Planning for the Future

Boundary Analysis

Committee Meeting #2

Dickinson Public Schools

October 28, 2026

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: Meeting #1 Summary

Part 3: Concept Development

Part 4: Next Steps

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Part 1:
About the Process

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Boundary Process

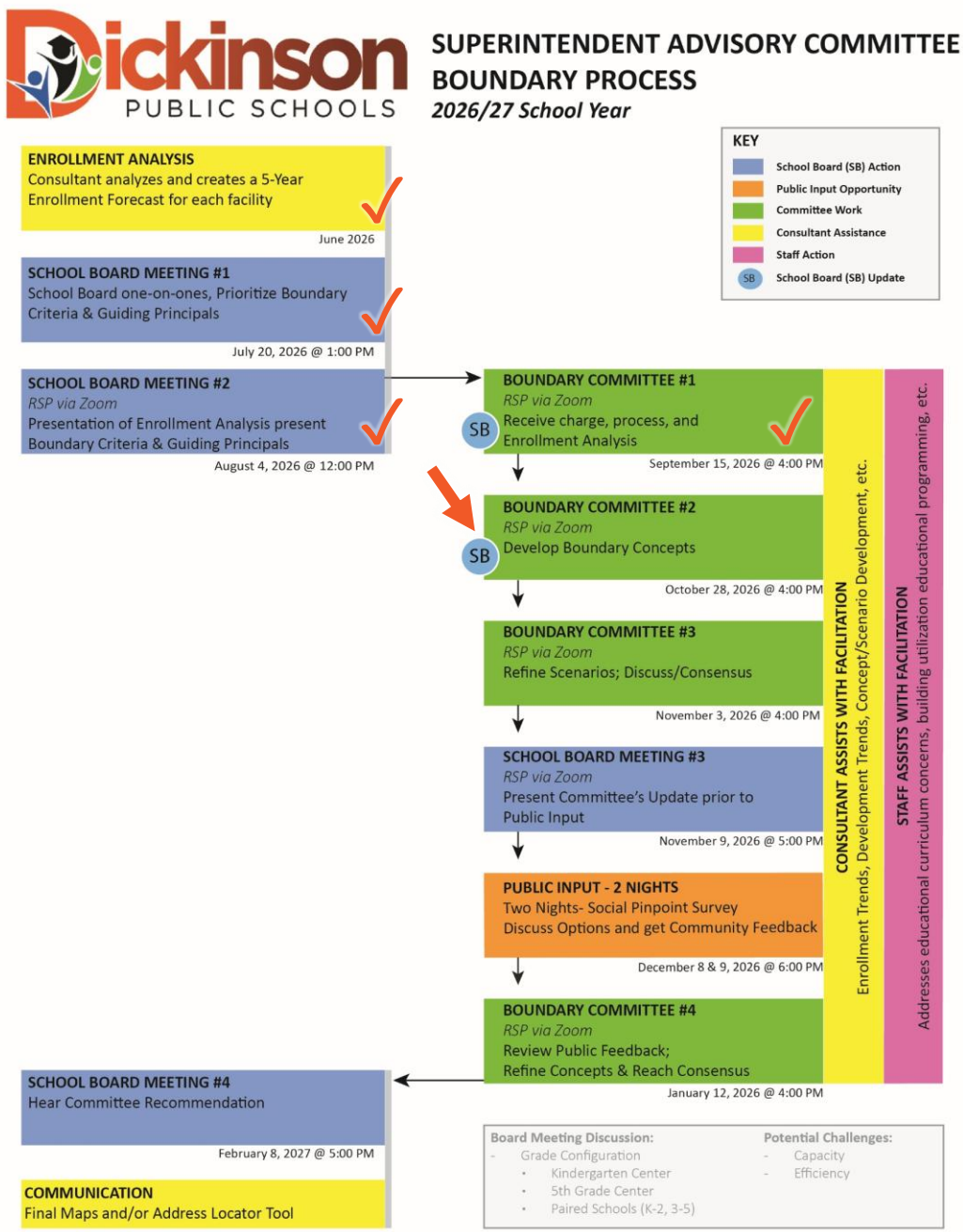
This process includes:

- 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.

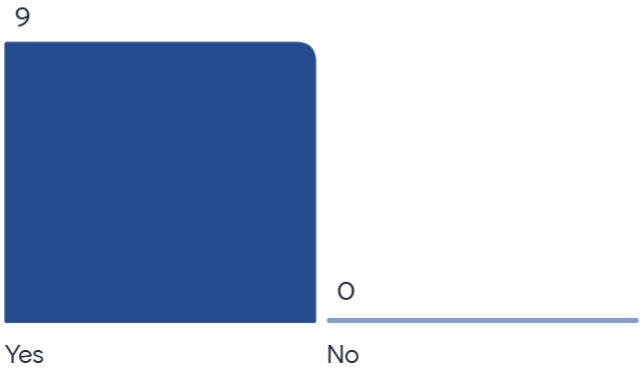
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Part 2:
Meeting #1 Recap

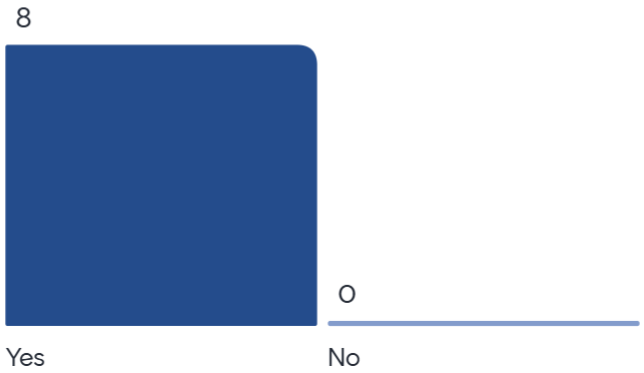
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Poll Results – Part 1

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



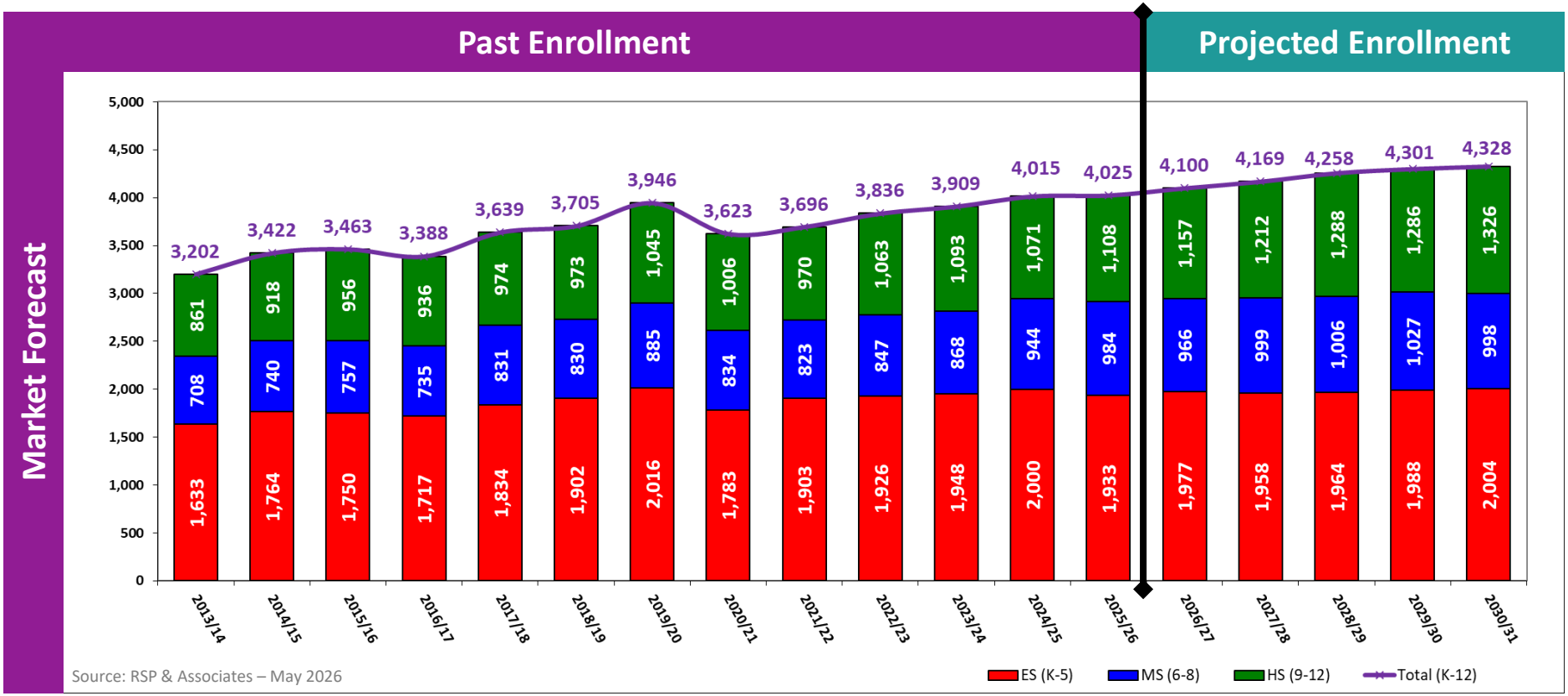
I **agree** to use the **Consensus and Parking Lot tools** as part of our committee process.



