,157	1,212	1,288	1,286	1,326	19.7%	94.7%
		Attend	1,028	1,051	1,020	1,054	1,104	1,160	1,234	1,233	1,271	20.6%	90.8%
Southwest Community High School		Reside/Attend	0	0	0	0							
9-12	60	Reside	0	0	0	0	0	0	0	0	0		
		Attend	35	42	51	54	53	52	54	53	55	1.9%	91.7%
ELEMENTARY SCHOOL TOTAL		Reside/Attend	1,545	1,583	1,662	1,693							
K-5	2,160	Reside	1,926	1,948	2,000	1,933	1,977	1,958	1,964	1,988	2,004	3.7%	92.8%
		Attend	1,926	1,948	2,000	1,933	1,977	1,958	1,964	1,988	2,004	3.7%	92.8%
MIDDLE SCHOOL TOTAL		Reside/Attend	847	868	944	984							
6-8	1,050	Reside	847	868	944	984	966	999	1,006	1,027	998	1.4%	95.0%
		Attend	847	868	944	984	966	999	1,006	1,027	998	1.4%	95.0%
HIGH SCHOOL TOTAL		Reside/Attend	1,028	1,051	1,021	1,055							
9-12	1,460	Reside	1,063	1,093	1,071	1,108	1,157	1,212	1,288	1,286	1,326	19.7%	90.8%
		Attend	1,063	1,093	1,071	1,108	1,157	1,212	1,288	1,286	1,326	19.7%	90.8%
DISTRICT TOTALS		Reside/Attend	3,420	3,502	3,627	3,732							
K-12	4,670	Reside	3,836	3,909	4,015	4,025	4,100	4,169	4,258	4,301	4,328	7.5%	92.7%
		Attend	3,836	3,909	4,015	4,025	4,100	4,169	4,258	4,301	4,328	7.5%	92.7%

Source: RSP & Associates, LLC - May 2026

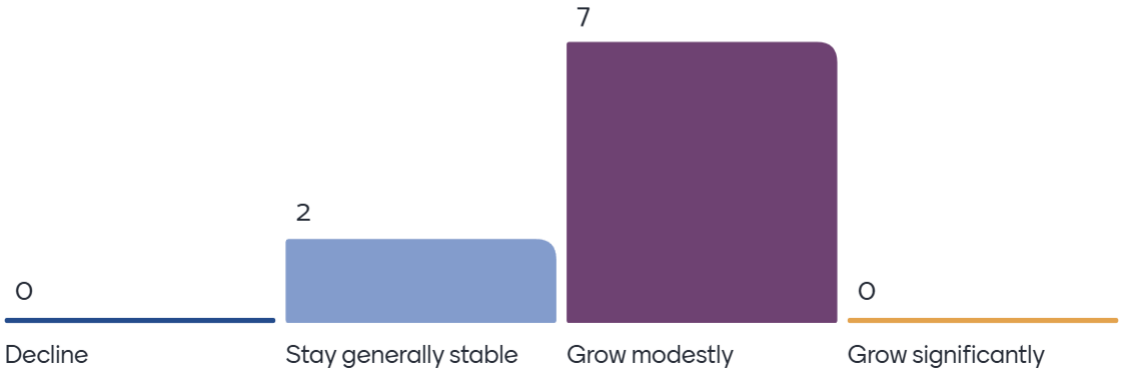
Disclaimer: Data does NOT include Roughrider Virtual Academy students.

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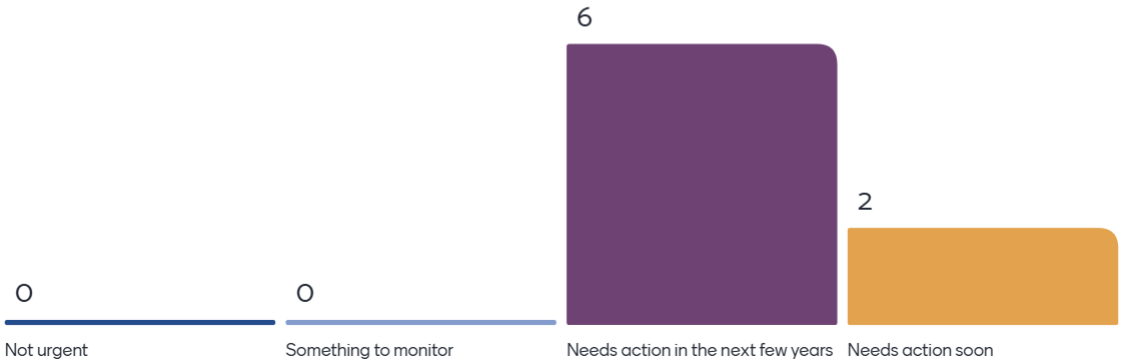
Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

Poll Results – Part 2

Based on the presented materials, what will enrollment **most likely do** over the next five years?



Based on what has been presented, **how urgent is the district's response to resolve elementary capacity/utilization challenges?**



Updated 09/16/2026 with Committee Input

What are the reasons you chose this answer?

- *Families moving into the area due to job availability*
- *It was a quick impression from a significant amount of data without much time to process it*
- *Economics, commodity (oil), politics*
- *Data shows growth over time. It is not a large projection, but 1-2 kids in each room makes a difference.*
- *Families moving into our town*
- *How growth has been looking so far*
- *Rsp projections, continue over next years to see larger k vs senior graduation classes. K numbers today at 352*
- *Projected to increase by about 200 students K-12.*
- *Summary statements on page 20 were helpful*
- *Projected increase in student numbers*

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Questions and/or Clarifications on Enrollment Outlook:



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Part 3:
Starting Point Scenarios

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What Are We Trying to Solve?

