Planning for the Future

Comprehensive Boundary Study
Gardner Edgerton USD 231

Committee Meeting #4

November 12, 2026

Updated with Committee Feedback 11/13/2026

MEETING AGENDA

Part 1 (10 Mins)

Process Recap and Community Input

Part 2 (10 Mins)

Current Concept 1 and 2

Part 3 (1 Hour)

Alternatives to Concept 1 and 2

Part 4 (10 Mins)

Committee Consensus and Next Steps

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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)

Ginna Wallace, Senior Planner

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

RSP Recent Projects:

De Soto Mill Valley USD 232
- Enrollment Analysis, 2025/26

Kansas City Kansas USD 500
- Enrollment Analysis, 2025/26

Spring Hill USD 230
- Enrollment Analysis, 2025/26

RSP has worked with Gardner Edgerton USD 231 for the past twelve years – assisting the district to make sound planning decisions for the students and community.

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Process Recap and Community Input

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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Boundary Process

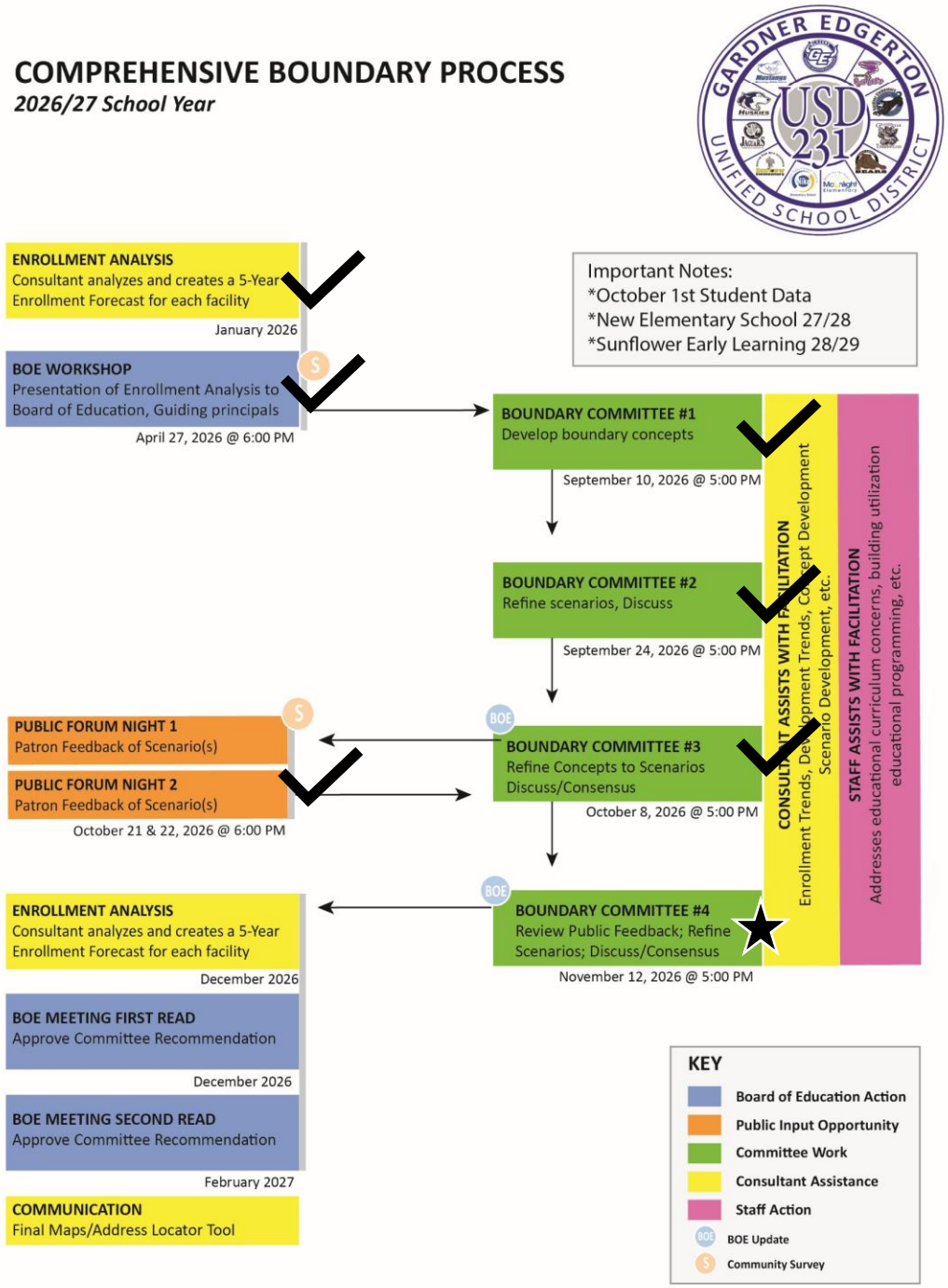
Process includes:

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

Phases of Work:

- **Already established:**
  - *Guiding principles*
  - *Boundary criteria*
  - *Implementation assumptions*
  - *Scope of the study*
- **We are seeking input on:**
  - Strengths and concerns
  - Tradeoffs and unintended consequences
  - Preference regarding the two concepts

IMPORTANT: The Committee final recommendation to the Board will be decided tonight.



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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

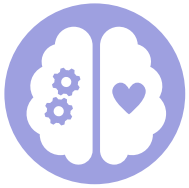
BE TIMELY
Make your points concisely, allow others a chance





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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Committee 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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Board Foundation (Guiding Principles & Boundary Criteria)

Board Approved 04/27/2026

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

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

CRITERIA #1 **Feeder System**

CRITERIA #2 **Projected Enrollment**

CRITERIA #3 **Duration of Boundaries**

CRITERIA #4 **Fiscal Considerations - Operational**

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Community Input Results

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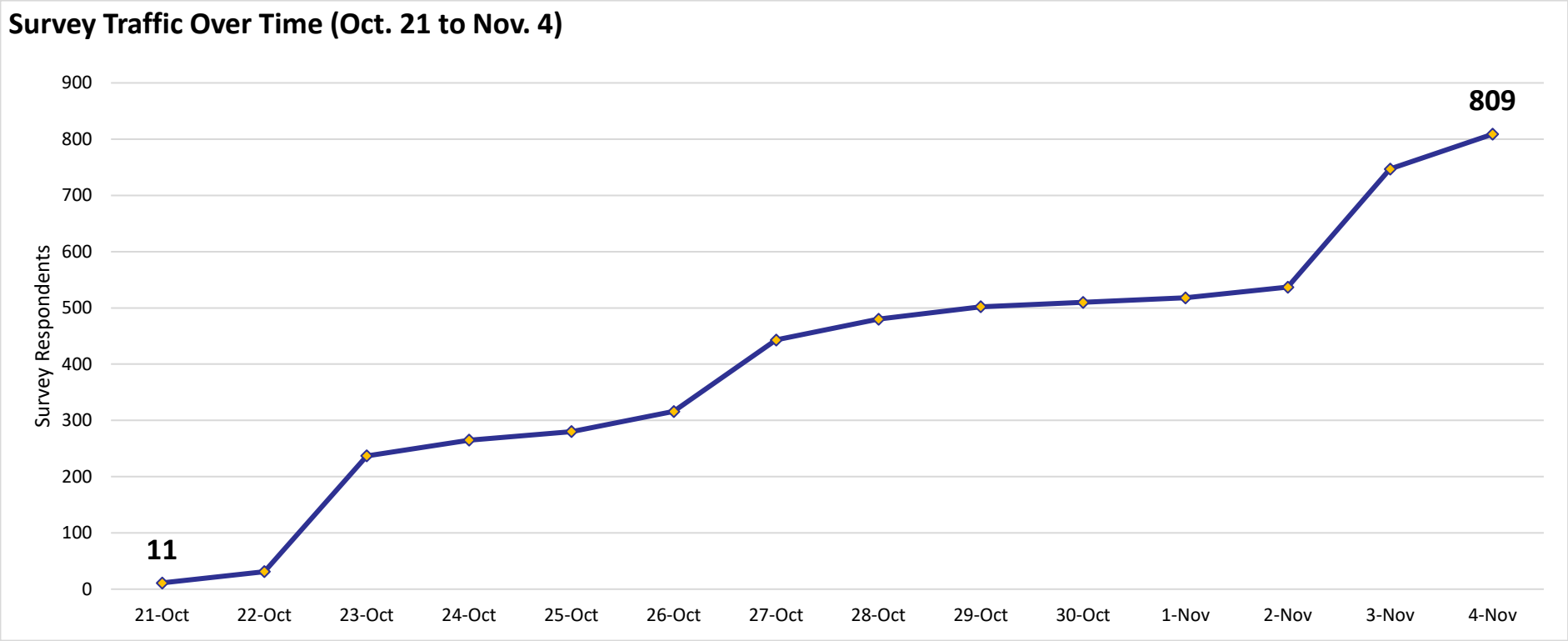
Survey Results



ABOUT THE SURVEY:

- ❑ 809 total responses
- ❑ Survey opened on October 21st and closed on November 4th
- ❑ Survey was available in multiple languages and was advertised by the district

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Respondents

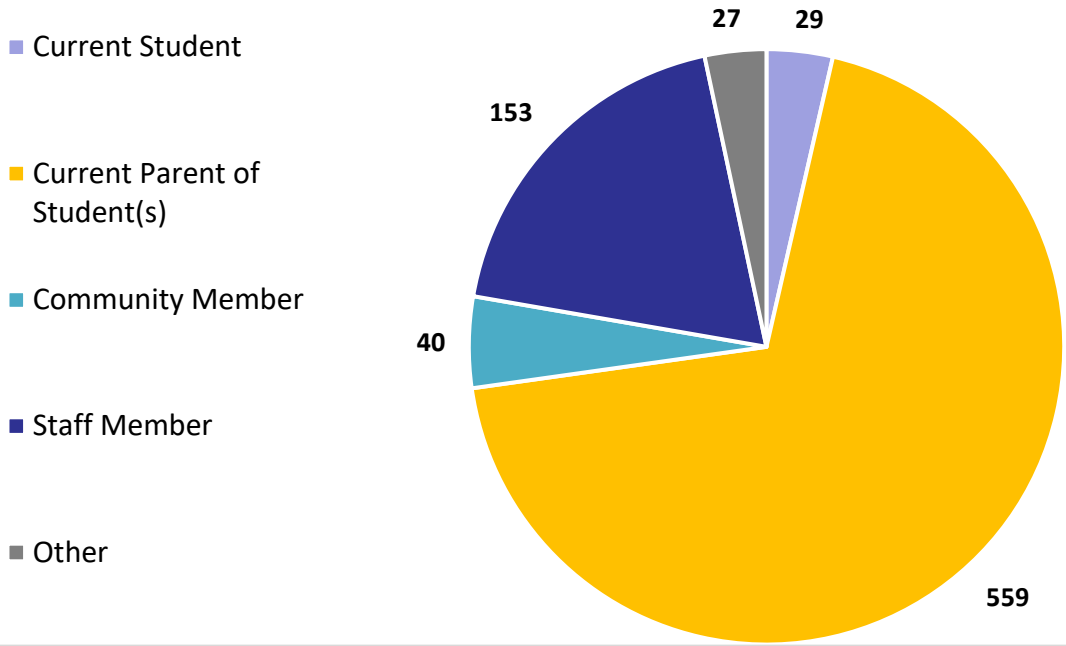
HIGHLIGHTS:

- 559 respondents identified as current parents (69% of responses)
- 153 respondents identified as staff members (19% of responses)

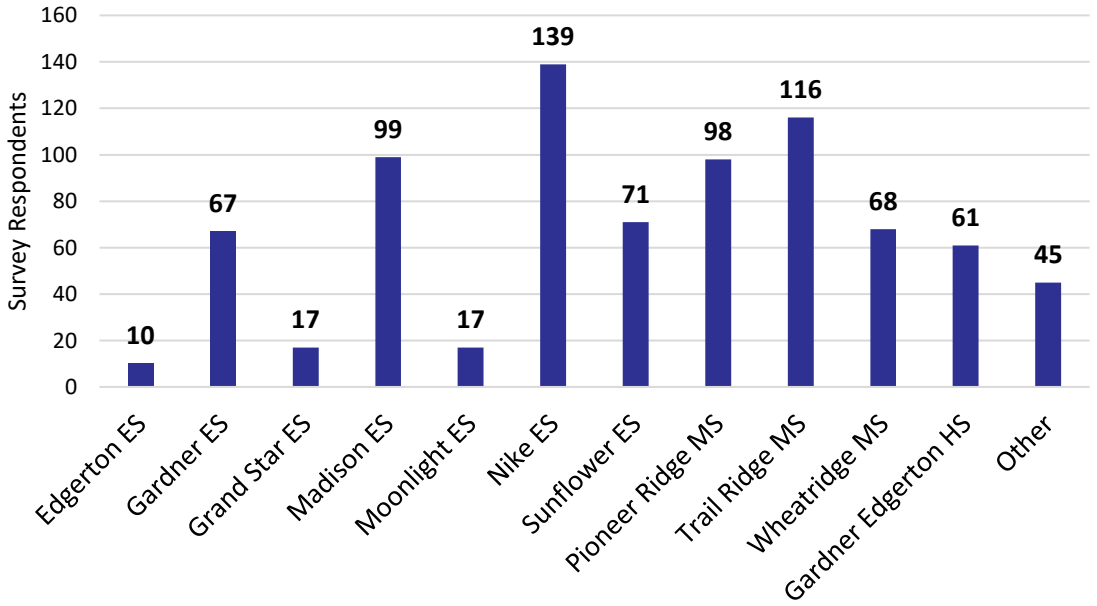
The school communities with the most participation were:

- Nike Elementary
- Trail Ridge Middle
- Madison Elementary
- Pioneer Ridge Elementary

Select the following role that best describes you:



Which school community are you most connected to?