Updated 09/16/2026 with Committee Input

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Past, Current, & Future Enrollment



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%

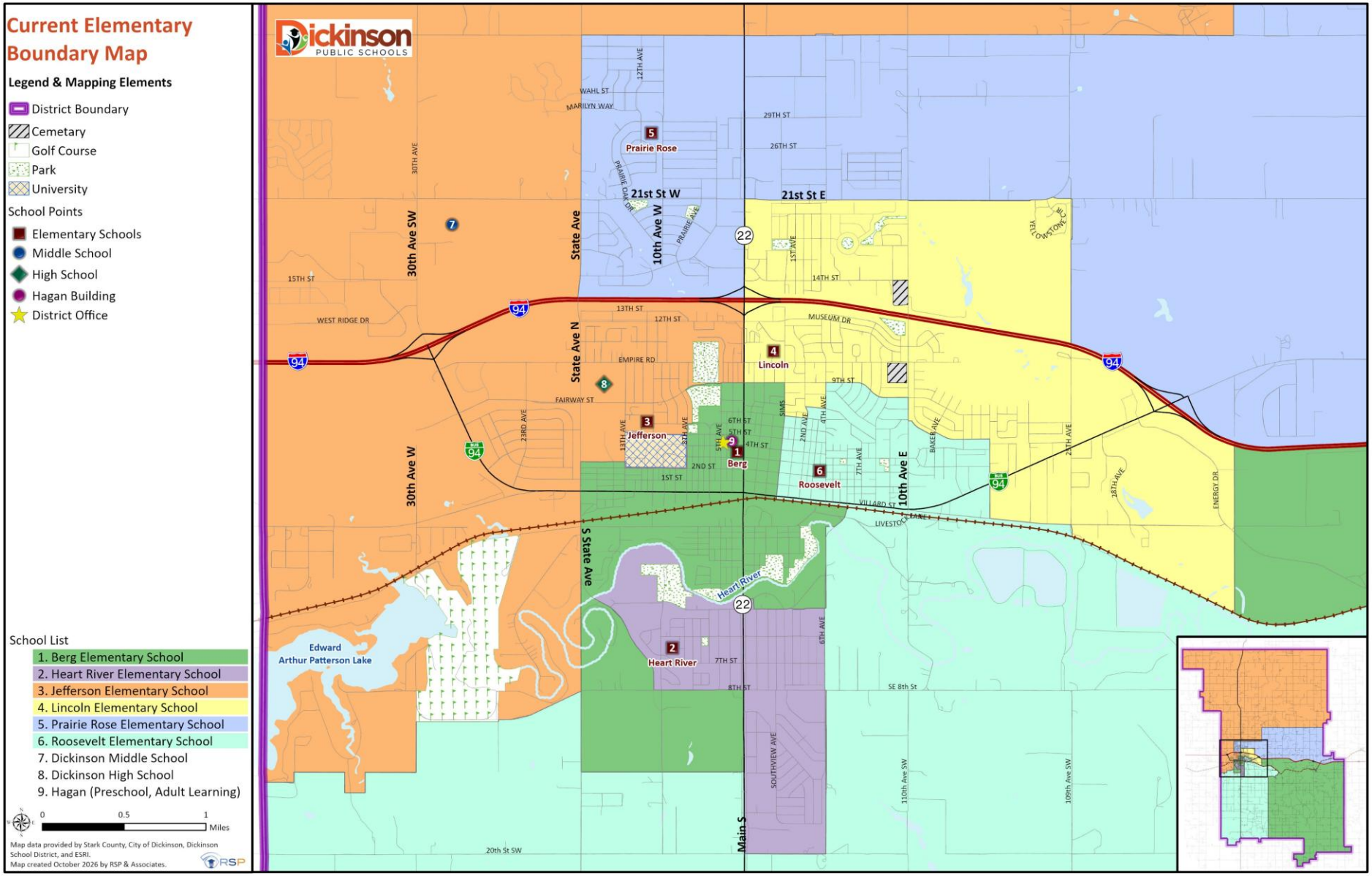
Source: RSP & Associates, LLC - May 2026

Disclaimer: Data does NOT include Roughrider Virtual Academy students.

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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%**

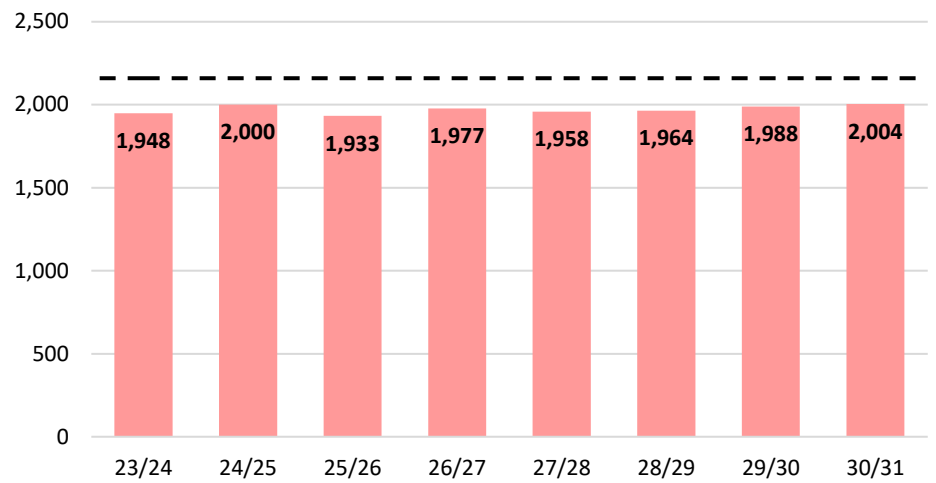
Source: RSP & Associates LLC. - May 2026

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)