The goal of this scenario discussion is to identify ways to **improve elementary school utilization and create additional breathing room across the district** without relying on a major capital investment.

The committee is being asked to consider how the district can make better use of the space it already has by:

- **Balancing enrollment more effectively across elementary buildings**
- **Maximizing existing capacity before considering significant new construction**
- **Using district resources in a fiscally responsible way**
- **Maintaining a strong and consistent student experience across schools**
- **Creating a configuration that provides flexibility for future enrollment changes**

Discussion Focus

- **Which grade configuration makes the best use of existing facilities while balancing capacity, cost, and the student experience?**

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Poll Results – Part 3

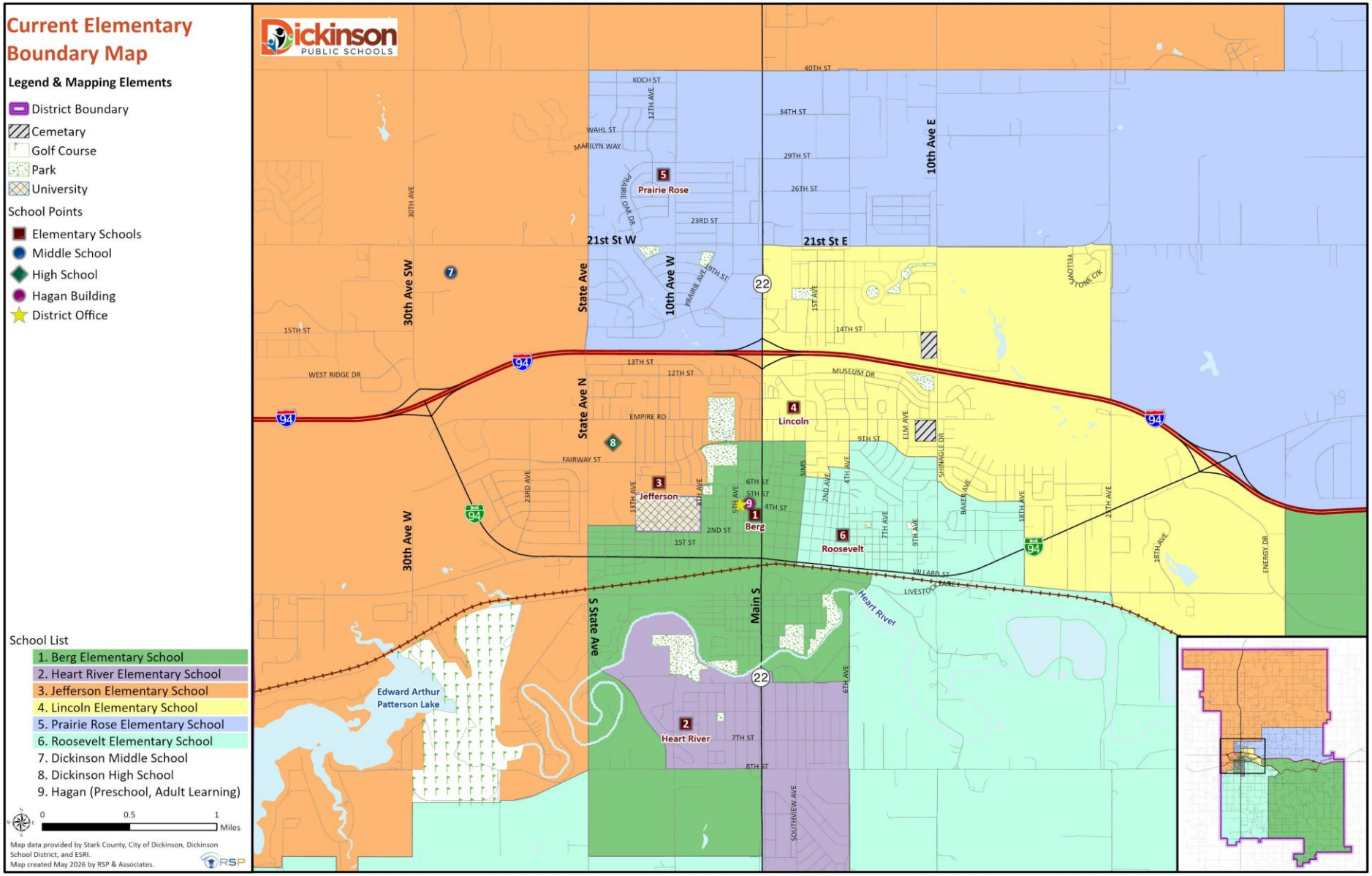
In your own words, what are we trying to solve? What challenges are facing the district?

- *Large class sizes. Large school student numbers.*
- *Balancing enrollment across elementary schools*
- *Decrease class sizes*
- *More similar demographic percentages*
- *Early childhood space, shortage of teachers, maximize resources*
- *Equitable class sizes across elementary schools*
- *Supporting student success throughout the district PreK-12.*
- *Make class sizes in each grade similar at each school while utilizing the space we have.*
- *Building capacity alignment with boundaries.. Need to realign to meet capacity strains with mapping hot spots.*
- *Balance class size, increase early learning opportunities, and ensure efficiency due to limited number of new teachers.*

Updated 09/16/2026 with Committee Input

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Elementary Boundary Map



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Elementary Projections by Building

Elementary Projection Table:

Current:		Capacity	Current Boundaries - Reside Projections					Utilization of Capacity				
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
K-5	Berg Elementary School	270	242	242	250	251	261	90%	90%	93%	93%	97%
K-5	Heart River Elementary School	270	252	243	242	243	242	93%	90%	90%	90%	90%
K-5	Jefferson Elementary School	405	381	370	375	389	398	94%	91%	93%	96%	98%
K-5	Lincoln Elementary School	405	345	348	349	354	350	85%	86%	86%	87%	86%
K-5	Prairie Rose Elementary School	540	499	494	484	495	493	92%	91%	90%	92%	91%
K-5	Roosevelt Elementary School	270	259	261	265	256	260	96%	97%	98%	95%	96%
District Total (K-5):		**2,160**	**1,978**	**1,958**	**1,965**	**1,988**	**2,004**	**92%**	**91%**	**91%**	**92%**	**93%**

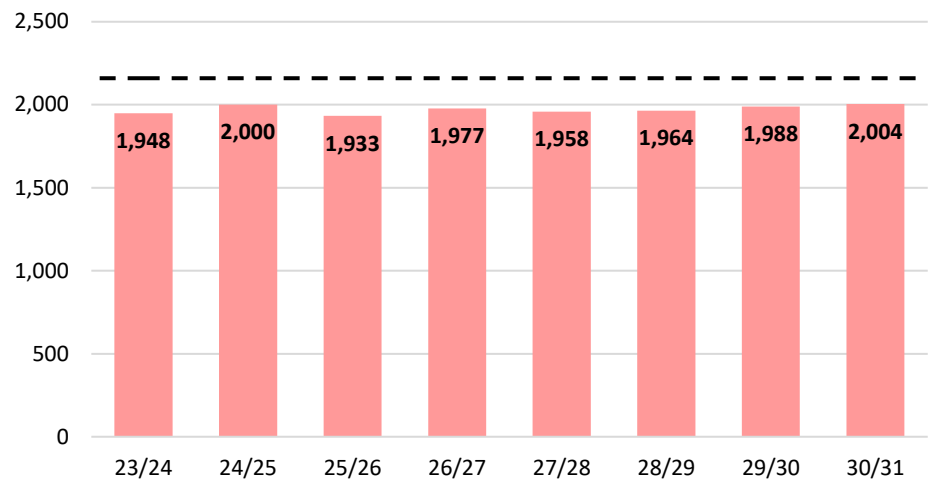
Source: RSP & Associates LLC. - May 2026

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

Challenges:

- **Limited Room for Growth:**
  - Enrollment over **90% utilization of capacity**
- **Differing School Sizes:**
  - **Berg, Heart River, and Roosevelt:**
    - 2-Section buildings, 270 Capacity
  - **Jefferson and Lincoln:**
    - 3-Section buildings, 405 Capacity
  - **Prairie Rose:**
    - 4-Section building, 540 Capacity
- Preschool is currently served in the **Hagen Building** and serves around **120 total students**
  - *Half-Day attendance, 60 total FTs*

Total K-5 Enrollment and Capacity:



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Projections by Grade

Enrollment By Grade

Market Enrollment

School Year	Grade													K-12		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change
2023/24	310	317	359	292	340	330	308	303	257	292	295	245	261	3,909	73	1.9%
2024/25	320	322	335	368	307	348	327	323	294	273	283	273	242	4,015	106	2.7%
2025/26	305	318	311	347	355	297	340	328	316	306	275	269	258	4,025	10	0.2%
2026/27	329	309	319	317	347	356	297	345	324	324	305	263	265	4,100	75	1.9%
2027/28	324	335	309	326	317	347	356	301	342	334	324	293	261	4,169	69	1.7%
2028/29	341	329	335	316	325	318	348	360	298	351	334	312	291	4,258	89	2.1%
2029/30	327	346	330	345	313	327	317	353	357	306	351	320	309	4,301	43	1.0%
2030/31	324	333	349	340	343	315	326	322	350	366	305	337	318	4,328	27	0.6%

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

Disclaimer: Data does NOT include Roughrider Virtual Academy students.

Observations:

- District enrollment is projected to continue gradual growth over the next five years; growth rates are forecasted to moderate over time, with **Years 4 and 5 projected at around 1% annual growth**
- By 2030/31, all grade levels are projected to **exceed 300 students**, with most grades stabilizing between **320–340 students**

Kindergarten Projection (Blue Box)

- Projected to be between 324 to 341 students the next five years

5th Grade Projection (Purple Box)

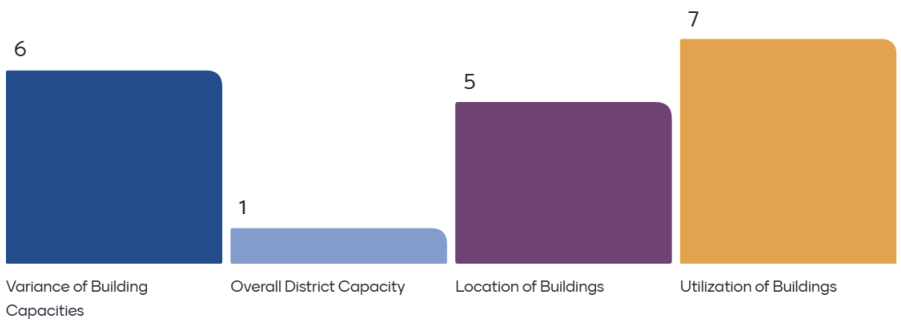
- Projected to be between 315 to 356 students the next five years

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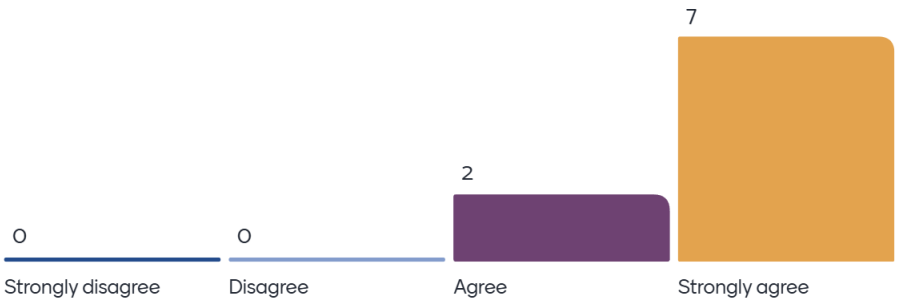
Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