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Concept Support

ELEMENTARY SCHOOL

- **54.9%,** Concept 1
- 45.1%, Concept 2

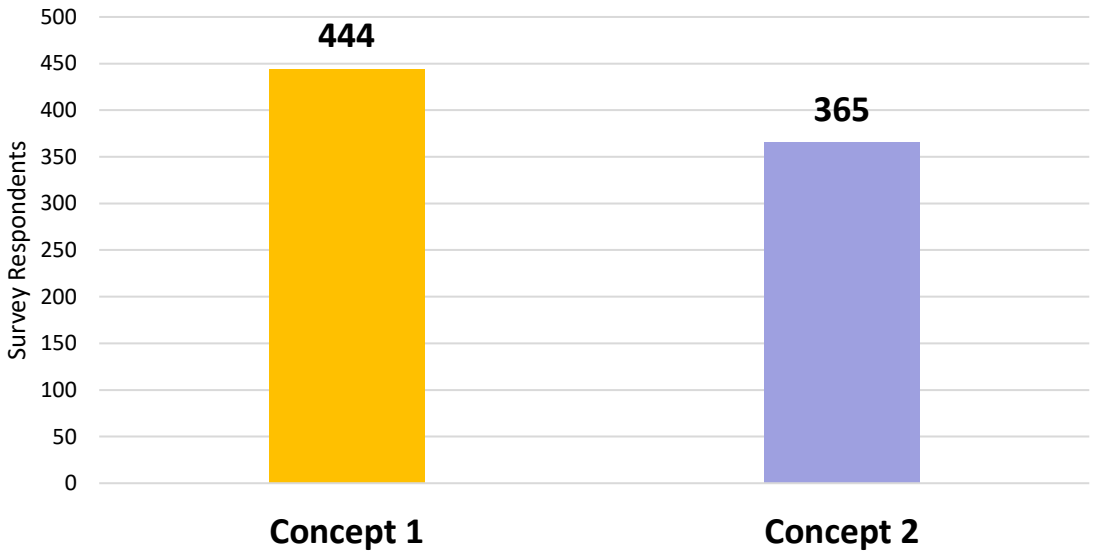
MIDDLE SCHOOL

- **57.5%,** Concept 1
- 42.5%, Concept 2

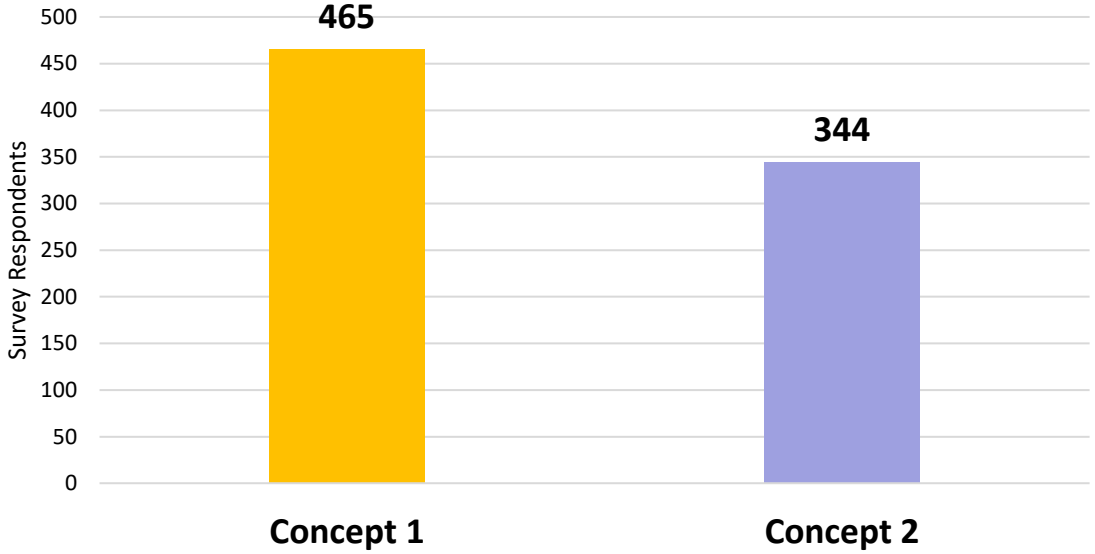
Concept 1 received more support for both boundaries, with a stronger preference at the middle school level.

However, written feedback identifies concerns and potential refinements for both concepts.

For Elementary School Boundaries, what concept do you most support?



For Middle School Boundaries, what concept do you most support?



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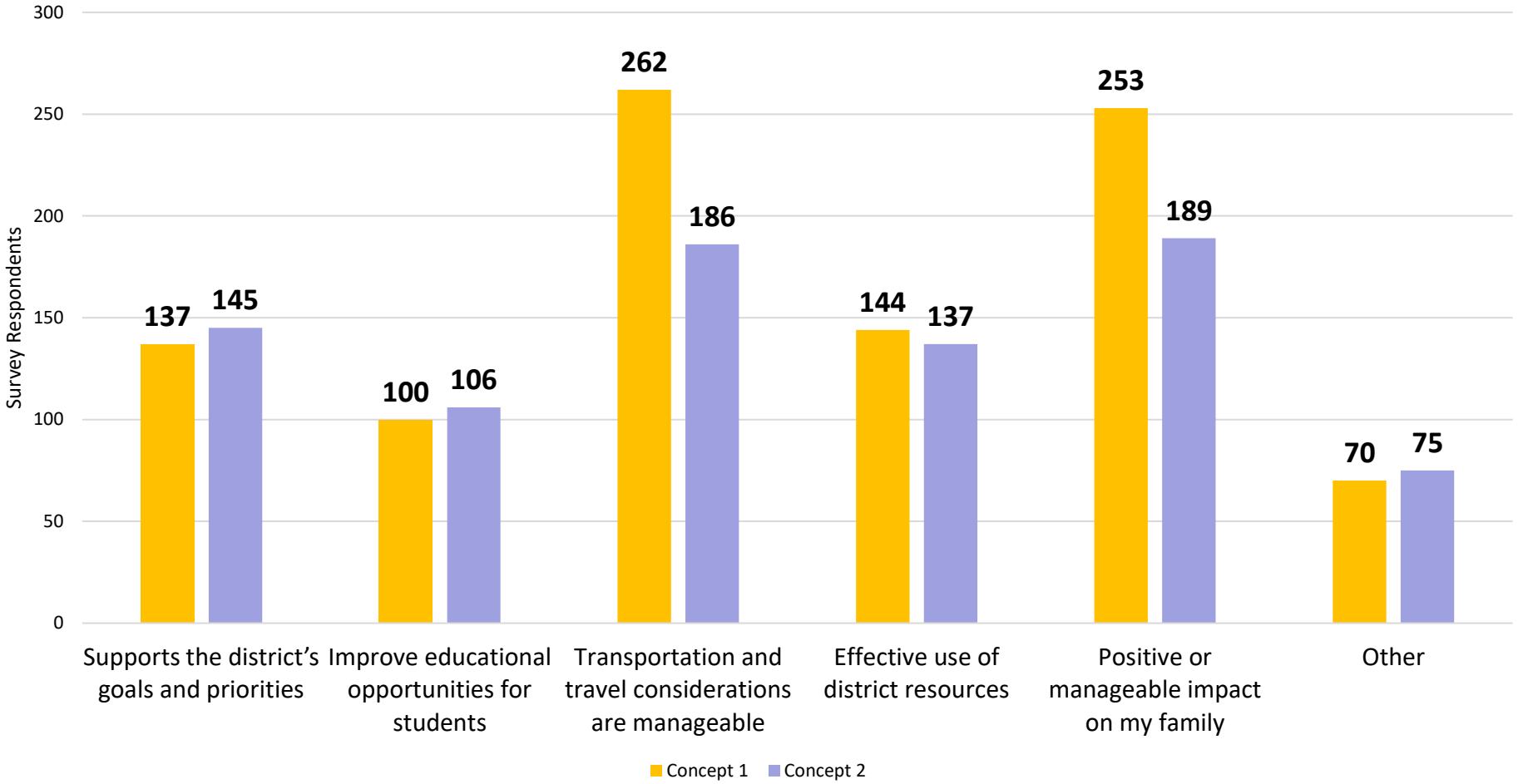
Reasoning of Support

What is the primary reason for your response?



Community feedback emphasizes the importance of balancing long-term district needs with practical family considerations. Neither concept eliminates all concerns; the most significant trade-off is between complete feeder alignment and maintaining neighborhood proximity and manageable travel.

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Summary of Survey Comments

Major Theme	Summary of Community Input
Transportation and Neighborhood Proximity **Committee Task**	• Families emphasized **shorter travel distances, safe walking/biking routes, traffic congestion, railroad crossings**, and the practicality of **getting children to multiple schools**. **→ Review the key concern of Nike students traveling to Pioneer Ridge under Concept 2**
Feeder Alignment and Peer Continuity **Committee Task**	• **Many respondents support complete feeders** and expressed concern that **Concept 1 creates three split feeders.** • Others **questioned whether complete feeders justify the proximity challenges in** Concept 2. **→ Review ways to address these concerns while maintaining the benefits of each concept**
Student Stability and Transition Options **Committee Task**	• Numerous comments requested that **current students finish at their existing schools** (rising 4th and 8th grade) • Respondents want to preserve **established friendships, trusted staff relationships, school communities, and extracurricular participation.** **→ Discuss phased implementation, sibling considerations, and transportation eligibility**
Equity and Specialized Student Services **Committee Task**	• Respondents raised concerns about **demographic concentration at Gardner Elementary under Concept 1.** **→ Discuss continuity of specialized programs, staffing, and support for students with IEPs or additional needs**
Future Growth and Alternative Boundary Concepts **Committee Task**	• Some respondents requested **refinements to individual neighborhoods, questioned housing-growth assumptions, or suggested preserving more existing middle school boundaries.** **→ Review additional concept(s) or a clearer explanation of the need for change**

Source: Raw Community Survey Comments, pages 1–56. Themes reflect concerns raised by respondents and do not independently verify the claims made in those comments.

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Committee Considerations – Focus of Thursday Meeting

CONCEPT 1

Primary Concern

→ Splitting established peer groups

Grand Star, Nike, and Madison would have split feeders, raising concerns about students transitioning with classmates and the complexity of school activities and programming.

CONCEPT 2

Primary Concern

→ Longer travel and neighborhood access

Assigning Nike to Pioneer Ridge would create longer trips for some families, limiting walking/biking opportunities and raising transportation and traffic concerns.

How should community feedback inform the final boundary recommendation?

1. **Feeder Alignment:** Is the benefit of complete feeders worth the additional travel and student impacts, or should limited split feeders remain an option?
2. **Transportation:** What additional analysis is needed to confirm safe, practical, and financially sustainable transportation, particularly for Nike families?
3. **Targeted Refinements:** Are there specific neighborhoods where minor adjustments could reduce disruption without compromising enrollment balance?
4. **Equity and Programs:** Do either concept's demographic or specialized-program impacts warrant additional review?
5. **Recommendation Readiness:** Should the committee advance Concept 1, Concept 2, a modified approach, or request additional analysis before making a recommendation?