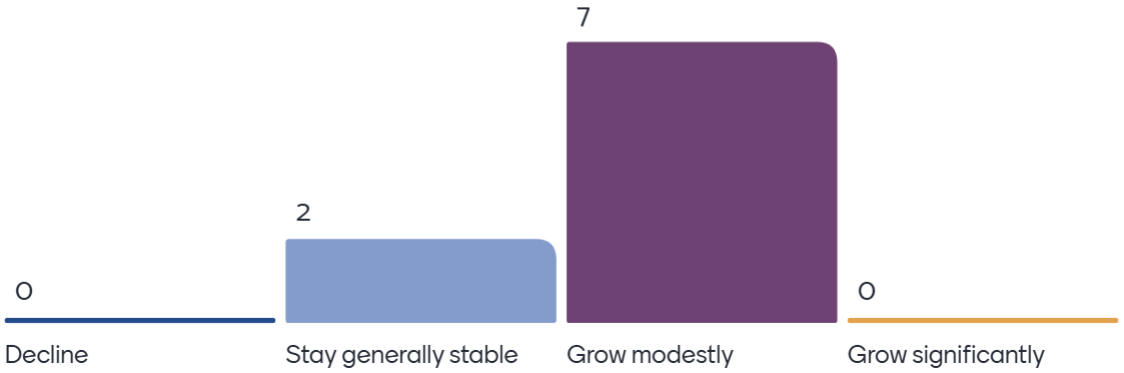
- Projected to be between 315 to 356 students the next five years

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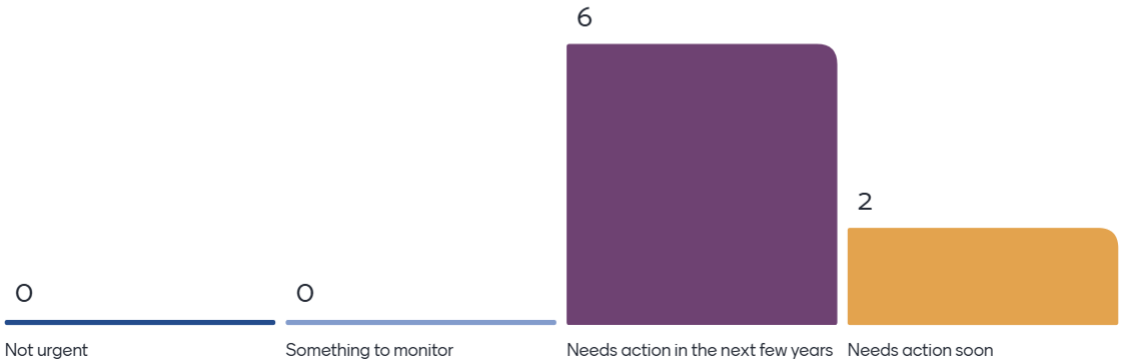
Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

Committee Poll Results

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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Committee Poll Results

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

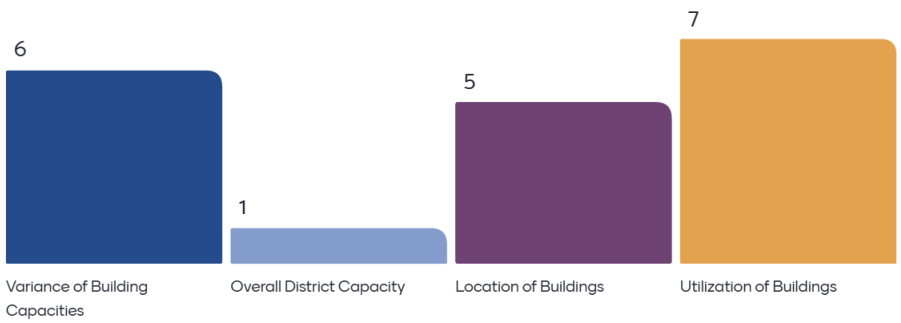
- *Large class sizes. Large school student numbers.*
- *Balancing enrollment across elementary schools*
- *Decrease class sizes*
- *More similar demographic percentages*
- *Early childhood space, shortage of teachers, maximize resources*
- *Equitable class sizes across elementary schools*
- *Supporting 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

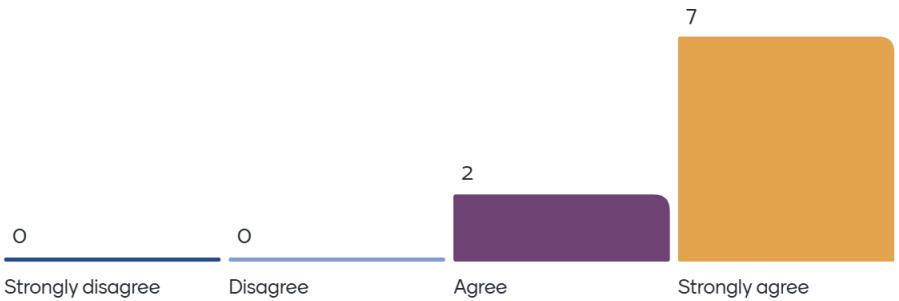
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Committee Poll Results

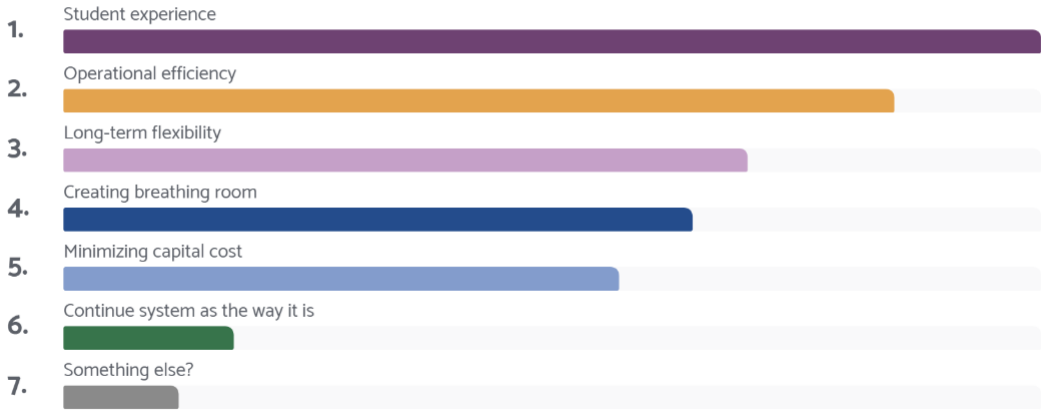
Of the materials presented, **what items stand out as variables to consider?**
(Select all that apply)



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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Part 3:
Concept Development

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Our Planning Challenge

The District must identify a long-term elementary school model that:

- Balances enrollment and class sizes across elementary schools
- Makes effective use of existing classrooms and facilities
- Creates opportunities to expand **early learning programming**
  - **Goal of expanding to Full-Day care**
- Supports long-term enrollment growth and financial sustainability

Discussion Focus:

1. **Which approach best address these challenges?**
2. **What trade-offs are acceptable?**

This directly connects the concepts to the concerns raised in Meeting #1.

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District Financial Outlook & Hagen Facility Potential

Financial Outlook

- **Limited Bond Potential:**
  - District Administration does not currently view a bond referendum as a viable funding option.
- **Annual Building Fund:**
  - Approximately $1.9–$2.0 million annually is available through the Building Fund.
- **Phased Investments:**
  - The District could accumulate funds and complete significant facility improvements over multiple years, depending on priorities and costs.
- **Capital Planning:**
  - Major renovations would require careful prioritization within existing financial resources.
  - Example: a potential ***Heart River Addition*** would likely cost at **minimum $5 million** (assumes $500 per square foot for an additional section of classrooms).