Poll Results – Part 3

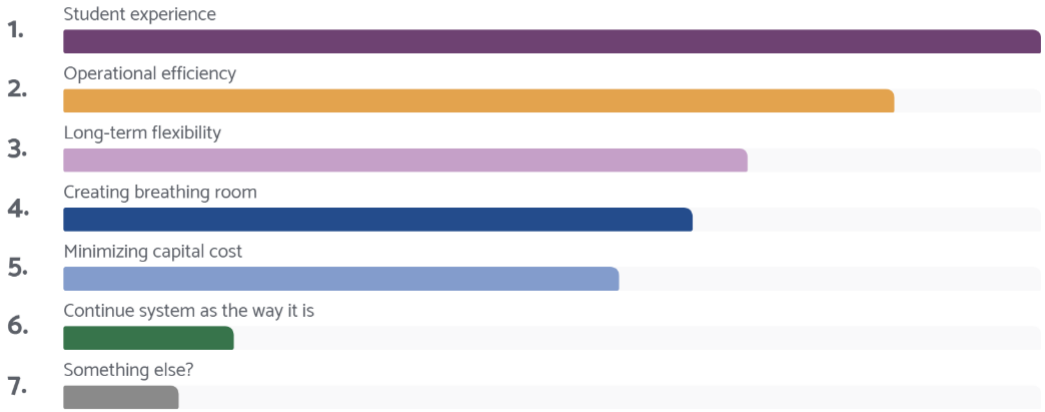
Of the materials presented, **what items stand out as variables to consider?**
(Select all that apply)



Do you agree that the committee should **first explore ways to better use existing district space** before considering major new construction?



Which **outcomes** matters most when **comparing scenarios**?



Updated 09/16/2026 with Committee Input

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Introduction to Scenarios

Starting Points:

1) Continue with K-5 elementary schools

2) Consider change to grade configurations **(two scenarios)**

These scenarios are DRAFTs created to begin the committee conversation — they are not recommendations.

- Both scenarios are intended to explore how the district could **improve elementary utilization, create additional capacity flexibility, and make better use of existing facilities** while balancing cost, operations, and the student experience.

Scenario 1

- Creates a centralized 5th-grade experience
- Opens space within elementary schools by removing 5th grade

Scenario 2

- Creates a centralized early-learning / Kindergarten experience
- Opens space within elementary schools by relocating the youngest grades

Important to Remember

- ❑ **Everything shown is preliminary and subject to change**
- ❑ The scenarios are designed to help identify **benefits, challenges, tradeoffs, and unanswered questions**
- ❑ Committee feedback will help determine **what should be refined, combined, or explored further**
- ❑ Additional variations or entirely new approaches may emerge through discussion



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Scenario 1: PK/K-4, 5, 6-8, 9-12

Core Concept

- **Berg becomes a 5th Grade Center**

Key Planning Challenge

- **Current analysis suggests Berg may not have enough capacity to serve all of 5th Grade.**

Variations to Explore

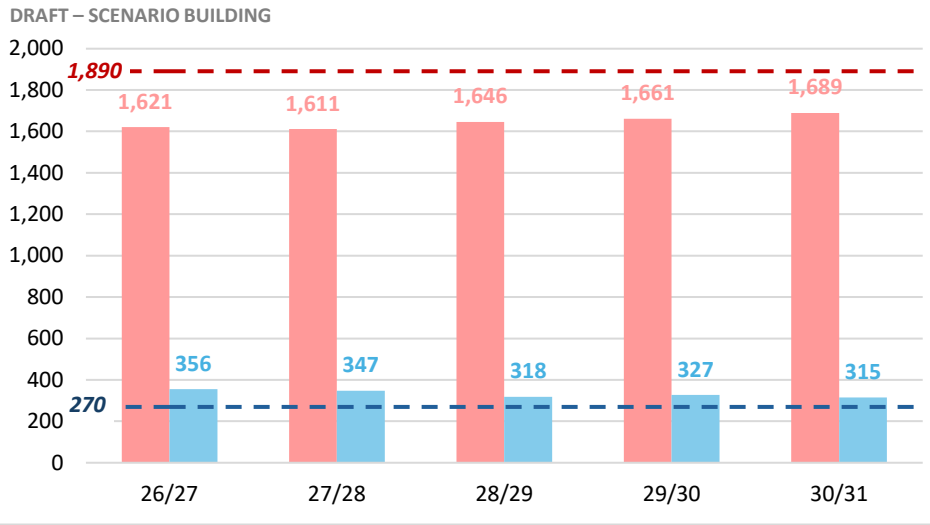
Scenario 1A – Full 5th Grade Center

- All 5th grade at Berg
  - Would likely require a facility/capacity solution at Berg or utilizing Hagen as 5th grade overflow

Scenario 1B – Partial 5th Grade Center

- Berg serves most 5th-grade students
- One or two larger elementary schools remain serving **K-5th grade**
  - Prairie Rose and/or Lincoln could be evaluated because of their larger size

Total K-4, 5th Grade Enrollment and Capacity:



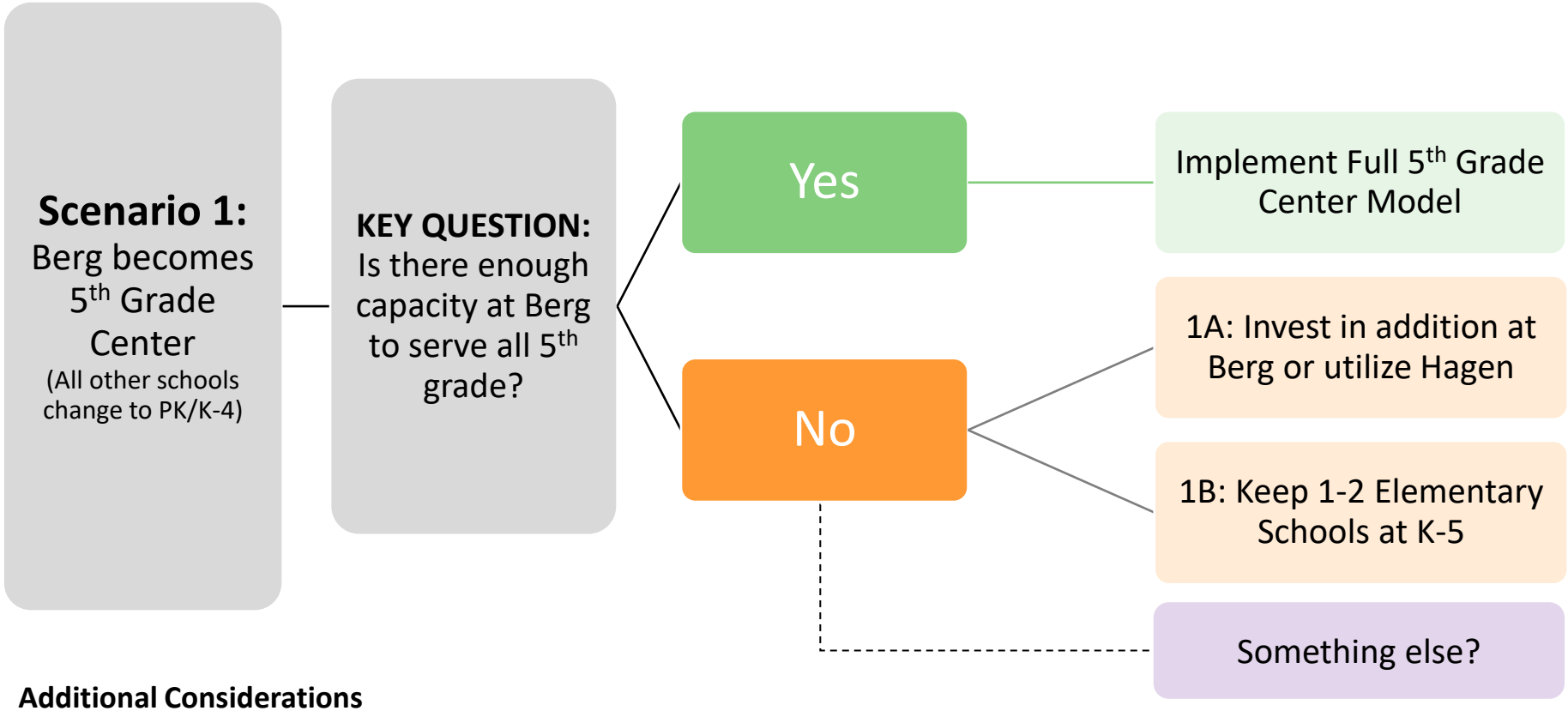
Berg Elementary *Scenario 1 Starting Point:*	
Current Capacity:	**270**
5th Grade Projections:	**315-350 students**

Source: RSP & Associates LLC. - May 2026

Reasoning: Other elementary buildings have limited available capacity; adding another grade could result in **only one section at some grade levels**, creating operational and staffing challenges.

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Scenario 1: Decision Tree



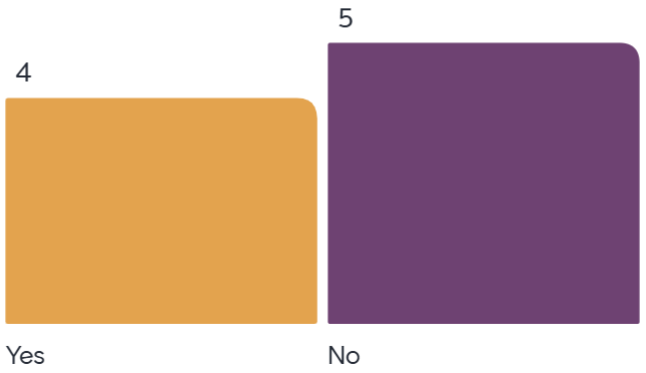
Additional Considerations

- ❑ What criteria should be used to select the school(s) that retain **5th grade** if all students cannot fit at Berg?
- ❑ Are there **facility improvements or additions** that could increase capacity at Berg or other schools?
- ❑ How would each option impact **transportation, staffing, programming, and the student experience**?
- ❑ Are there **other alternatives or variations** of this scenario that should be explored?
- ❑ How well does each option respond to the **long-term outlook for elementary enrollment and capacity**?