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Board Priorities and Community Input

	Boundary Criteria	Concept 1	Concept 2
1	**Feeder System**	Three split elementary feeders	**Complete elementary feeders** ✓
2	**Projected Enrollment**	**Balances enrollment** ✓	**Balances enrollment** ✓
3	**Duration of Boundaries**	**Accommodates growth and planned facilities** ✓	**Accommodates growth and planned facilities** ✓
4	**Fiscal Considerations – Operational**	**Utilizes existing resources** ✓	**Utilizes existing resources** ✓
UNRANKED BY BOE	Boundary Natural Features	Limits railroad crossings; aligns Moonlight with Trail Ridge ✓	Limits railroad crossings; aligns Moonlight with Trail Ridge ✓
UNRANKED BY BOE	Demographic Considerations	Maintains demographic balance without major concerns from administration ✓	Maintains demographic balance without major concerns from administration ✓
UNRANKED BY BOE	Fiscal Considerations - Capital	Does not require additional capital investment ✓	Does not require additional capital investment ✓
UNRANKED BY BOE	Neighborhoods Intact	Maintains closer middle school access for some neighborhoods ✓	Longer travel distances for some neighborhoods ✓
UNRANKED BY BOE	Students Impacted	Fewer students impacted ✓	More students impacted
UNRANKED BY BOE	Transportation Considerations	Shorter trips for some neighborhoods; routing review needed ✓	Greater travel concerns for Nike-to-Pioneer Ridge; routing review needed

Concept 2 more directly aligns with the Board's initial priorities, while Concept 1 received greater community support and better addresses proximity and transportation concerns for some neighborhoods.

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Committee Discussion #1

Small Group Activity | 10 Minutes

Purpose: Reflect on community feedback and identify the most important considerations as we continue evaluating the boundary concepts.

1. What stood out from the community input?
2. What did you learn, and were there any surprises in the survey results or written comments?
3. What trade-offs should receive the greatest attention?
4. What should we focus on as we move forward?

Conclusion: Identify the top 1–2 concerns or questions your table believes should be addressed before advancing a recommendation.

Table Report-Out

Each table will share its top concern and one key takeaway with the full committee.

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Current Concept 1 and 2

Presented at Public Input

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Two Concepts, Different Trade-offs

Both align with planned facilities and support enrollment balance

CONCEPT 1

Moonlight feeds entirely to Trail Ridge.

Grand Star, Nike and Madison have split middle school feeders.

Railroad crossings are limited to overpass locations.

CONCEPT 2

All elementary schools have complete middle school feeders.

Moonlight and Grand Star feed Trail Ridge.

Nike feeds Pioneer Ridge, requiring further transportation review.

Community Question:
Which trade-offs matter most to you and your neighborhood?

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About Concept 1



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How We Got to Concept 1

What Concept 1 Accomplishes

- ✓ Aligns boundaries with planned facility changes
- ✓ Creates a complete Moonlight → Trail Ridge feeder
- ✓ Limits railroad crossings to locations with overpasses
- ✓ Balances enrollment across schools

Trade-offs to Consider

- ❑ Creates split feeders at Grand Star, Nike, and Madison
- ❑ Requires some elementary peer groups to transition to different middle schools
- ❑ Prior versions required refinement to improve middle school enrollment balance

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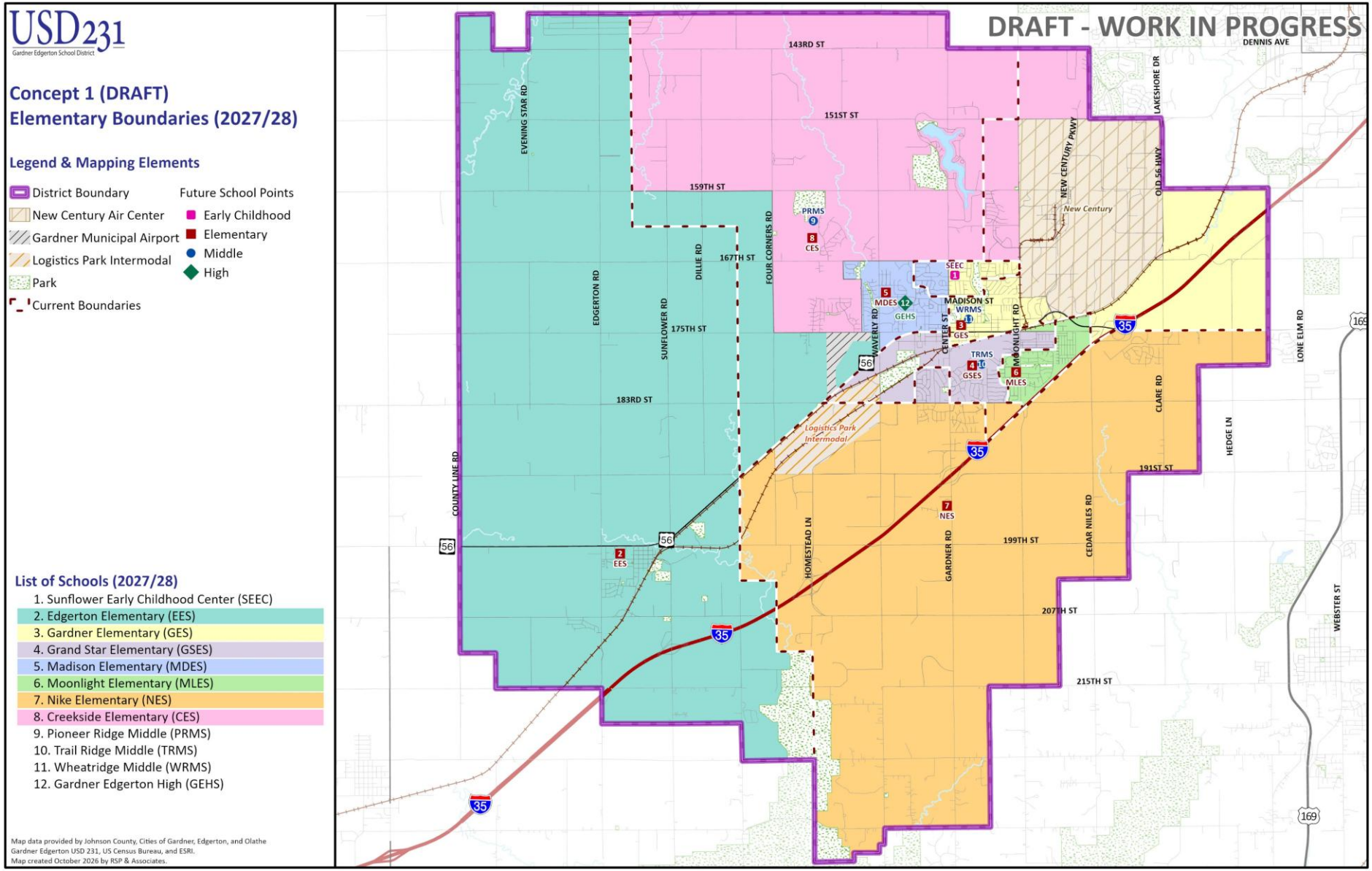
Concept 1 – Elementary School



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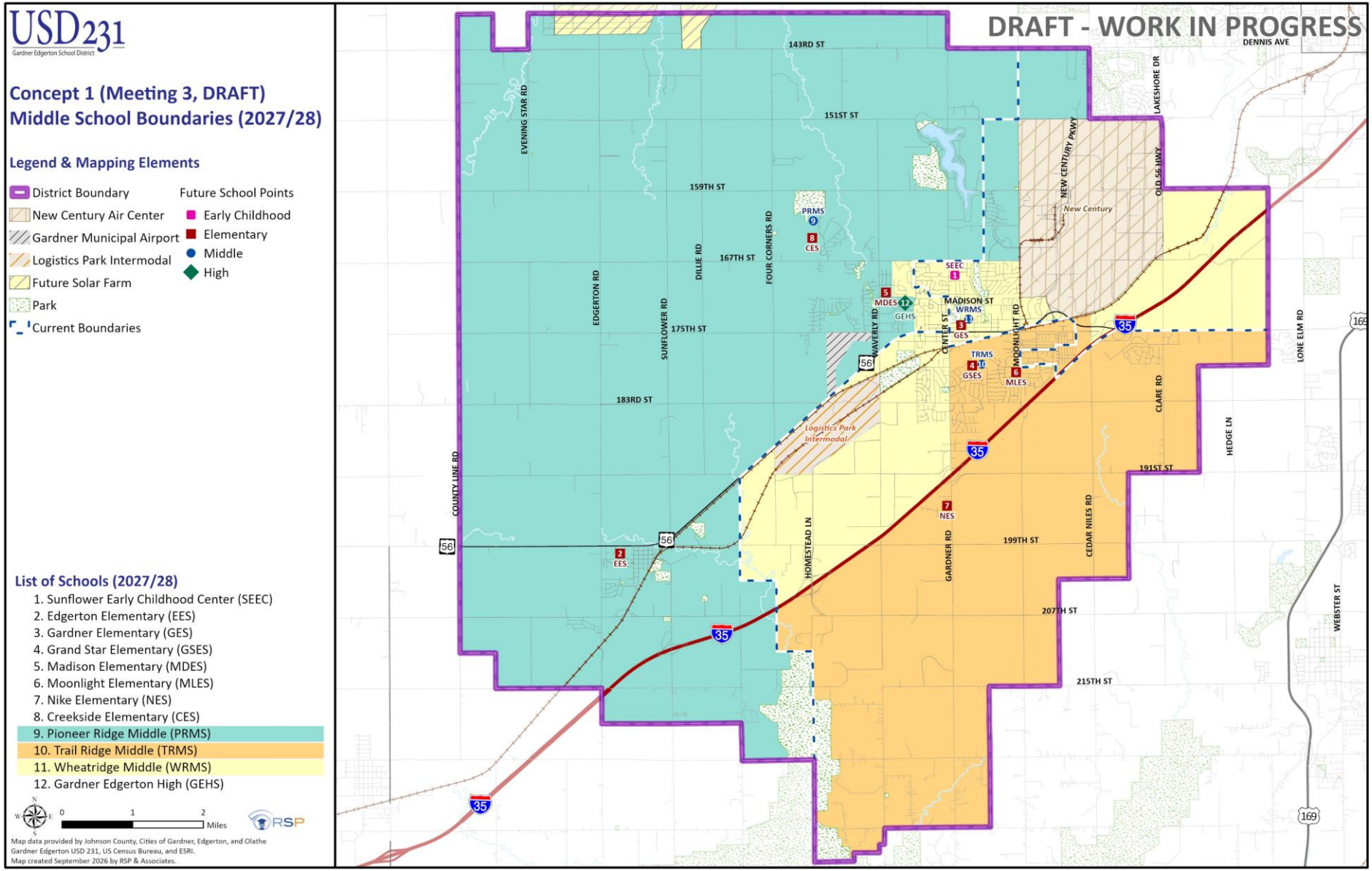
Concept 1 – Middle School



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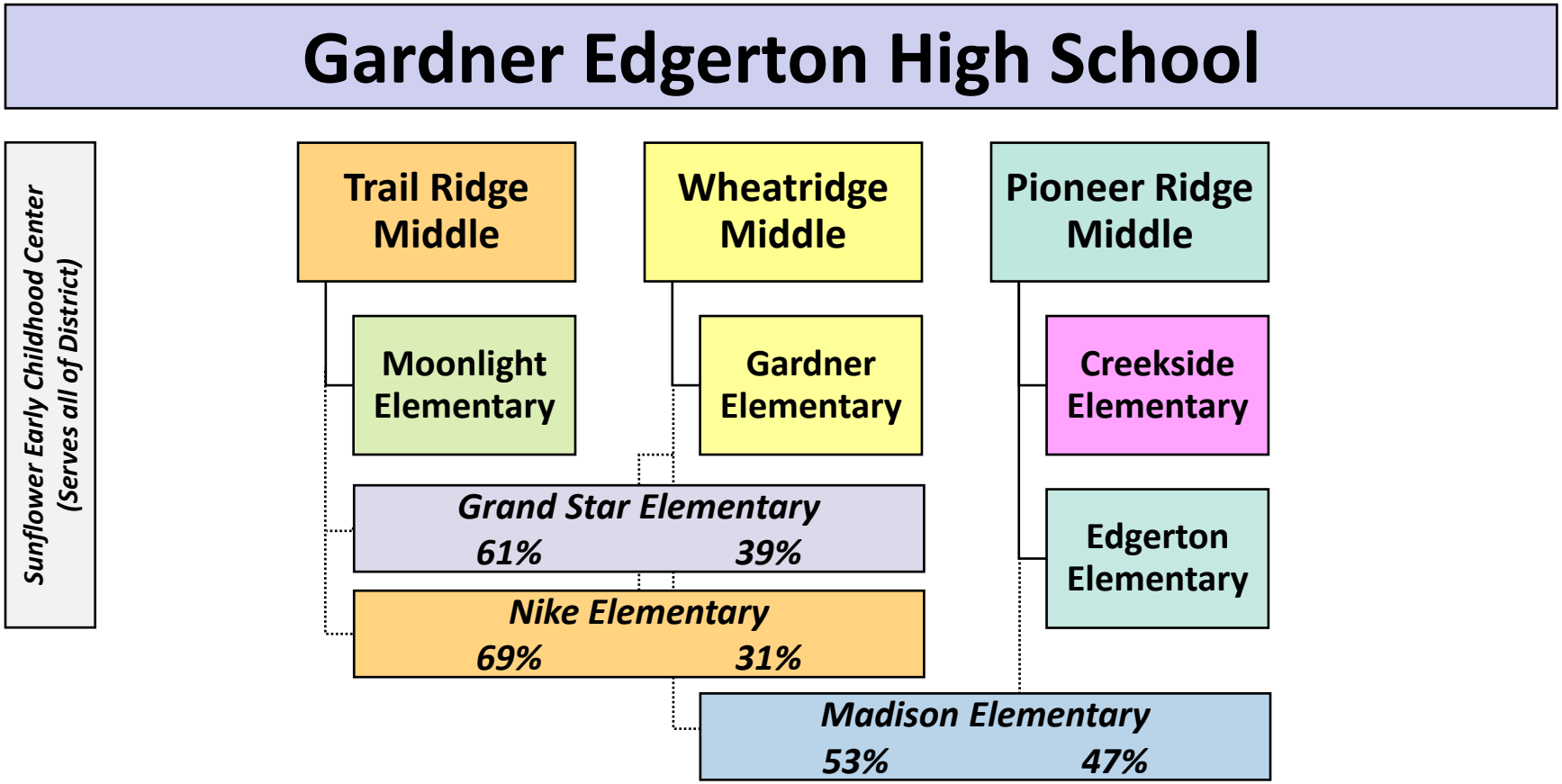
Concept 1 – Feeder System