Hagen Facility — Opportunities & Limitations

- **Potential Repurposing:**
  - Hagen could be evaluated for alternative educational uses, including expanded early childhood programming.
  - The Adult Learning Center and SW Community High School currently occupy the upper floors.
- **Facility Improvements Needed:**
  - Sprinkler system and carpeting
  - Secure entrance and classroom security upgrades
  - Asbestos abatement

Phased Renovation Potential: Previous discussions outlined approximately $4 million in improvements over three years, excluding asbestos remediation and sprinkler installation.

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Capacity and Classroom Discussion

K-5 Capacity and Sections:	CAPACITY	SECTIONS	CLASSROOM
Berg Elementary School	270	2-Section	12
Heart River Elementary School	270	2-Section	12
Jefferson Elementary School	405	3-Section	18
Lincoln Elementary School	405	3-Section	18
Prairie Rose Elementary School	540	4-Section	24
Roosevelt Elementary School	270	2-Section	12
AVERAGE CLASS SIZE:	Kdg to 5th Grade: **22.5 students**		

Source: Dickinson Public Schools and RSP

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CURRENT PRESCHOOL SITUATION

- Preschool is currently served in the **Hagen Building** and serves around **120 total students**
  - *Half-Day attendance, 60 total FTs*
- Currently utilizes 5 classrooms, 2 offices, 1 quiet room, and 1 changing room

Key Goal of Process: Consider ways that would expand to full-day preschool and provide more childcare opportunities

Current: 2027/28 Projections by Grade	Sections per Grade	Total Classrooms	Capacity	Projections by Grade						K-5 Total:	Avg Class Size per Section					
				K	1	2	3	4	5		K	1	2	3	4	5
Berg Elementary School	2	12	270	43	45	42	35	43	34	242	22	23	21	18	22	17
Heart River Elementary School	2	12	270	41	44	38	42	36	42	243	21	22	19	21	18	21
Jefferson Elementary School	3	18	405	55	65	67	62	54	67	370	19	22	23	21	18	23
Lincoln Elementary School	3	18	405	58	60	48	64	56	62	348	20	20	16	22	19	21
Prairie Rose Elementary School	4	24	540	82	81	71	87	71	102	494	21	21	18	22	18	26
Roosevelt Elementary School	2	12	270	45	40	43	36	57	40	261	23	20	22	18	29	20
District Total (K-5):	**16**	**96**	**2,160**	**324**	**335**	**309**	**326**	**317**	**347**	**1,958**	**21**	**21**	**20**	**21**	**20**	**22**

Source: RSP & Associates LLC. - October 2026

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Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.
2. Projections provided by grade for 2027/28 school year. The total grade is divided by the number of sections and rounded up to the next whole number to provide the average class size.

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Scenario Context

Concept 1

- Berg as 5th Grade Center
- Prairie Rose stays K-5
- Does not require Hagen

Concept 2

- Berg as Kdg Grade Center
- Prairie Rose stays K-5
- Potential need for Hagen

Concept 3

- All schools stay K-5
- Minor boundary changes
- Requires use of Hagen

All three concepts are preliminary approaches designed to explore different ways of addressing enrollment balance, facility utilization, and long-term programming needs.
The committee's role is to identify strengths, concerns, and opportunities for refinement.

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Concept #1

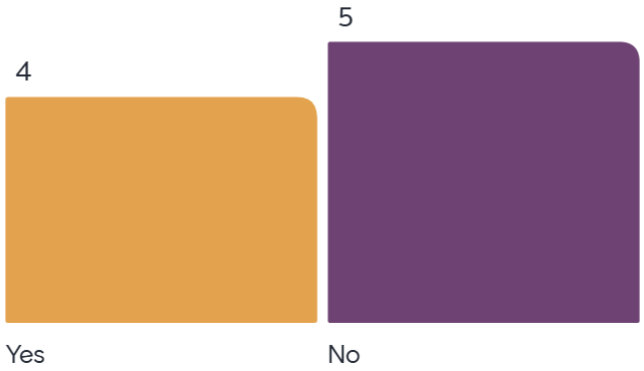
- Berg serves fifth grade from four attendance areas
- Prairie Rose remains K–5; other elementary schools become K–4

Can consolidating fifth grade improve grade-level balance and create opportunities for future programming?

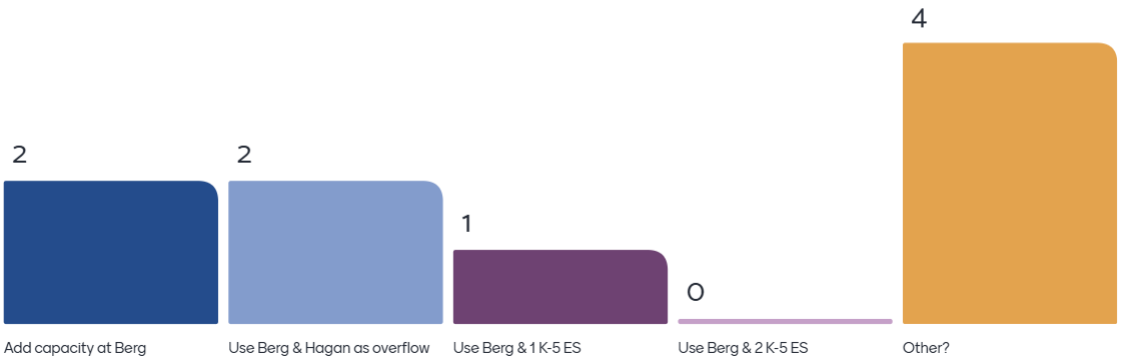
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Poll Results – Part 3