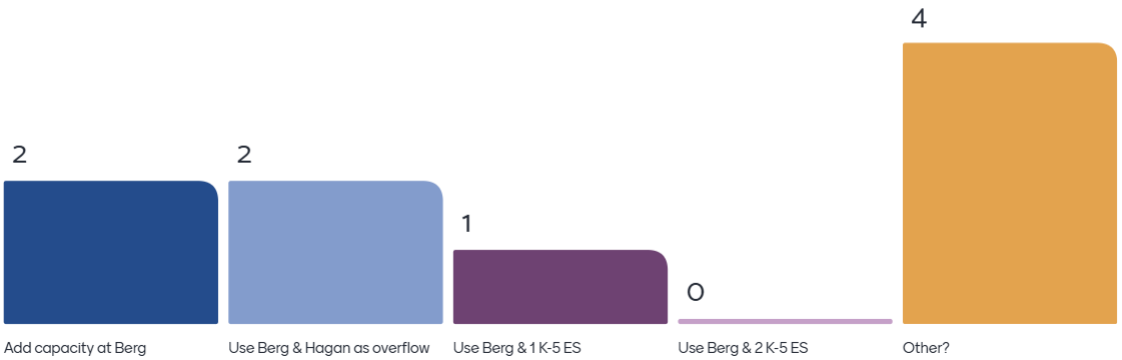
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Poll Results – Part 3

Would you support Berg as a **5th** Grade Center?



Because Berg cannot accommodate all 5th-grade students, **which approach would you most like to see explored further?**



Updated 09/16/2026 with Committee Input

What other approaches should be considered for serving 5th-grade students?

- *Renovate Hagen as a 5th grade center. Has space just needs dollars*
- *If we are possibly moving pre K out of Hagen, is there funds to update Hagen enough to make it a 5th grade center?*
- *K-2 and 3-5 building options*
- *Utilize Hagen*
- *Explore K-2 and 3-5 options*
- *Lincoln as 5th grade center & major boundary shifts.*
- *Use Hagen for all 5th grade students.*
- *Pairing grades*
- *Other building options or paired school options*

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Scenario 2: PK/K, 1-5, 6-8, 9-12

Core Concept

- **Berg becomes a districtwide Early Learning, PK–K Center.**

Key Planning Challenge

- **Berg would likely require retrofitting for younger students and may not have enough capacity for all PK/K students.**

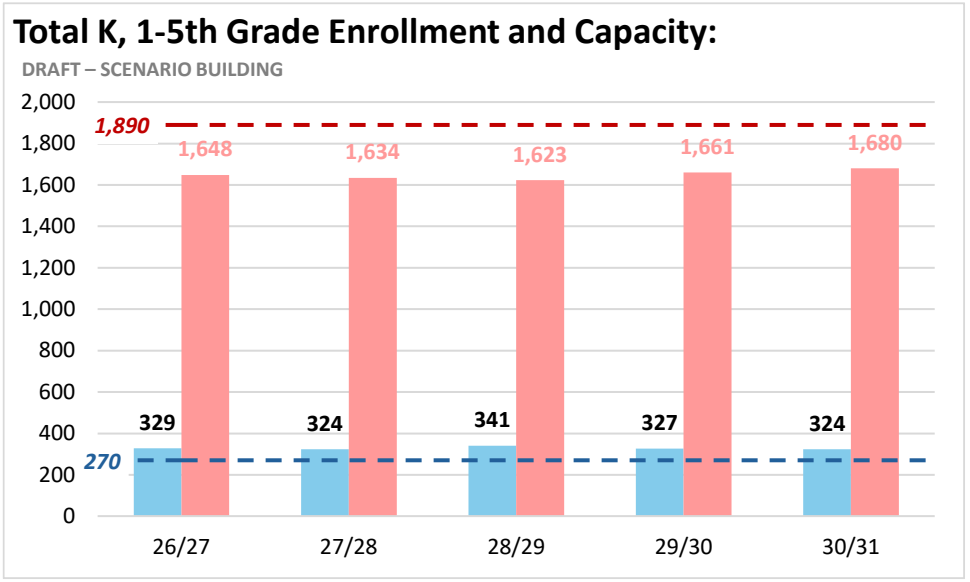
Variations to Explore

Scenario 2A – Full PK/K Center

- All PK/K students attend Berg
  - Berg is renovated specifically for early learners

Scenario 2B – Partial PK/K Center

- Berg serves most PK/K students
- One or two elementary schools remain **serving K-5th grade**
  - Prairie Rose and/or Lincoln could be evaluated because of their larger size