Source: RSP and Gardner Edgerton USD 231

Note: Moonlight Elementary becomes a full feeder to Trail Ridge. Grand Star, Nike, and Madison become split feeders between middle schools.

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Concept 1 – Projections

Elementary Projection Table:

Concept 1:		Capacity	* Projected Enrollment from 2025/26 Enrollment Analysis				
			Current Boundaries	Concept 1 Boundaries			
				PK-4, K-4	PK, K-4		
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
K-4	Creekside Elementary School	525	0	300	312	319	350
K-4	Edgerton Elementary School	330	148	150	151	159	184
K-4	Gardner Elementary School	418	297	350	285	302	294
K-4	Grand Star Elementary School	528	307	417	367	374	384
K-4	Madison Elementary School	594	511	406	323	317	337
K-4	Moonlight Elementary School	528	321	307	272	267	267
K-4	Nike Elementary School	462	376	298	278	304	318
PK	*Sunflower Elementary School*	396	245	0	295	310	324
District Total (PK-4):		3,781	2,205	**2,228**	**2,283**	**2,352**	**2,458**

Source: RSP & Associates LLC. - March 2026 9/28/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Grand Star and Moonlight elementary schools). This value is held constant for all years. PK students residing in the Creekside boundary are assigned to Madison Elementary for 2027/28.

Middle School Projection Table:

Concept 1:		Capacity	* Projected Enrollment from 2025/26 Enrollment Analysis				
			Current Boundaries	Concept 1 Boundaries			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
5-8	Pioneer Ridge Middle School	925	545	548	537	564	554
5-8	Trail Ridge Middle School	925	669	558	575	568	559
5-8	Wheatridge Middle School	1,075	459	566	572	506	497
District Total (5-8):		2,925	1,673	**1,672**	**1,684**	**1,638**	**1,610**

Source: RSP & Associates LLC. - March 2026 9/28/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Trail Ridge Middle). This value is held constant for all years.

Student Impact:

- 31% of elementary and 22% of middle school students would be reassigned under Concept 1.

Creekside Elementary:

- Opens in 2027/28 as a K-4 school with approximately 300 students, growing to 350 by 2030/31.
- Pre-K students remain at other locations until Sunflower re-opens.

Elementary Balance:

- Redistributes enrollment across existing schools, with Madison decreasing 320–340 students in later years.

Middle School Balance:

- Redistributes students across the three middle schools, with projected enrollment ranging from approximately 500–575 students.

Long-Term Planning:

- Accommodates projected enrollment growth while maintaining available capacity across schools.

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Concept 2 Introduction



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How We Got to Concept 2

What Concept 2 Accomplishes

- ✓ Aligns boundaries with planned facility changes
- ✓ Creates complete elementary-to-middle-school feeders
- ✓ Keeps Moonlight and Grand Star feeding Trail Ridge
- ✓ Balances enrollment across schools

Trade-offs to Consider

- ❑ Moves Nike's middle school feeder to Pioneer Ridge
- ❑ Increases travel distance for some Nike families
- ❑ Requires further transportation routing and cost evaluation

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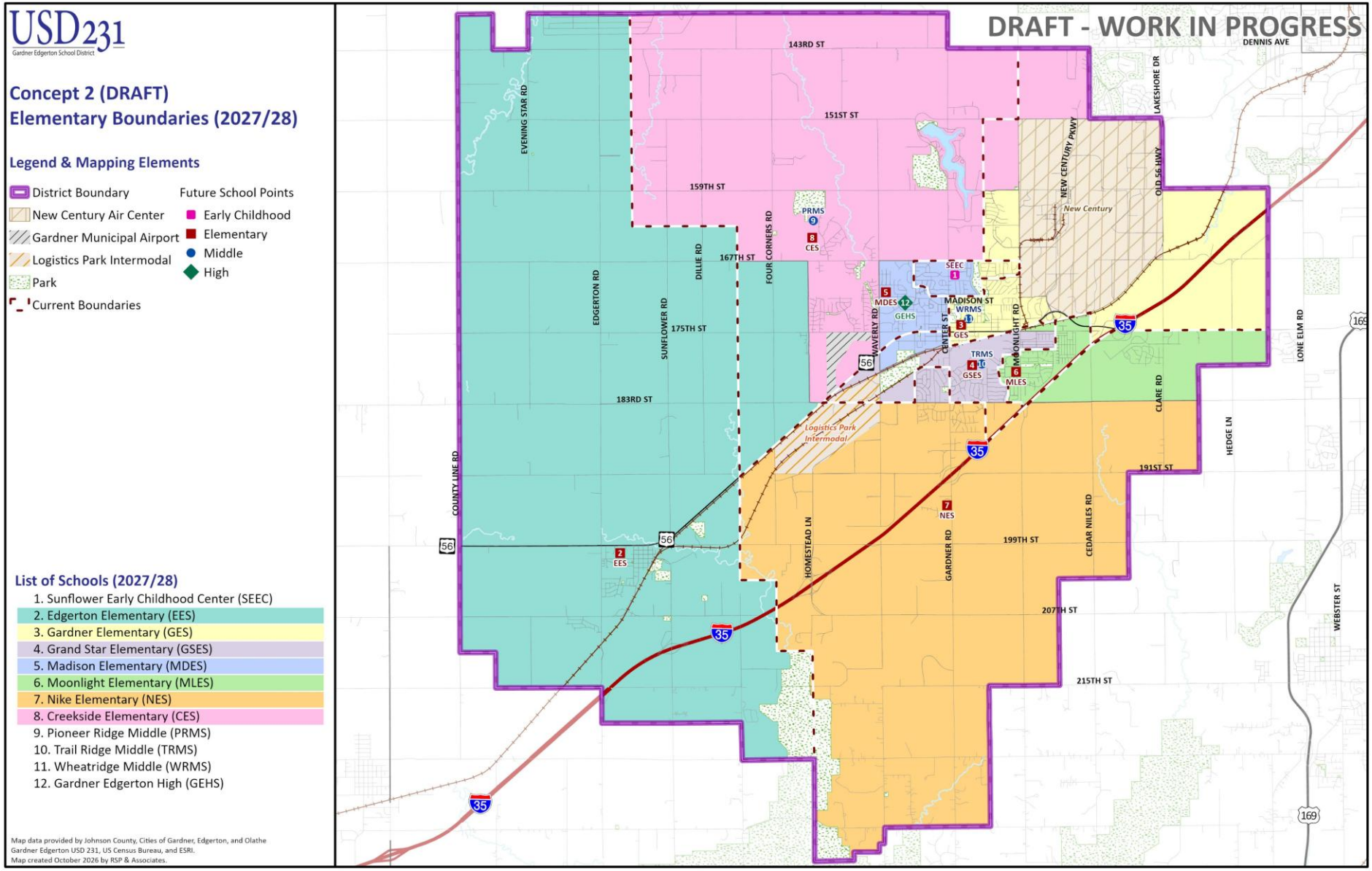
Concept 2 - Elementary



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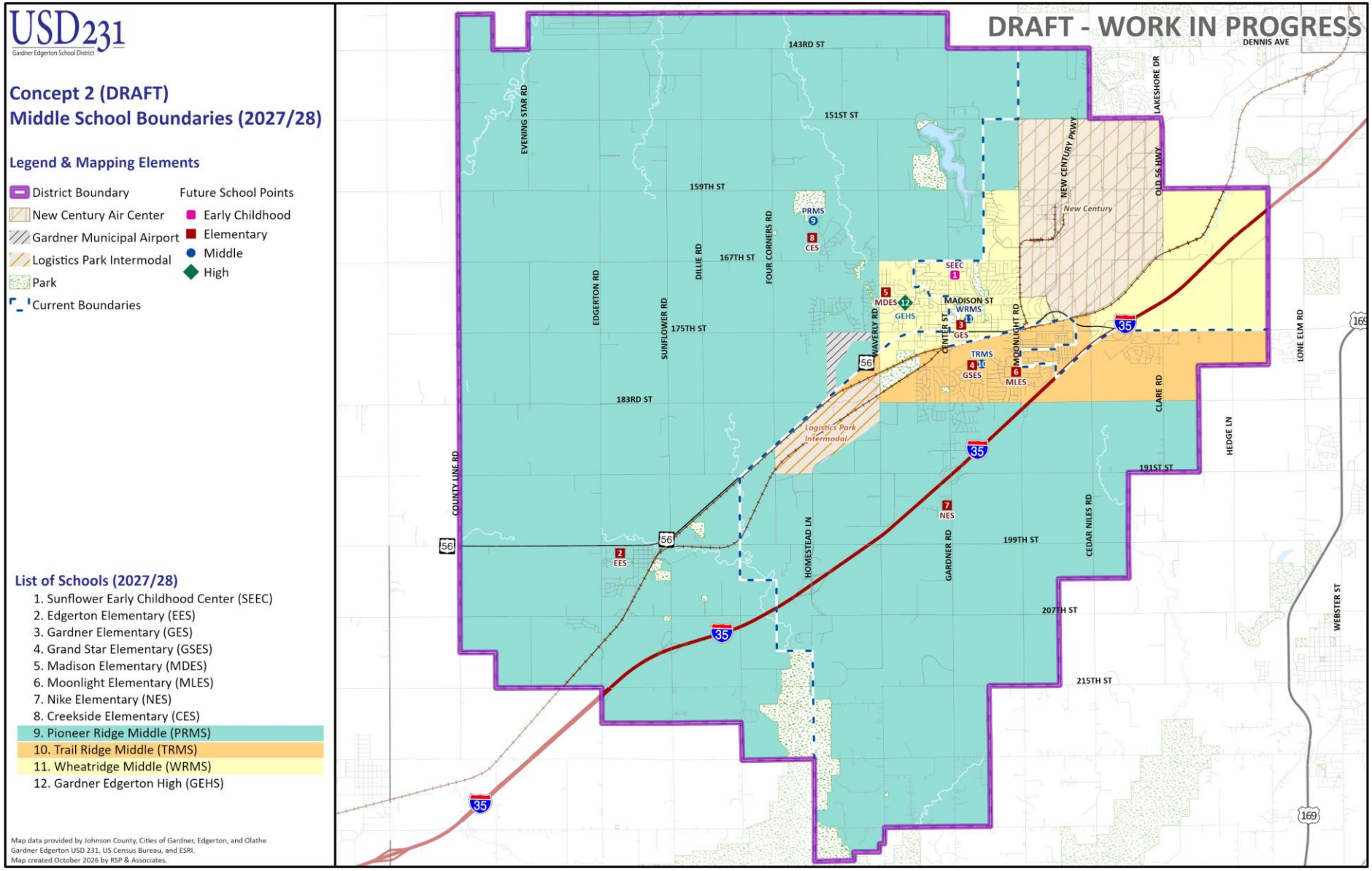
Concept 2 – Middle School