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 We Heard

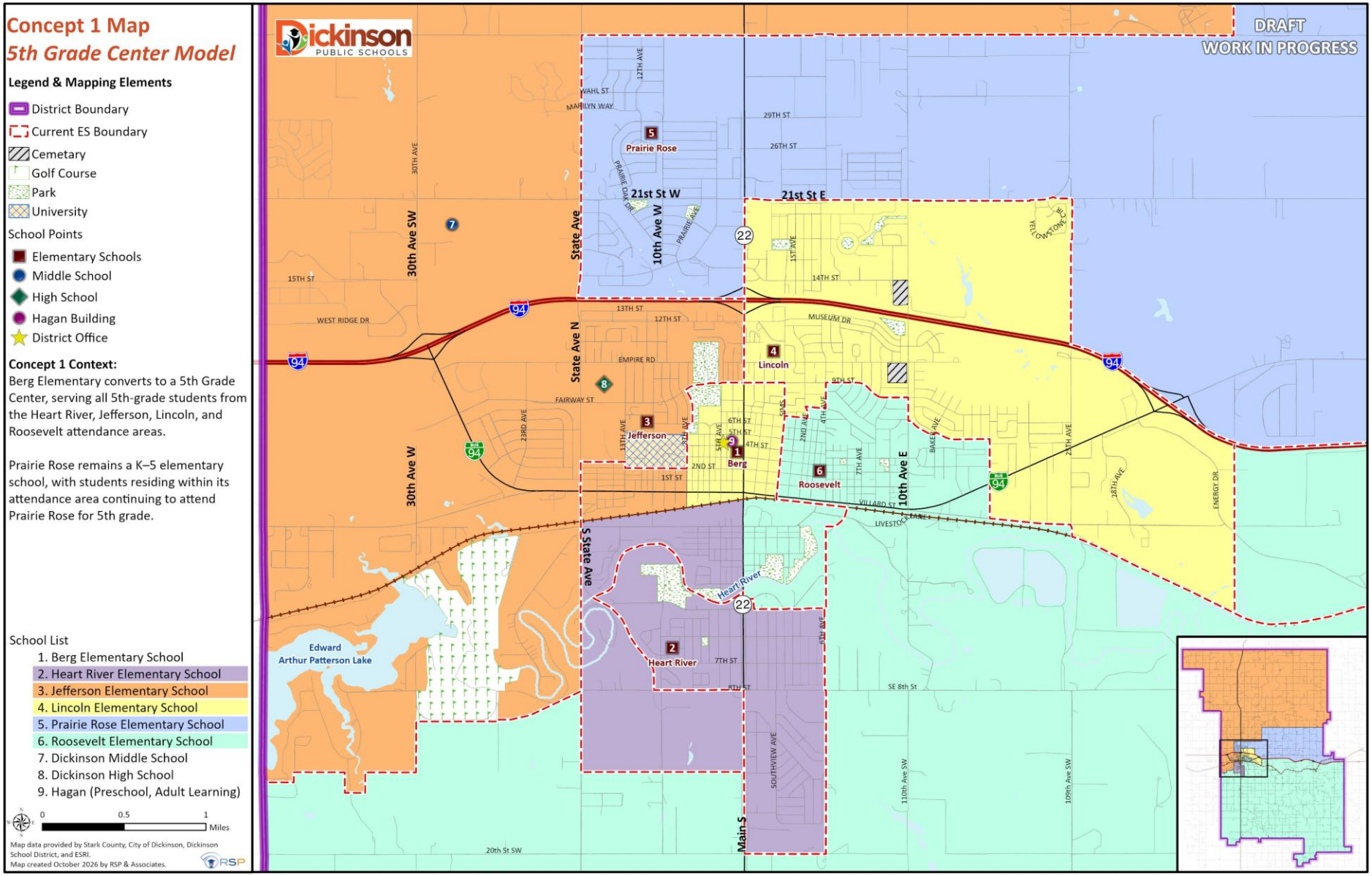
- Mixed support for a 5th-grade center at Berg.
- Interest in exploring other buildings and paired-school configurations.
- Questions about facility suitability, renovation needs, and grade-level transitions.

What We Are Exploring Today

- Whether Berg is the appropriate location for a 5th-grade center.
- How the model affects elementary classroom space and student transitions.
- Whether the benefits justify the operational and transportation changes.

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Concept 1: Elementary Boundary Map



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Concept 1 – Projection Table

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Elementary Projection Table:

Concept 1:		Capacity	Current	Concept 1 - Grade & Boundary Change				Concept 1 Utilization			
Grade Change	School		2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
K-5 to **5**	*Berg Elementary School*	270	242	246	247	237	240	91%	91%	88%	89%
K-5 to **K-4**	Heart River Elementary School	270	252	235	243	241	247	87%	90%	89%	91%
K-5 to **K-4**	Jefferson Elementary School	405	381	355	374	377	381	88%	92%	93%	94%
K-5 to **K-4**	Lincoln Elementary School	405	345	367	372	374	380	91%	92%	92%	94%
K-5	*Prairie Rose Elementary School*	540	499	494	484	495	493	91%	90%	92%	91%
K-5 to **K-4**	Roosevelt Elementary School	270	259	261	247	264	266	97%	91%	98%	99%
District Total (K-5):		**2,160**	**1,978**	**1,958**	**1,967**	**1,988**	**2,007**	**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.

Fast Facts:

- Berg transitions to a 5th grade center; serves approximately 240–250 fifth-grade students annually.
  - Serves 5th grade for Heart River, Jefferson, Lincoln, and Roosevelt
- Prairie Rose maintains serving K to 5th grade (only 5th graders in boundary)
- Five elementary attendance areas would operate under two different grade configurations.
- The model introduces an additional school transition for participating students.
- Facility suitability, staffing, transportation, and opportunities for early learning expansion require further evaluation.

Key Question:
How does this concept improve the overall balance of enrollment?

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Concept 1 – Projections by Grade (Year 1)

Concept 1: 2027/28 Projections by Grade	Sections per Grade	Total Classrooms	Capacity	Projections by Grade						K-5 Total:	Avg Class Size per Section						Classrooms in Use	Repurpose Classrooms
				K	1	2	3	4	5		K	1	2	3	4	5		
Berg Elementary School (5th grade)	12	12	270	0	0	0	0	0	246	246	0	0	0	0	0	21	12	0
Heart River Elementary School	2	12	270	48	50	45	49	43	0	235	24	25	23	25	22	0	10	2
Jefferson Elementary School	3	18	405	65	77	76	75	62	0	355	22	26	26	25	21	0	15	3
Lincoln Elementary School	3	18	405	74	77	68	75	73	0	367	25	26	23	25	25	0	15	3
Prairie Rose Elementary School	4	24	540	82	81	71	87	71	102	494	21	21	18	22	18	26	24	0
Roosevelt Elementary School	2	12	270	55	49	50	40	67	0	261	28	25	25	20	34	0	10	2
District Total (K-5):	**16**	**96**	**2,160**	**324**	**334**	**310**	**326**	**316**	**348**	**1,958**	**21**	**21**	**20**	**21**	**20**	**22**	**86**	**10**

Source: RSP & Associates LLC. - October 2026

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Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.
2. Projections provided by grade for 2027/28 school year. The total grade is divided by the number of sections and rounded up to the next whole number to provide the average class size.

Concept 1 — Berg Fifth-Grade Center

- 10 potential sections for K-4th grade available across Heart River (2), Jefferson (3), Lincoln (3), and Roosevelt (2).
- Class sizes generally range from 20–26 students, with Roosevelt's fourth grade reaching 34 students.
- Berg serves approximately 246 fifth-grade students, averaging 21 students across 12 sections.
- Removing fifth grade from participating elementary schools creates opportunities to **evaluate space for Pre-K or other programming.**
- Creates 10 potential classrooms for repurposing, but larger grade-level cohorts at some schools may require additional sections before space can be dedicated to Pre-K.

Key Question:
Does this concept provide enough space for PK expansion?

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Concept 1 – Student Impact

Students Impacted by Boundary Change

Concept 1 (Berg as 5th Grade Center)	Berg Elementary	Heart River Elementary	Jefferson Elementary	Lincoln Elementary	Prairie Rose Elementary	Roosevelt Elementary	SIBC	Total	%
Berg Elementary School (K-2)	0	20	30	47	0	21	118	152	77.6%
Heart River Elementary School (3)	44	0	0	0	0	0	44	162	27.2%
Jefferson Elementary School (3)	66	0	0	0	0	0	66	243	27.2%
Lincoln Elementary School (3)	64	0	0	0	0	0	64	231	27.7%
Prairie Rose Elementary School (3)	0	0	0	0	0	0	0	320	0.0%
Roosevelt Elementary School (3)	40	0	0	0	0	0	40	173	23.1%
Total (K-3 Students in 2025/26)	214	20	30	47	0	21	**332**	**1,281**	**25.9%**

Source: RSP Enrollment Analysis 2025/26

Note: Student impacts are based on 2025/26 enrollment data, tracking current K–3 students who will be in grades 2–5 in 2027/28. Actual impacts may be higher when implemented in 2027/28, as this analysis does not account for all students who may be affected at that time.