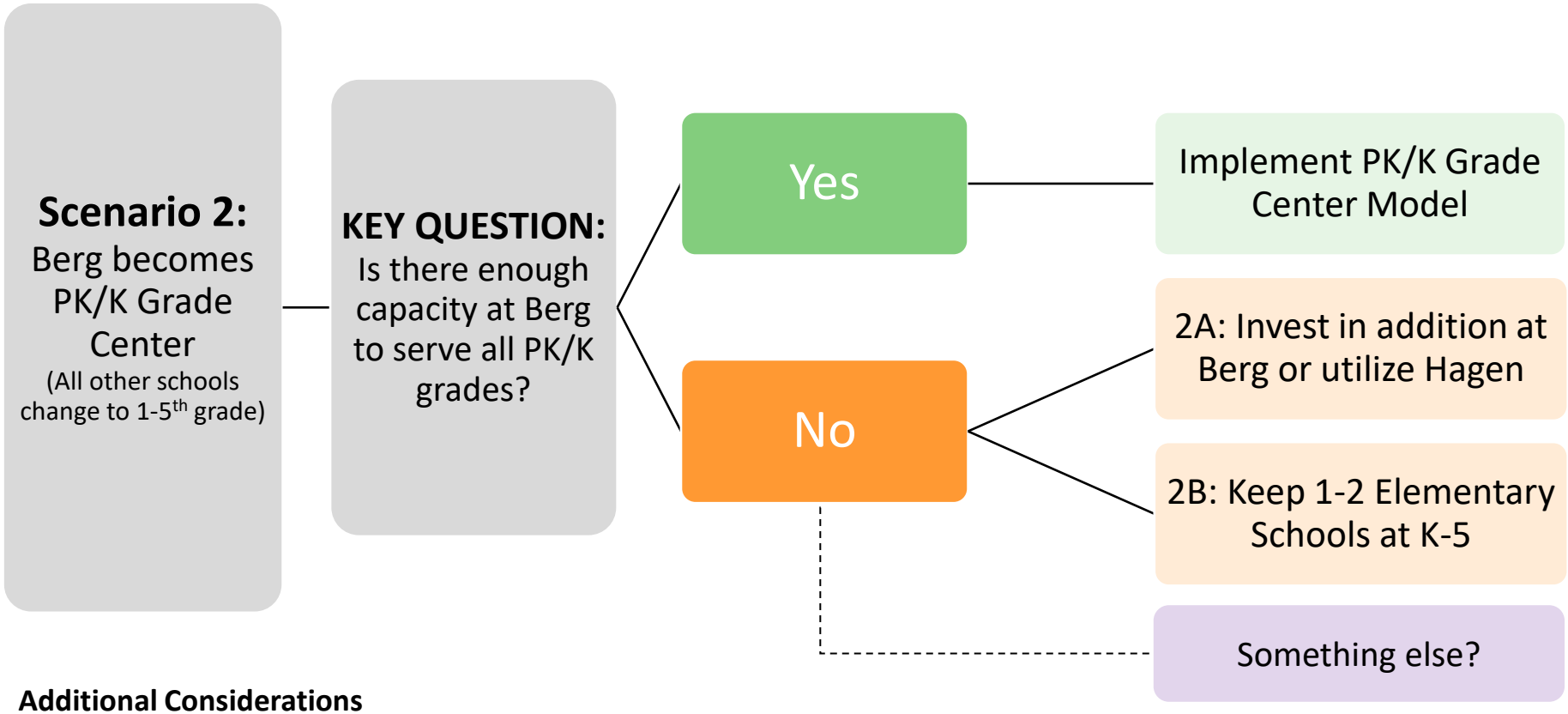
Berg Elementary *Scenario 2 Starting Point:*	
Current Capacity:	**270**
K Grade Projections:	**320-350 students**
PK has not been included in projections	

Source: RSP & Associates LLC. - May 2026

Reasoning: Other elementary buildings have limited available capacity; adding another grade could result in **only one section at some grade levels**, creating operational and staffing challenges.

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Scenario 2: Decision Tree



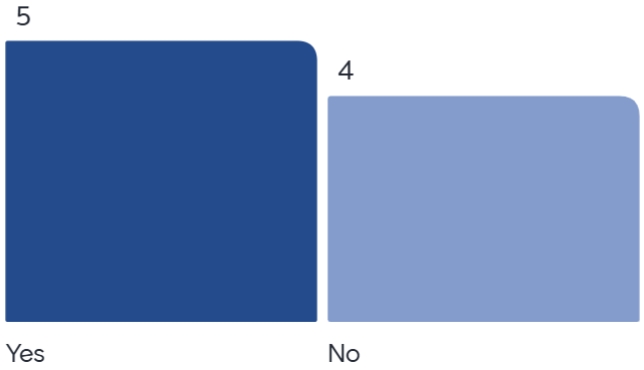
Additional Considerations

- ❑ What criteria should be used to select the school(s) that retain **Kindergarten** if all students cannot fit at Berg?
- ❑ Are there **facility improvements or additions** that could increase capacity at Berg or other schools?
- ❑ How would each option impact **transportation, staffing, programming, and the student experience**?
- ❑ Are there **other alternatives or variations** of this scenario that should be explored?
- ❑ How well does each option respond to the **long-term outlook for elementary enrollment and capacity**?

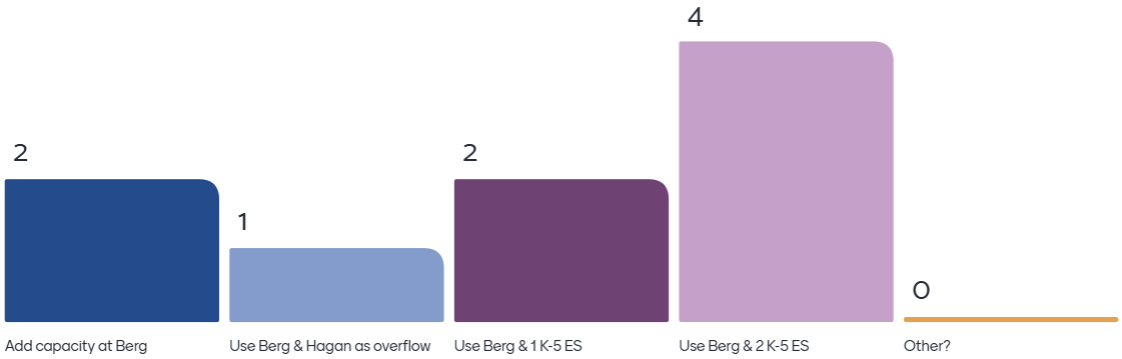
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Poll Results – Part 3

Would you support Berg as a **PK/K** Center?



Because Berg cannot accommodate all PK/K grade students, **which approach would you like to see explored further?**



Updated 09/16/2026 with Committee Input

What other approaches should be considered for serving PK/K grade students?

- *Consider other configuration options*
- *PK/K with 2 K-5*
- *Join grade bands*

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What Else Should We Consider?

Heart River Addition:

- Could additional capacity at Heart River help the district maintain the current system longer or reduce the need for exceptions?

New Elementary School:

- At what enrollment or utilization point would a new elementary school become necessary?

Exception Schools:

- If one or two elementary schools retain a different grade configuration, what criteria should determine which schools?