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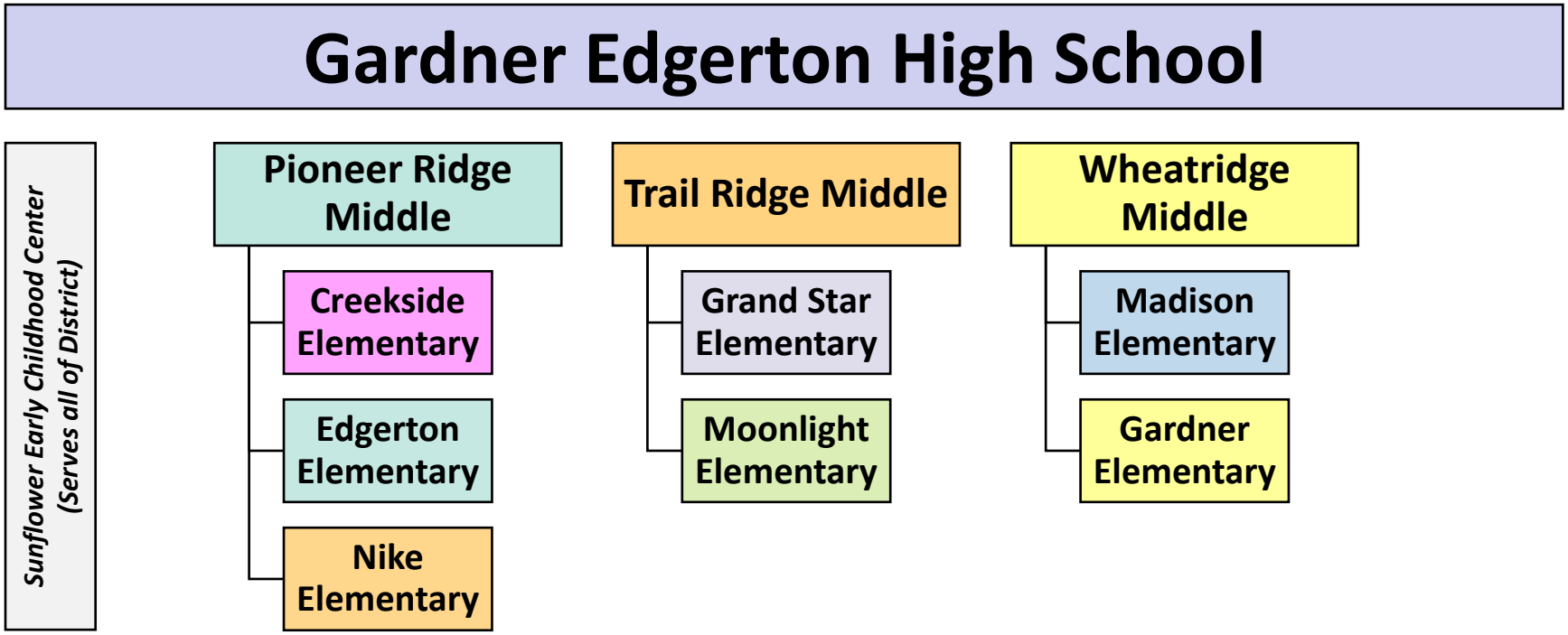
Concept 2 – Feeder System



Source: RSP and Gardner Edgerton USD 231

Note: Realigns schools with middle schools; Nike → Pioneer Ridge, Moonlight → Trail Ridge, and Madison → Wheatridge.

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Concept 2 - Projections

Elementary Projection Table:

Concept 2:		Capacity	* Projected Enrollment from 2025/26 Enrollment Analysis				
			Current Boundaries	Concept 2 Boundaries			
				PK-4, K-4	PK, K-4		
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
K-4	Creekside Elementary School	525	0	297	304	303	322
K-4	Edgerton Elementary School	330	148	147	148	157	181
K-4	Gardner Elementary School	418	297	381	324	338	352
K-4	Grand Star Elementary School	528	307	394	350	358	367
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K-4	Nike Elementary School	462	376	266	247	266	274
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District Total (PK-4):		3,781	2,205	**2,239**	**2,284**	**2,352**	**2,458**

Source: RSP & Associates LLC. - March 2026 9/28/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Grand Star and Moonlight elementary schools). This value is held constant for all years. PK students residing in the Creekside boundary are assigned to Madison Elementary for 2027/28.

Middle School Projection Table:

Concept 2:		Capacity	* Projected Enrollment from 2025/26 Enrollment Analysis				
			Current Boundaries	Concept 2 Boundaries			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
5-8	Pioneer Ridge Middle School	925	545	575	555	564	568
5-8	Trail Ridge Middle School	925	669	538	546	537	509
5-8	Wheatridge Middle School	1,075	459	558	583	537	533
District Total (5-8):		2,925	1,673	**1,671**	**1,684**	**1,638**	**1,610**

Source: RSP & Associates LLC. - March 2026 9/28/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Trail Ridge Middle). This value is held constant for all years.

Student Impact:

- 34% of elementary and 25% of middle school students would be reassigned under Concept 2.

Creekside Elementary:

- Opens in 2027/28 as a K-4 school with approximately 300 students, growing to 320 by 2030/31.
- Pre-K students remain at other locations until Sunflower re-opens.

Elementary Balance:

- Redistributes enrollment across existing schools, with Madison decreasing 310–330 students in later years.

Middle School Balance:

- Redistributes students across the three middle schools, with projected enrollment ranging from approximately 510–575 students.

Long-Term Planning:

- Accommodates projected enrollment growth while maintaining available capacity across schools.

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Two Concepts. Different Approaches.

Both concepts address facility changes and enrollment balance. The key differences are feeder alignment, student impact, and transportation.

CONCEPT 1		CONCEPT 2
ES: between 180 to 380 students MS: between 500 to 575 students	**Enrollment Balance**	ES: between 180 to 360 students MS: between 510 to 575 students
3 split feeders: Grand Star, Nike, Madison	**Feeder**	Complete elementary-to-middle-school feeders (no splits)
31% impact to elementary students 22% impact to middle school students	**Student Impact**	34% impact to elementary students 25% impact to middle school students
Limits crossings to locations with overpasses	**Railroad Crossings**	Limits crossings to locations with overpasses
Balances enrollment and supports facility changes	**Enrollment & facilities**	Balances enrollment and supports facility changes
KEY TRADE-OFF **More split feeders; fewer students impacted**		**KEY TRADE-OFF** **Complete feeders; more students impacted**

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Alternatives to Concept 1 and 2

MAIN ITEMS TO ADDRESS

- Concept 1 – too many split feeders
- Concept 2 – adjust Nike transportation

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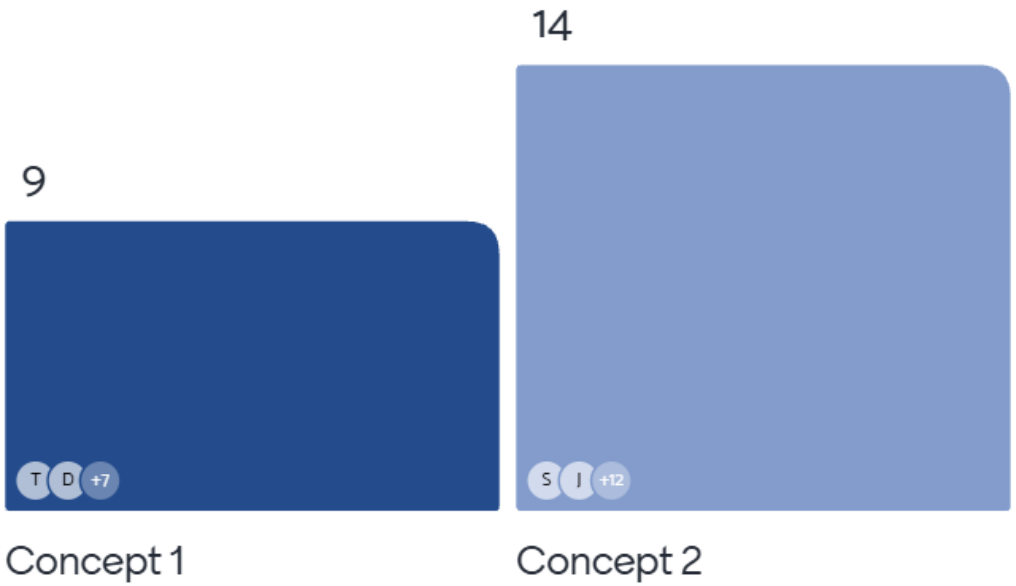
Which **overall boundary concept** do you currently prefer?



Updated with committee input 11/13/2026

Starting Point to Alternatives

CONCEPT 1

Primary Concern

→ Splitting established peer groups

Grand Star, Nike, and Madison would have split feeders, raising concerns about students transitioning with classmates and the complexity of school activities and programming.

CONCEPT 2

Primary Concern

→ Longer travel and neighborhood access

Assigning Nike to Pioneer Ridge would create longer trips for some families, limiting walking/biking opportunities and raising transportation and traffic concerns.

<u>BOARD GUIDANCE</u> (11/09/2026):

- ❑ Address the Nike transportation concerns
- ❑ Can have an imbalance at middle school enrollment
  - *Administration recommends no more than 600 at TRM*
- ❑ Nike to Grand Star neighborhood adjustment (Center Street crossing)
  - *Challenge with achieving elementary enrollment balance*
- ❑ Continue to honor the not crossing railroads
- ❑ Send students to their closest school
- ❑ Student options

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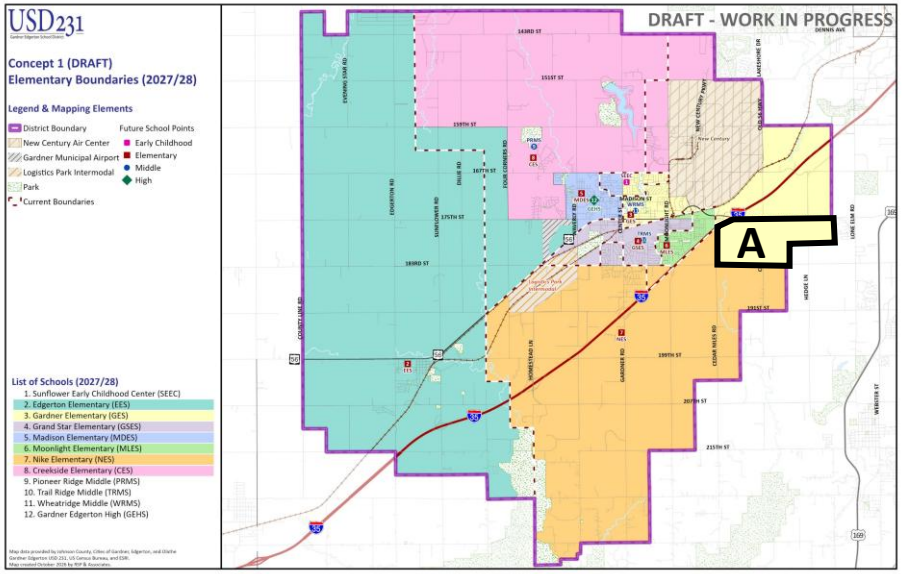
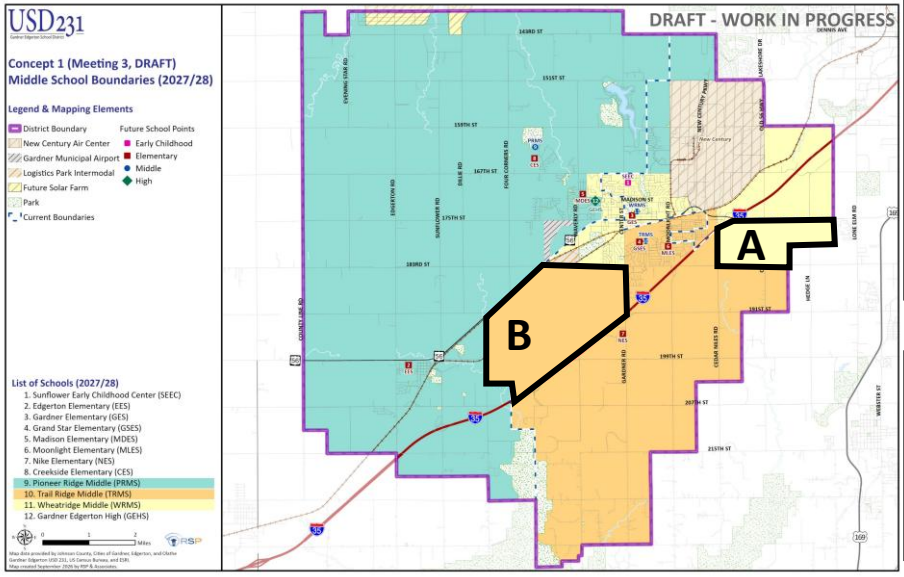
Concept 1 – Alternative A

Received Committee Support at Meeting

KEY QUESTION: Can we fix some of the split feeders to improve this concept, accepting a trade-off of more imbalance?