Of the 2025/26 K-3 class:

- 118 K to 2nd grade students currently at Berg move into Heart River, Jefferson, Lincoln, and Roosevelt
- 214 3rd grade students (will be the 5th grade students) are moved into Berg Elementary
- Total impact of around 332 students, about 26% of the current K-3rd grade population
- Concept 1 has the highest student impact as it adjusts Berg's current K-2nd grade population **AND** moves the 3rd grade cohort out of Heart River, Jefferson, Lincoln, and Roosevelt to attend Berg Elementary as a 5th Grade Center

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Concept #2

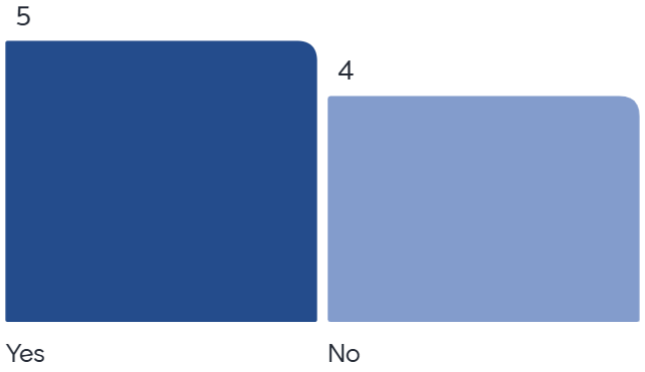
- Berg serves Kindergarten from four attendance areas
- Prairie Rose remains K–5; other elementary schools become grades 1–5

Can consolidating Kindergarten improve classroom utilization and support early learning goals?

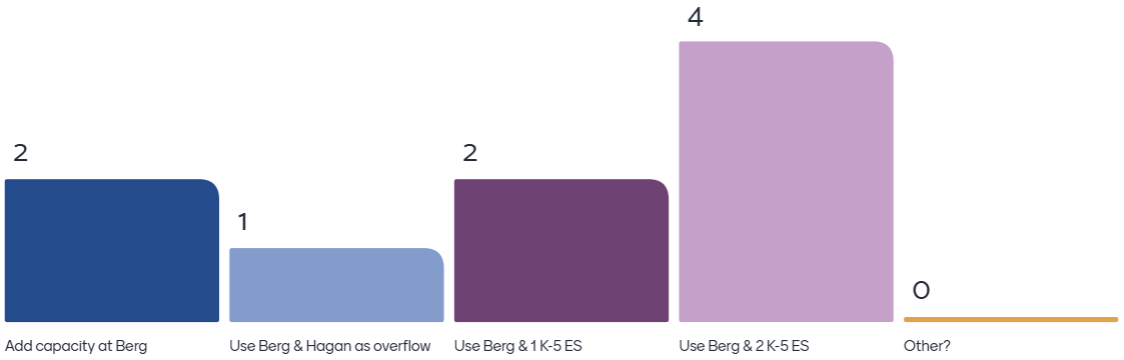
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Poll Results – Part 3

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?**



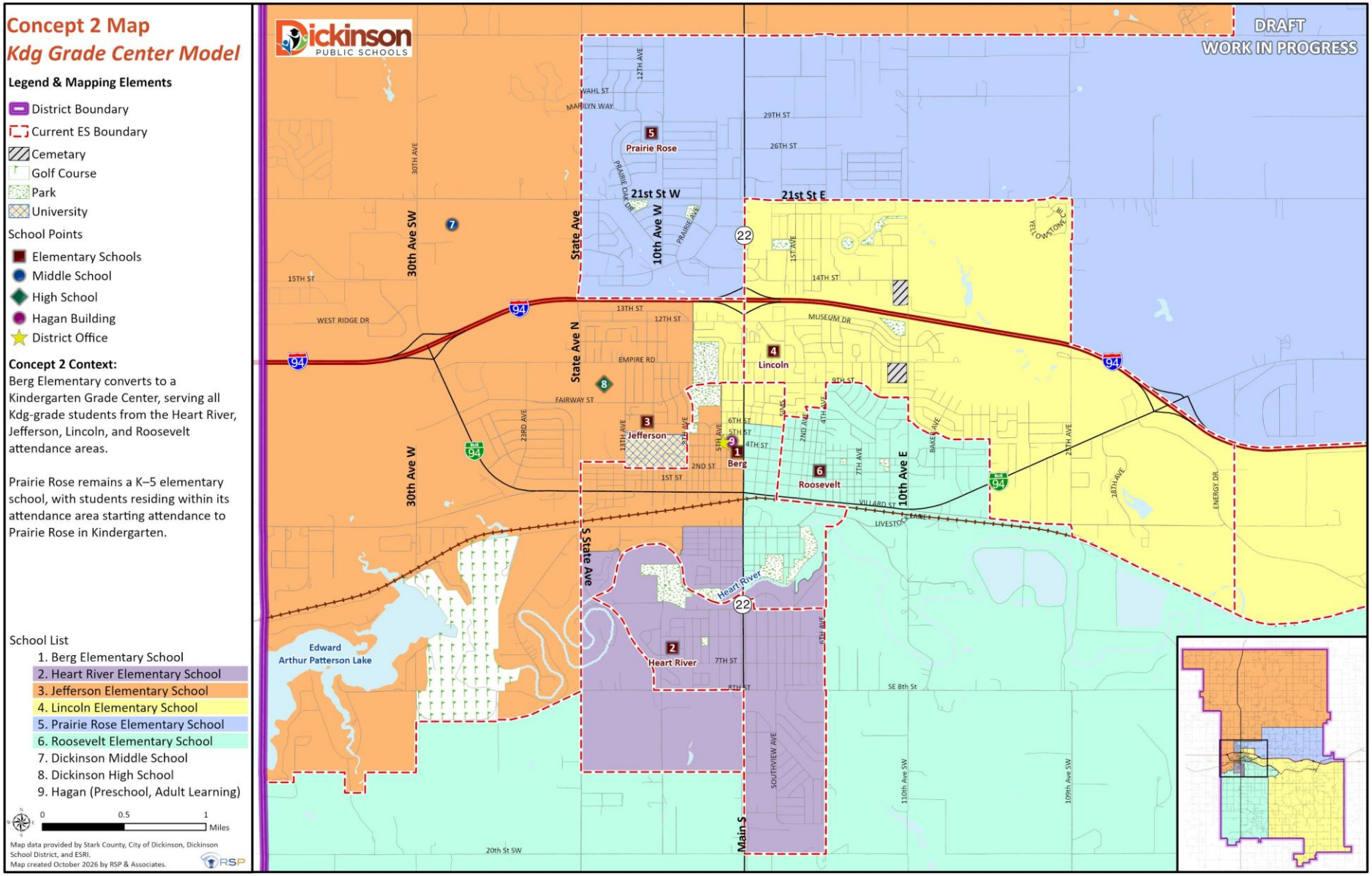
Updated 09/16/2026 with Committee Input

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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Concept 2: Elementary Boundary Map



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Concept 2 – Projection Table

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Elementary Projection Table:

Concept 2:		Capacity	Current	Concept 2 - Grade & Boundary Change				Concept 2 Utilization			
Grade Change	School		2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
K-5 to **K**	*Berg Elementary School*	270	242	242	257	251	245	90%	95%	93%	91%
K-5 to **1-5**	Heart River Elementary School	270	252	242	242	248	248	90%	90%	92%	92%
K-5 to **1-5**	Jefferson Elementary School	405	381	379	371	389	394	94%	92%	96%	97%
K-5 to **1-5**	Lincoln Elementary School	405	345	350	349	358	358	86%	86%	88%	88%
K-5	*Prairie Rose Elementary School*	540	499	494	484	495	493	91%	90%	92%	91%
K-5 to **1-5**	Roosevelt Elementary School	270	259	250	264	249	265	93%	98%	92%	98%
District Total (K-5):		2,160	1,978	**1,957**	**1,967**	**1,990**	**2,003**	**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.