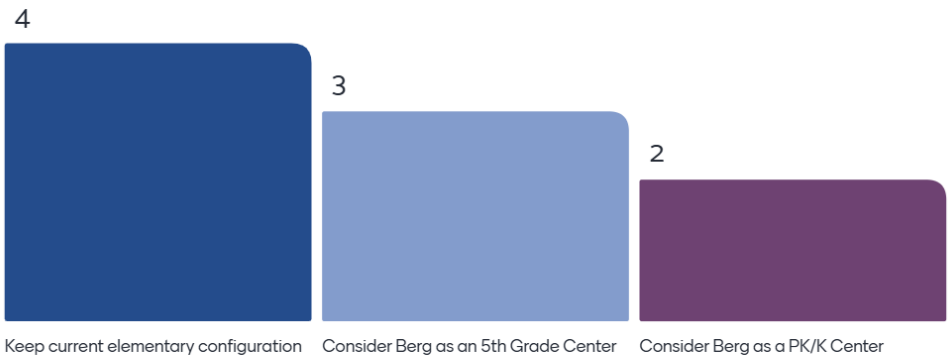
  Examples:
  - Available building capacity
  - Geographic location
  - Transportation efficiency
  - Facility suitability for the grade level
  - Neighborhood continuity
  - Operational/staffing efficiency

Other?

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Poll Results – Part 3

Based on the information tonight, do you have a preference of any of the following (baseline)?



What other ideas/considerations would you like explored for the next meeting? *Ideas must fit within the guiding principles.*

- *K-2,3-5*
- *Keeping schools the same and changing the boundaries.*
- *Paired grades - K-2 and 3-5*

Updated 09/16/2026 with Committee Input

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Part 4:
Next Steps

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Committee Communication Tool

https://rsp.mysocialpinpoint.com/dickinson



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Next Steps

Key Milestones:

✓ **Enrollment Analysis Completed**

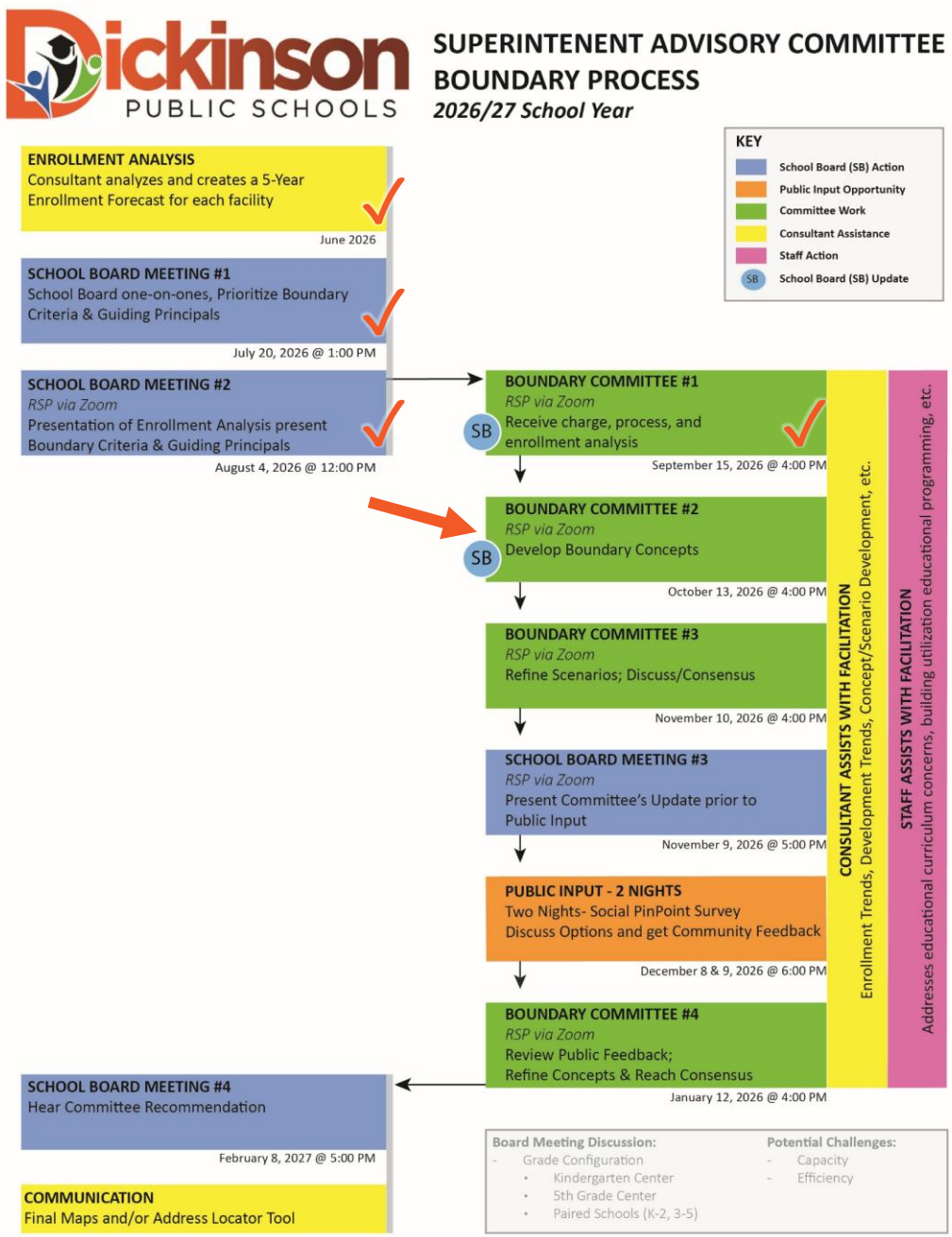
✓ **One-on-One Board Discussion**

✓ **Board Work Session**

✓ **Committee Meeting 1**

❑ **Committee Meeting #2 – Up Next!**

Thank you for your participation! See you at our next meeting on October 13.



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