A: Nike/Trail Ridge → to Gardner/Wheatridge

B: Wheatridge → Trail Ridge (All of Nike now to Trail Ridge)

Trade-Offs to Consider:

- ✓ **Improves feeder from 3 split to 2 split (Nike now complete)**
- X **Gardner increases to ~330; Nike decreases to ~275**
- X **Trail Ridge increases to ~600; Wheatridge decreases to ~475**

Elementary Projection Table:

** Projected Enrollment from 2025/26 Enrollment Analysis*

Concept 1A - Adjustment Meeting #5:		Capacity	Current Boundaries	Concept 1A Boundaries			
			PK-4, K-4	PK, K-4			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
K-4	Creekside Elementary School	525	0	300	312	319	350
K-4	Edgerton Elementary School	330	148	150	151	159	184
K-4	Gardner Elementary School	418	297	380	315	338	336
K-4	Grand Star Elementary School	528	307	417	367	374	384
K-4	Madison Elementary School	594	511	410	325	320	340
K-4	Moonlight Elementary School	528	321	307	272	267	267
K-4	Nike Elementary School	462	376	266	247	266	274
PK	*Sunflower Elementary School*	396	245	0	295	310	324
District Total (PK-4):		**3,781**	**2,205**	**2,230**	**2,284**	**2,353**	**2,459**

Middle School Projection Table:

** Projected Enrollment from 2025/26 Enrollment Analysis*

Concept 1A - Adjustment Meeting #5:		Capacity	Current Boundaries	Concept 1A Boundaries			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
5-8	Pioneer Ridge Middle School	925	545	548	537	564	554
5-8	Trail Ridge Middle School	925	669	592	604	592	587
5-8	Wheatridge Middle School	1,075	459	532	541	481	468
District Total (5-8):		**2,925**	**1,673**	**1,672**	**1,682**	**1,637**	**1,609**

Source: RSP & Associates LLC. - March 2026

11/10/2026

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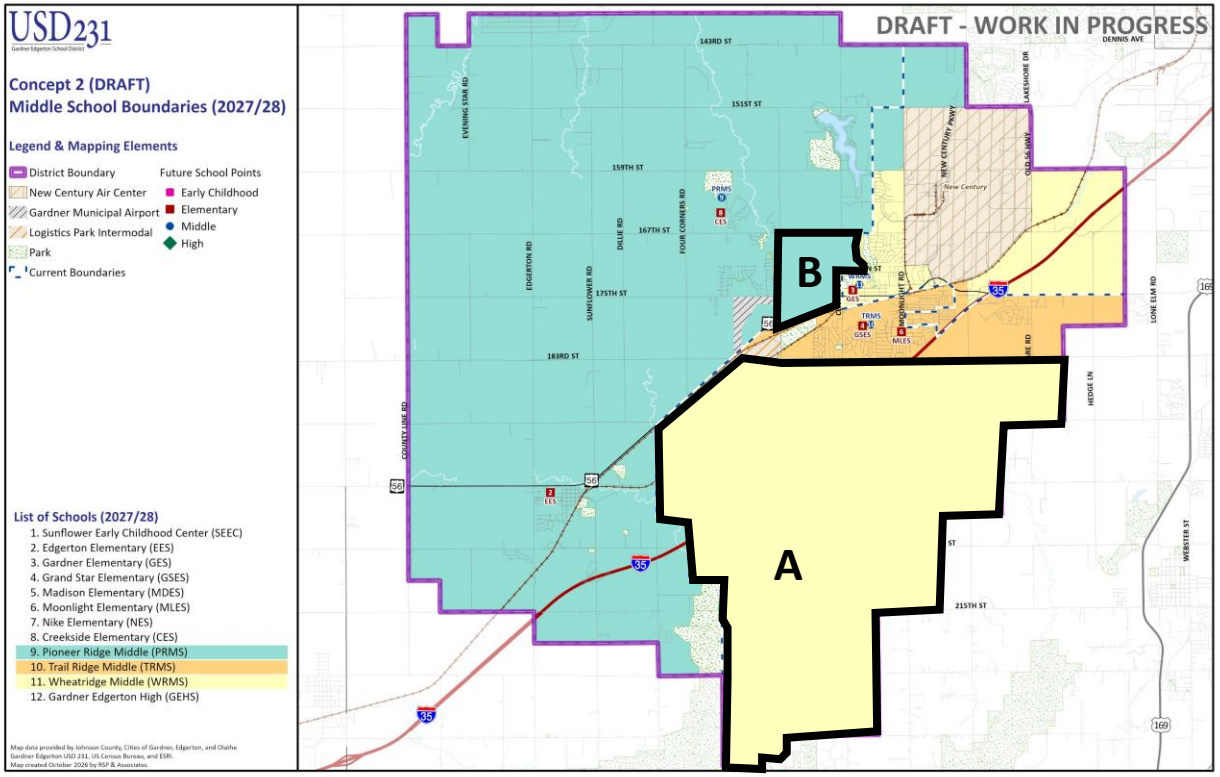
Concept 2 – Alternative A

KEY QUESTION: Can we realign Nike to Trail Ridge or Wheatridge to lower transportation concerns?



A: Pioneer Ridge → to Wheatridge

- **All of Nike ES to Wheatridge**

B: Wheatridge → to Pioneer Ridge

- **All of Madison to Pioneer Ridge**

*** No change to Elementary Concept 2*

Trade-Offs to Consider:

✓ **Maintains a complete feeder**

X **Creates an attendance island for Nike to Wheatridge**

X **Pioneer Ridge increased to ~675**

X **Wheatridge decreased to ~450**

Middle School Projection Table:

** Projected Enrollment from 2025/26 Enrollment Analysis*

Concept 2A - Adjustment Meeting #5:		Capacity	Current Boundaries	Concept 2A Boundaries			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
5-8	Pioneer Ridge Middle School	925	545	695	670	660	631
5-8	Trail Ridge Middle School	925	669	538	546	537	509
5-8	Wheatridge Middle School	1,075	459	439	468	441	468
District Total (5-8):		2,925	1,673	**1,672**	**1,684**	**1,638**	**1,608**

Source: RSP & Associates LLC. - March 2026 11/10/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Trail Ridge Middle). This value is held constant for all years.

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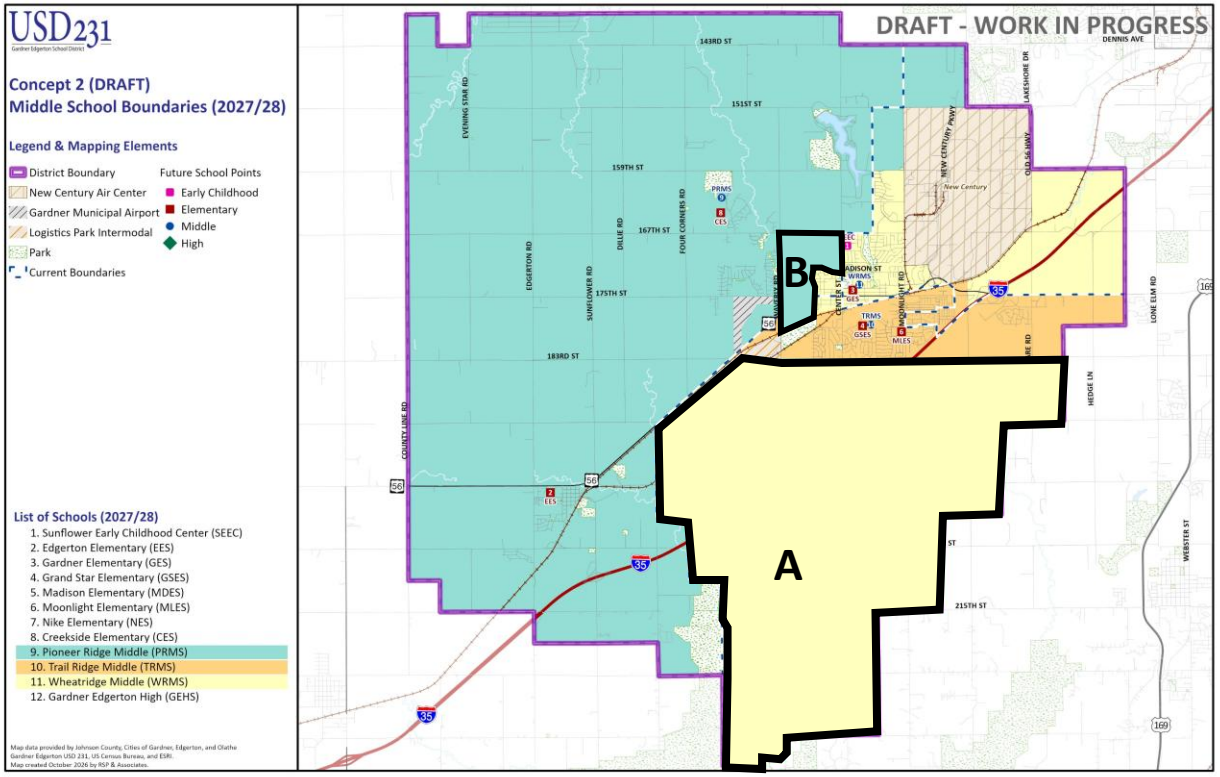
Concept 2 – Alternative B

Received Committee Support at Meeting

KEY QUESTION: Can we realign Nike to Trail Ridge or Wheatridge to lower transportation concerns?



A: Pioneer Ridge → to Wheatridge

- **All of Nike to Wheatridge**

B: Wheatridge to Pioneer Ridge

- **Some of Madison ES to Pioneer Ridge, but not all**

*** No change to Elementary Concept 2*

Trade-Offs to Consider:

X **Creates a split feeder for Madison ES**

X **Creates an attendance island for Nike to Wheatridge**

✓ **Maintains general balance (Pioneer Ridge around ~575 and Wheatridge around ~550)**

Middle School Projection Table: ** Projected Enrollment from 2025/26 Enrollment Analysis*

Concept 2B - Adjustment Meeting #5:		Capacity	Current Boundaries	Concept 2B Boundaries			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
5-8	Pioneer Ridge Middle School	925	545	586	561	566	528
5-8	Trail Ridge Middle School	925	669	538	546	537	509
5-8	Wheatridge Middle School	1,075	459	547	577	536	572
District Total (5-8):		2,925	1,673	**1,671**	**1,684**	**1,639**	**1,609**

Source: RSP & Associates LLC. - March 2026 11/10/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Trail Ridge Middle). This value is held constant for all years.

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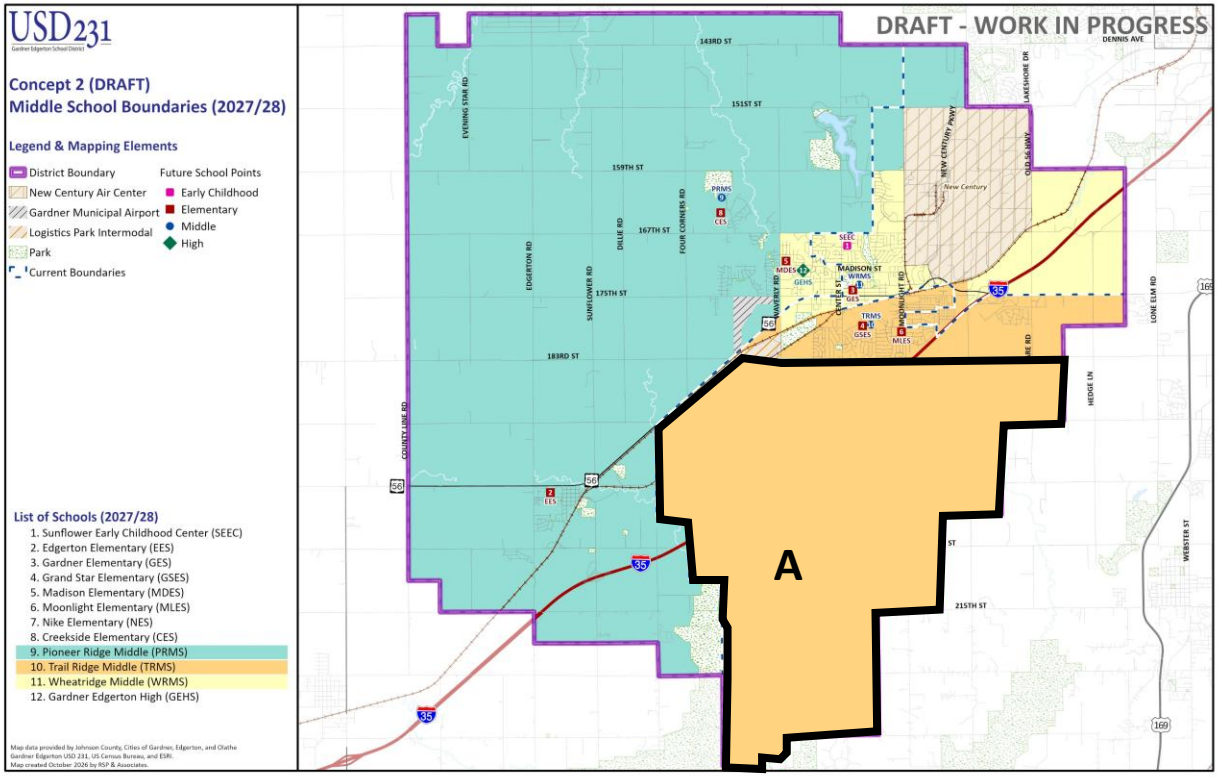
Concept 2 – Alternative C

KEY QUESTION: Can we realign Nike to Trail Ridge or Wheatridge to lower transportation concerns?