Fast Facts:

- Berg transitions to a Kdg grade center
  - Serves Kdg grade for Heart River, Jefferson, Lincoln, and Roosevelt
- Prairie Rose maintains servings K to 5th grade (only Kdg graders in boundary)
- Five elementary attendance areas would operate under two different grade configurations.
- The model introduces an additional school transition for participating students.
- Facility suitability, staffing, transportation, and opportunities for early learning expansion require further evaluation.

Key Question:
How does this concept improve the overall balance of enrollment?

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Concept 2 – Projections by Grade (Year 1)

Concept 2: 2027/28 Projections by Grade	Sections per Grade	Total Classrooms	Capacity	Projections by Grade						K-5 Total:	Avg Class Size per Section						Classrooms in Use	Repurpose Classrooms
				K	1	2	3	4	5		K	1	2	3	4	5		
Berg Elementary School (Kdg grade)	12	12	270	242	0	0	0	0	0	242	21	0	0	0	0	0	12	0
Heart River Elementary School	2	12	270	0	52	46	50	45	49	242	0	26	23	25	23	25	10	2
Jefferson Elementary School	3	18	405	0	79	81	73	66	79	378	0	27	27	25	22	27	15	3
Lincoln Elementary School	3	18	405	0	74	58	76	69	73	350	0	25	20	26	23	25	15	3
Prairie Rose Elementary School	4	24	540	82	81	71	87	71	102	494	21	21	18	22	18	26	24	0
Roosevelt Elementary School	2	12	270	0	48	53	40	65	44	250	0	24	27	20	33	22	10	2
District Total (K-5):	**16**	**96**	**2,160**	**324**	**334**	**309**	**326**	**316**	**347**	**1,956**	**21**	**21**	**20**	**21**	**20**	**22**	**86**	**10**

Source: RSP & Associates LLC. - October 2026

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Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.
2. Projections provided by grade for 2027/28 school year. The total grade is divided by the number of sections and rounded up to the next whole number to provide the average class size.

Concept 2 — Berg Kindergarten Center

- 10 potential sections for 1-5th grade available across Heart River (2), Jefferson (3), Lincoln (3), and Roosevelt (2).
- Class sizes generally range from 20–27 students, with Roosevelt's fourth grade reaching 33 students.
- Berg serves approximately 242 Kindergarten students, averaging 21 students across 12 sections.
- Moving Kindergarten to Berg creates potential space at neighborhood elementary schools
- Illogical gap between PK → K with this model and with a lack of space to add PK at Berg unless another elementary school maintains K-5th grade

Key Question:
Does this concept provide enough space for PK expansion?

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Concept 2 – Student Impact

Students Impacted by Boundary Change

Concept 2 (Berg as Kdg Grade Center)	Berg Elementary	Heart River Elementary	Jefferson Elementary	Lincoln Elementary	Prairie Rose Elementary	Roosevelt Elementary	SIBC	Total	%
Berg Elementary School (K-3)	0	31	64	30	0	27	152	152	100.0%
Heart River Elementary School (K-3)	0	0	0	0	0	0	0	162	0.0%
Jefferson Elementary School (K-3)	0	0	0	15	0	0	15	243	6.2%
Lincoln Elementary School (K-3)	0	0	0	0	0	0	0	231	0.0%
Prairie Rose Elementary School (K-3)	0	0	0	0	0	0	0	320	0.0%
Roosevelt Elementary School (K-3)	0	0	0	0	0	0	0	173	0.0%
Total (K-3 Students in 2025/26)	0	31	64	45	0	27	**167**	**1,281**	**13.0%**

Source: RSP Enrollment Analysis 2025/26

Note: Student impacts are based on 2025/26 enrollment data, tracking current K–3 students who will be in grades 2–5 in 2027/28. Actual impacts may be higher when implemented in 2027/28, as this analysis does not account for all students who may be affected at that time.

Of the 2025/26 K-3 class:

- 152 K to 3rd grade students currently at Berg move into Heart River, Jefferson, Lincoln, and Roosevelt
- 15 Jefferson students → Lincoln Elementary
- Because this plan assumes future Kindergarten students to Berg, those students cannot be included in the table, and the SIBC is lower than in Concept 1
- Total impact of around 167 students, about 13% of the current K-3rd grade population

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Concept #3

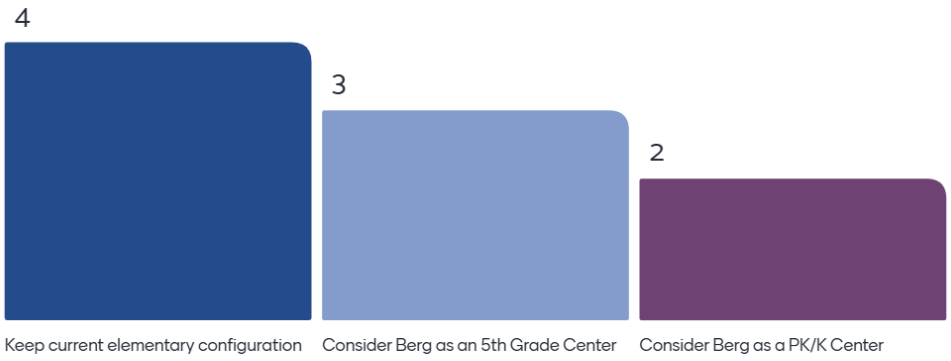
- All six elementary schools remain K–5, with targeted attendance boundary adjustments

Can boundary adjustments alone address enrollment balance while minimizing changes to school configuration?

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Committee Poll Results

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



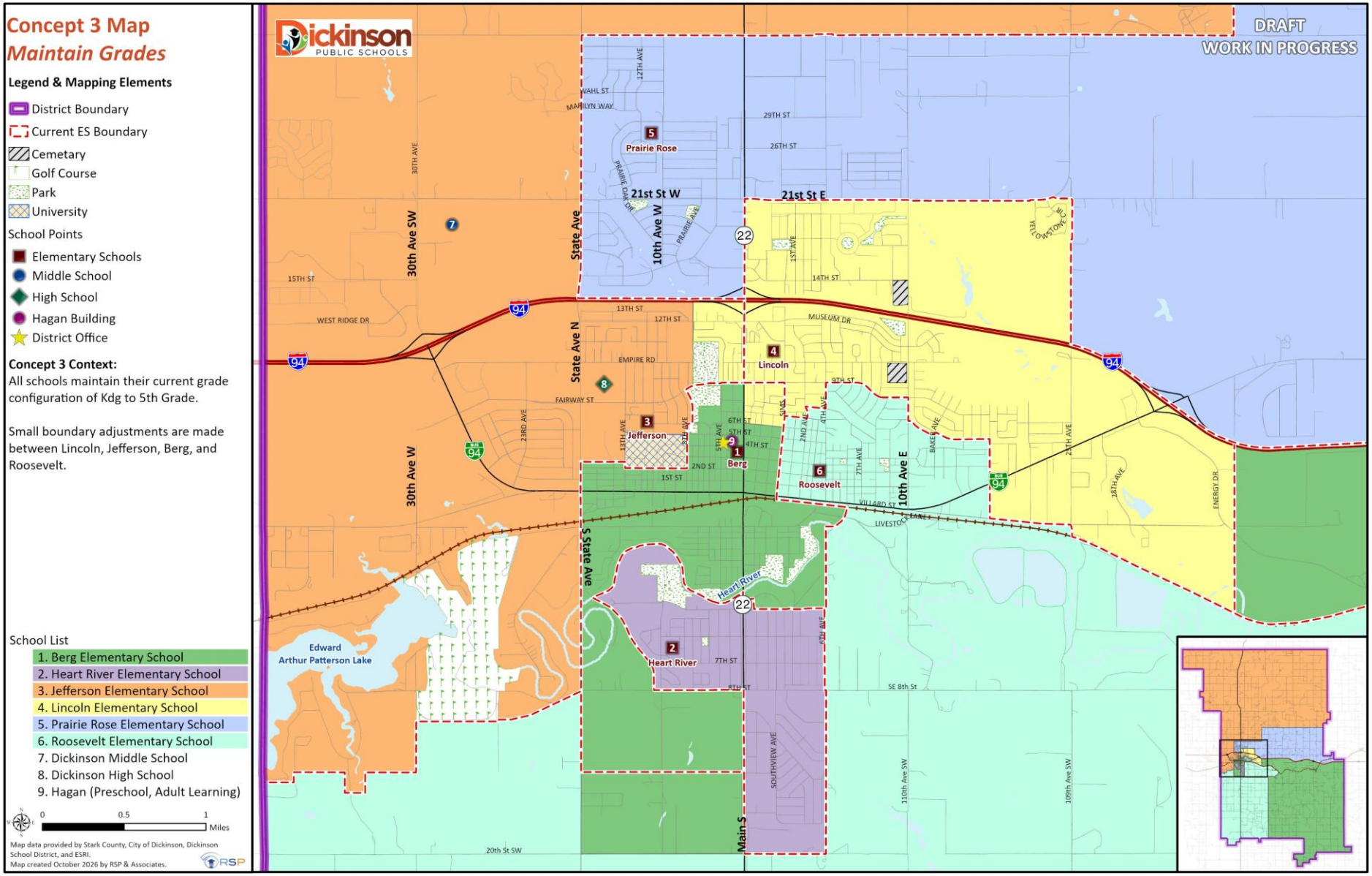
What other ideas/considerations would you like explored for the next meeting? *Ideas must fit within the guiding principles.*