A: Pioneer Ridge → to Trail Ridge

- **All of Nike to Trail Ridge**

*** No change to Elementary Concept 2*

Trade-Offs to Consider:

- ✓ **Maintains a complete feeder**
- ✓ **Maintains contiguous boundaries**
- X **Pioneer Ridge decreased to ~400**
- X **Trail Ridge increased to ~700**

Middle School Projection Table:

** Projected Enrollment from 2025/26 Enrollment Analysis*

Concept 2C - Adjustment Meeting #5:		Capacity	Current Boundaries	Concept 2C Boundaries			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31
5-8	Pioneer Ridge Middle School	925	545	415	387	408	387
5-8	Trail Ridge Middle School	925	669	698	714	692	689
5-8	Wheatridge Middle School	1,075	459	558	583	537	533
District Total (5-8):		2,925	1,673	**1,671**	**1,684**	**1,637**	**1,609**

Source: RSP & Associates LLC. - March 2026 11/10/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level. Current ELL students are adjusted from where they reside to the current program locations (Trail Ridge Middle). This value is held constant for all years.

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Committee Discussion #2

Small Group Activity | 30 Minutes

Purpose: Evaluate whether the alternative approaches address community concerns and improve upon Concepts 1 and 2, or introduce new trade-offs

1. **What did the alternatives improve?**
    - Which community concerns or Board priorities were better addressed compared to Concepts 1 and 2?
2. **What trade-offs or new challenges were created?**
    - Did the alternatives make any aspects worse, such as enrollment balance, feeder alignment, transportation, or student impact?
3. **Are any alternatives strong enough to advance?**
    - Should an alternative move forward for full consideration alongside Concepts 1 and 2, require further refinement, or be removed from consideration?

Table Report-Out

Each table will share its assessment of the alternatives and identify which, if any, warrant further consideration.

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What do you think of the **alternative boundary adjustments** presented today? Provide a quick summary of your small group discussion.

Concept 1A

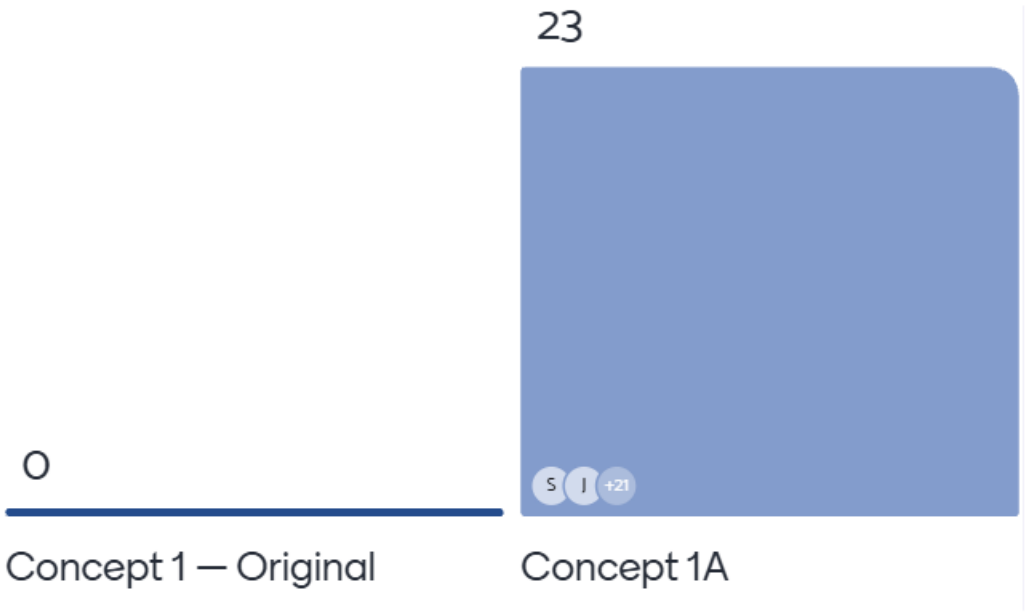
- *Most favorite*
- *Balanced middle schools – all under 600*
- *GE gets better socioeconomic balance with other schools*
- *Transportation more natural*
- *Still has three splits, but it gives GE more of a boost with higher socioeconomic households and a newer development that will continue to grow. It also lessens the load for Trail Ridge and makes Nike happy.*
- *Reduces split feeders from 3 (original) to 2*
- *Less effect on Nike students*
- *Balances SES from lost Copper Springs to GE*
- *Trail Ridge numbers more eve, keeps Nike together, less schools split*
- *More balanced enrollment numbers*
- *Has balanced enrollment, transportation & boundaries make sense*
- *Socioeconomic benefit, Nike has no split*
- *Helps GE with socioeconomic*
- *Has socioeconomic equalness, better travel from Nike to TRMS*
- *Has 2 split feeders rather than 3, should help SES at Gardener Elementary, more Nike to TRMS (# kids/school)*
- *Prefer it as it brings Nike back to a neighborhood school, no kids crossing the tracks, few crossing the viaduct, keeps the numbers manageable, helps solve the SES at GE*
- *Nike is complete, more even numbers at middle school*
- *Has better numbers, socioeconomic is better*

Concept 2B

- *Better/lower MS enrollment*
- *No elementary splits*
- *Not too many splits*
- *Balanced numbers*
- *Numbers at middle schools*
- *Only 1 elementary split*
- *No change to elementary*
- *Lessens the flow for Nike families, doesn't overcrowd Trail Ridge, and gives Wheatridge more of a socioeconomic boost*
- *Balance at middle schools*
- *Nike to Wheatridge vs Pioneer*
- *Less splits*
- *Nike together*
- *Transportation consideration*
- *Level building numbers*
- *SPED feeders stay the same*
- *Great split to help Nike*
- *Middle school numbers balanced – solve Nike's PRMS issue*
- *Some MPE kids at PRMS*
- *Lessens impact to Nike*
- *Keeps SES balance at GE*

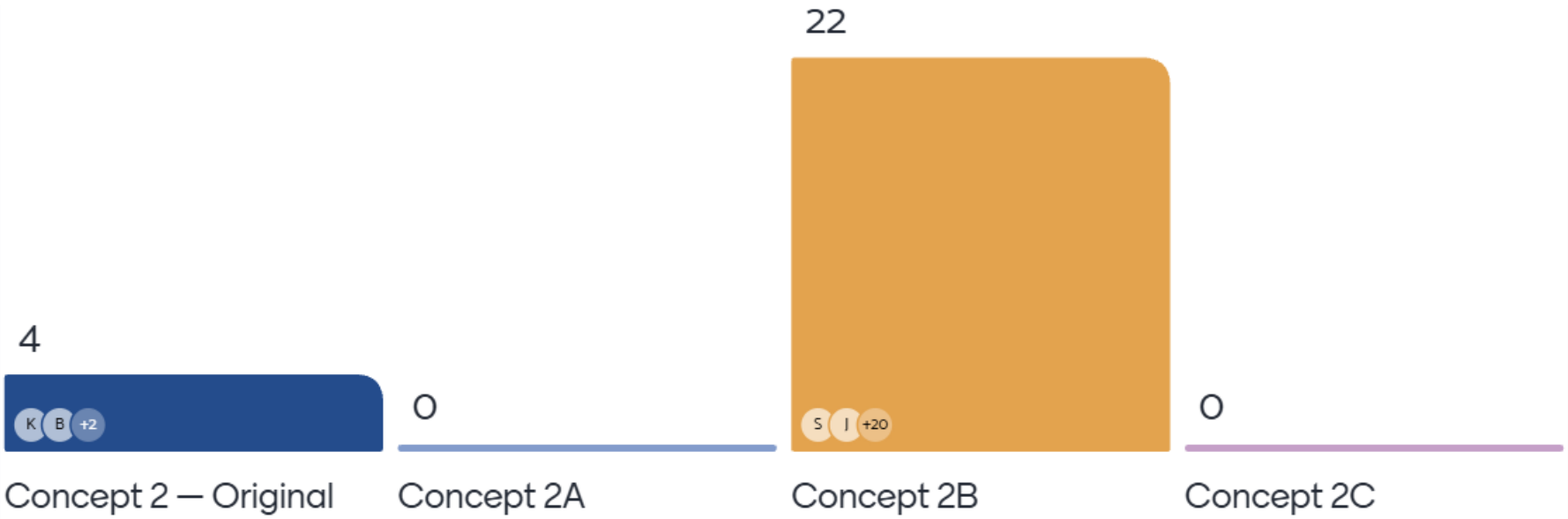
Updated with committee input 11/13/2026

Which **version of Concept 1** would you support moving forward?



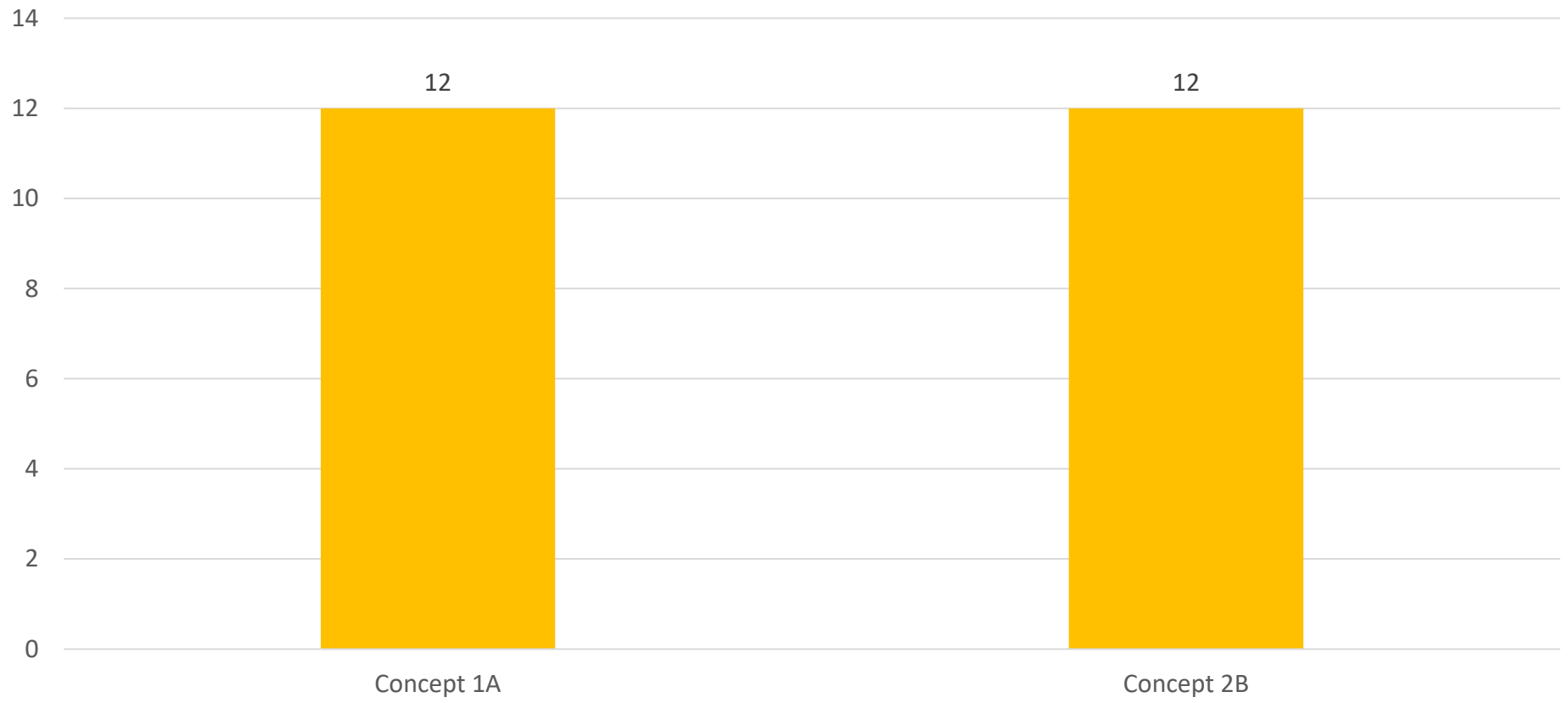
Updated with committee input 11/13/2026

Which **version of Concept 2** would you support moving forward?



Updated with committee input 11/13/2026

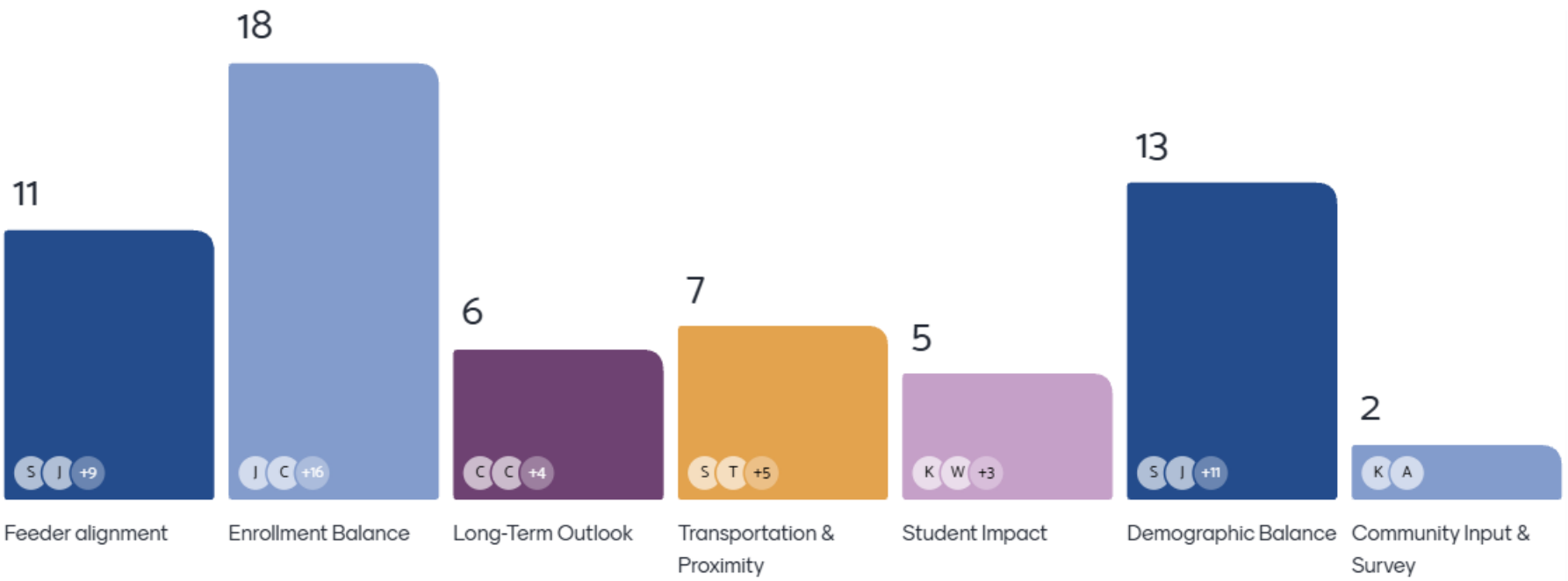
Based on the preferred versions identified, **what should the committee advance to the Board as the recommendation?**



*** Results of Raised Hands During Meeting**

Updated with committee input 11/13/2026

What **factors** most influenced your recommendation? **Select up to 3:**



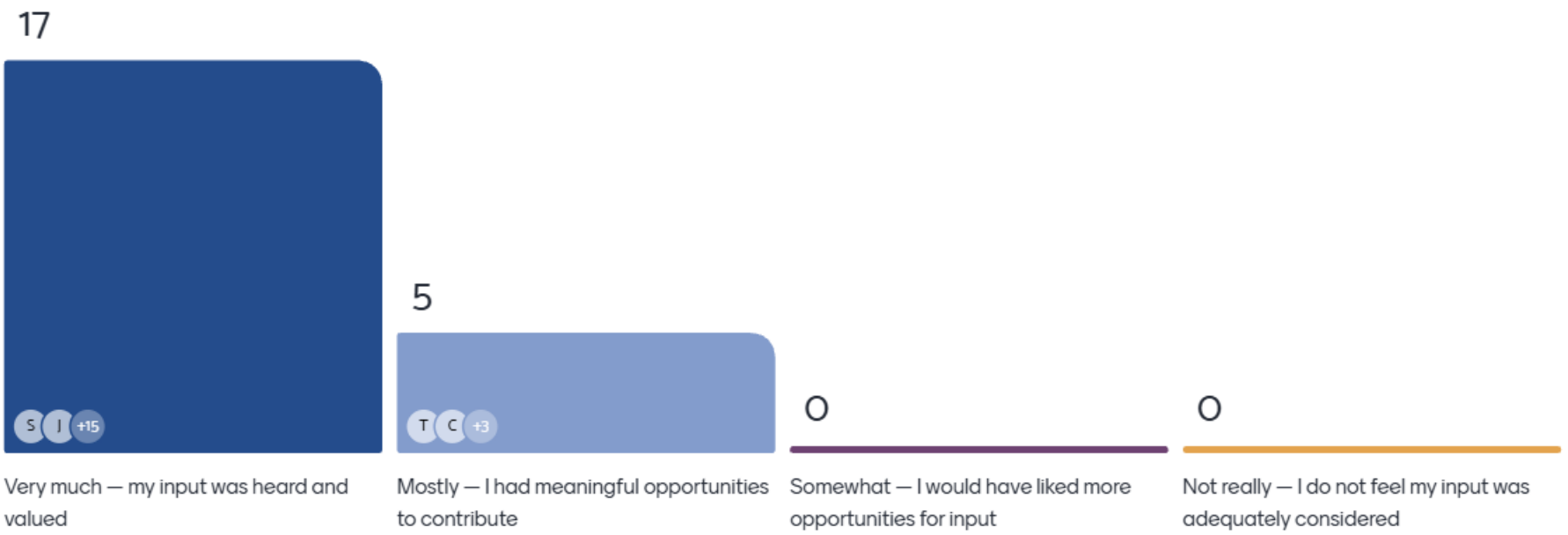
Updated with committee input 11/13/2026

Poll #5 What is one thing the Board should understand alongside the recommendation?

- *The board needs to be a united front when a decision is made.*
- *Student experience over loud feedback*
- *They need to take their own personal Impact of these boundary changes out of the equation when voting on a proposed boundary map*
- *What will be best for the most amount of people for the longest amount of time? This hasn't been easy, but we did our best with what we had.*
- *Option 1A keeps more MS students on their side of the tracks in neighboring schools and minimizes transportation costs.*
- *I think it's important that we remain mindful of not allowing the loudest voices to carry the most weight in decisions.*
- *They need to take their own personal feelings out of the equation when making the decision.*
- *Look at it from the eyes of those not in your area*
- *That the enrollment numbers be fair, feeder system splits stay minimal, and transportation issues can be minimal.*
- *We didn't just make up whatever we wanted. Thought went into these decisions*
- *We as a committee have been working through this. It should be our recommendations that is heard.*
- *What is BEST for the community ling term, not just how to reduce the stress of some impacted people now.*
- *We have worked hard to get to this decision; it wasn't something we just picked out of thin air*
- *Respect committee research*
- *We are trying our best to make sure we balance the goals and needs of our district. Definitely lots of recommendations and suggestions and changes, trying to make sure we did our best for children*
- *2B has the potential to add bus routes. Currently, TRMS and NE ride together. That would not be the case this creating more routes to accommodate that split*
- *The board needs to support the boundary committee and the 2 concepts we've spent time picking.*
- *There will be no perfect boundary change as change is hard. Rely on the goals you set forth as you navigate this decision.*

Updated with committee input 11/13/2026

To what extent do you feel your **input was heard and considered** throughout this boundary process?



Updated with committee input 11/13/2026

Committee Consensus and Next Steps

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Timeline Adjustment

Why Consider an Additional Public Forum?

- The Board has expressed interest in providing another opportunity for community input.
- This would allow the community to review any alternative concepts advanced by the committee.

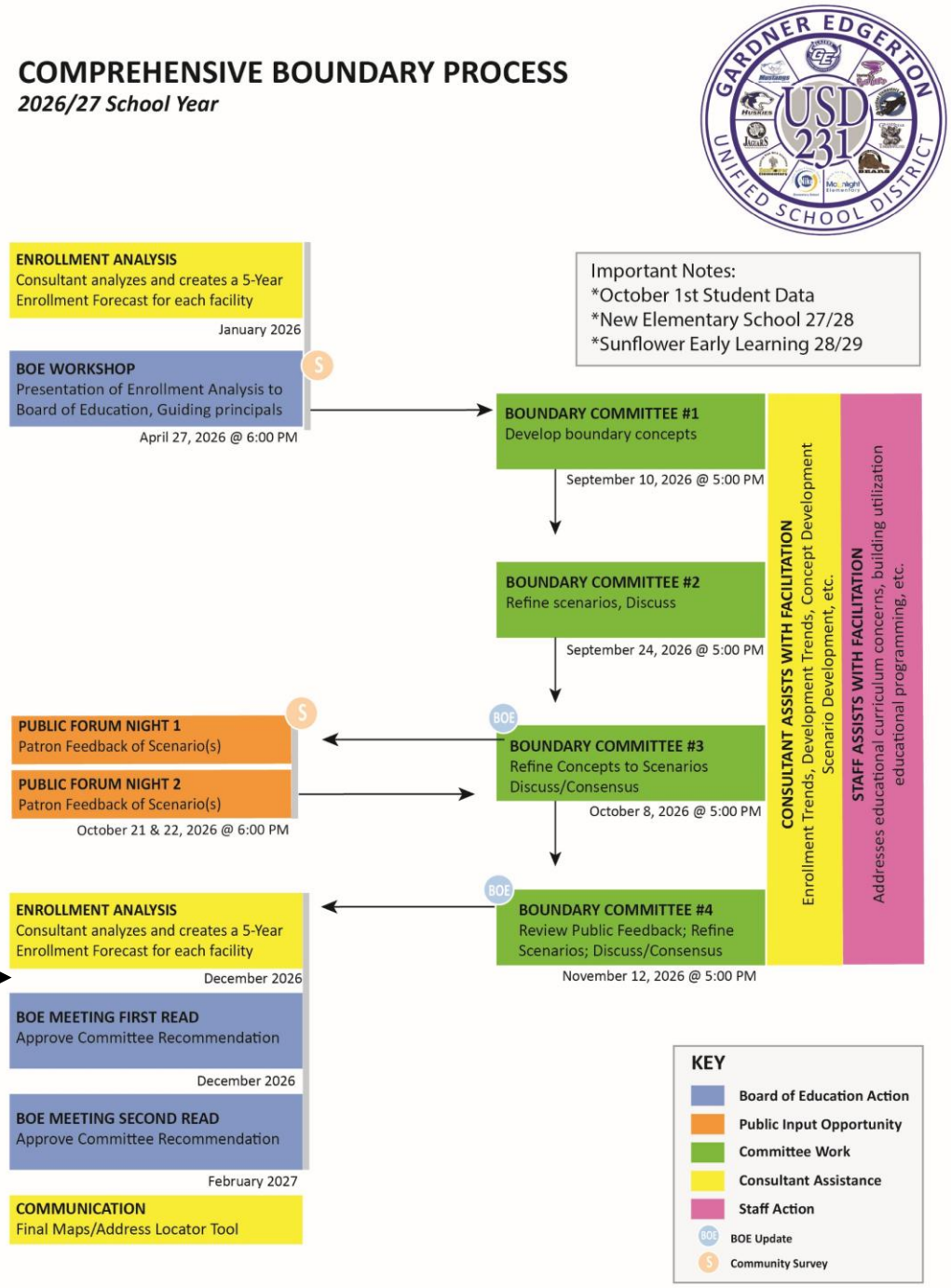
What Would Be Reviewed?

- Alternative concepts that warrant further consideration.
- Community feedback on the benefits and trade-offs of these alternatives compared with Concepts 1 and 2.

What Does This Mean for the Timeline?

- **Potential Public Forum Night 3:** Date TBD
- **Target:** Board receives a committee recommendation in December.

Potential Public Forum Night 3 (TBD)
Review of Alternative Concept(s)



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