- *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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Concept 3: Elementary Boundary Map



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Concept 3 – Projection Table

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Elementary Projection Table:

Concept 3:		Capacity	Current	Concept 3 - Boundary Change				Concept 3 Utilization			
Grades	School		2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
K-5	Berg Elementary School	270	242	235	242	244	254	87%	90%	90%	94%
K-5	Heart River Elementary School	270	252	243	242	243	242	90%	90%	90%	90%
K-5	Jefferson Elementary School	405	381	349	355	370	381	86%	88%	91%	94%
K-5	Lincoln Elementary School	405	345	387	389	393	389	96%	96%	97%	96%
K-5	Prairie Rose Elementary School	540	499	494	484	495	493	91%	90%	92%	91%
K-5	Roosevelt Elementary School	270	259	251	253	242	246	93%	94%	90%	91%
District Total (K-5):		**2,160**	1,978	**1,959**	**1,965**	**1,987**	**2,005**	**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.

Fast Facts:

- Maintains K-5th grade at all elementary schools
- The following adjustments were made:
  - Lincoln expansion west to 8th Ave (provide relief to Jefferson)
  - Lincoln expansion south to 6th Street (provide relief to Berg)
  - Berg expansion south to 20th Street (provide relief to Roosevelt)
- No changes to Prairie Rose or Heart River boundaries

Key Question:
How does this concept improve the overall balance of enrollment?

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Concept 3 – Projections by Grade (Year 1)

Concept 3: 2027/28 Projections by Grade	Sections per Grade	Total Classrooms	Capacity	Projections by Grade						K-5 Total:	Avg Class Size per Section						Classrooms in Use	Repurpose Classrooms
				K	1	2	3	4	5		K	1	2	3	4	5		
Berg Elementary School	2	12	270	41	44	42	34	41	32	234	21	22	21	17	21	16	12	0
Heart River Elementary School	2	12	270	41	44	38	42	36	42	243	21	22	19	21	18	21	12	0
Jefferson Elementary School	3	18	405	52	62	66	57	50	62	349	18	21	22	19	17	21	18	0
Lincoln Elementary School	3	18	405	65	66	52	71	64	69	387	22	22	18	24	22	23	18	0
Prairie Rose Elementary School	4	24	540	82	81	71	87	71	102	494	21	21	18	22	18	26	24	0
Roosevelt Elementary School	2	12	270	43	38	40	35	55	40	251	22	19	20	18	28	20	12	0
District Total (K-5):	**16**	**96**	**2,160**	**324**	**335**	**309**	**326**	**317**	**347**	**1,958**	**21**	**21**	**20**	**21**	**20**	**22**	**96**	**0**

Source: RSP & Associates LLC. - October 2026

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Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.
2. Projections provided by grade for 2027/28 school year. The total grade is divided by the number of sections and rounded up to the next whole number to provide the average class size.

Concept 3 — Maintain Neighborhood K–5 Schools

- No additional classrooms identified for repurposing under the current section assumptions.
- Class sizes generally range from 17–24 students, with Roosevelt's fourth grade reaching 28 students.
- Maintains K–5 programming at all six elementary schools, avoiding an additional grade-center transition.
- Pre-K expansion would require a separate review of classroom availability, existing program space, or facility modifications.

Key Question:
Does this concept provide enough space for PK expansion?

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Concept 3 – Student Impact

Students Impacted by Boundary Change

Concept 3 (Maintain K-5)	Berg Elementary	Heart River Elementary	Jefferson Elementary	Lincoln Elementary	Prairie Rose Elementary	Roosevelt Elementary	SIBC	Total	%
Berg Elementary School	0	0	0	11	0	0	11	152	7.2%
Heart River Elementary School	0	0	0	0	0	0	0	162	0.0%
Jefferson Elementary School	0	0	0	15	0	0	15	243	6.2%
Lincoln Elementary School	0	0	0	0	0	0	0	231	0.0%
Prairie Rose Elementary School	0	0	0	0	0	0	0	320	0.0%
Roosevelt Elementary School	6	0	0	0	0	0	6	173	3.5%
Total (K-3 Students in 2025/26)	6	0	0	26	0	0	**32**	**1,281**	**2.5%**

Source: RSP Enrollment Analysis 2025/26

Note: Student impacts are based on 2025/26 enrollment data, tracking current K–3 students who will be in grades 2–5 in 2027/28. Actual impacts may be higher when implemented in 2027/28, as this analysis does not account for all students who may be affected at that time.

Of the 2025/26 K-3 class:

- 11 Berg students → Lincoln Elementary
- 15 Jefferson students → Lincoln Elementary
- 6 Roosevelt students → Berg Elementary
- Total impact of around 32 students, about 2.5% of the current K-3rd grade population

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Committee Activity: Evaluating the Concepts

1. **Which concept best addresses the District's planning challenges?**
   - Consider student impact, classroom balance, facility utilization, and long-term flexibility.

2. **What are the greatest strengths and concerns of each concept?**
   - Identify benefits, trade-offs, and potential unintended consequences.

3. **What modifications or additional approaches should be explored?**
   - Identify specific changes, combinations, or alternatives that could improve the concepts.

4. **What additional information is needed before making a recommendation?**
   - Identify unanswered questions for RSP and District Administration.

Desired Outcome: Identify which concepts or elements warrant further refinement for Meeting #3. The committee is not being asked to select a final recommendation today.

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Part 4:
Next Steps

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Committee Communication Tool

https://rsp.mysocialpinpoint.com/dickinson



Visit the Committee Website

🏢 Scan the QR code for updates and resources.

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🔔 Follow the page to receive email notifications when new information is posted.

Check Back Often

🗓️ Meeting materials, updates, and committee activities will be added throughout the process.

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Next Steps

Key Milestones:

✓ **Enrollment Analysis Completed**

✓ **One-on-One Board Discussion**

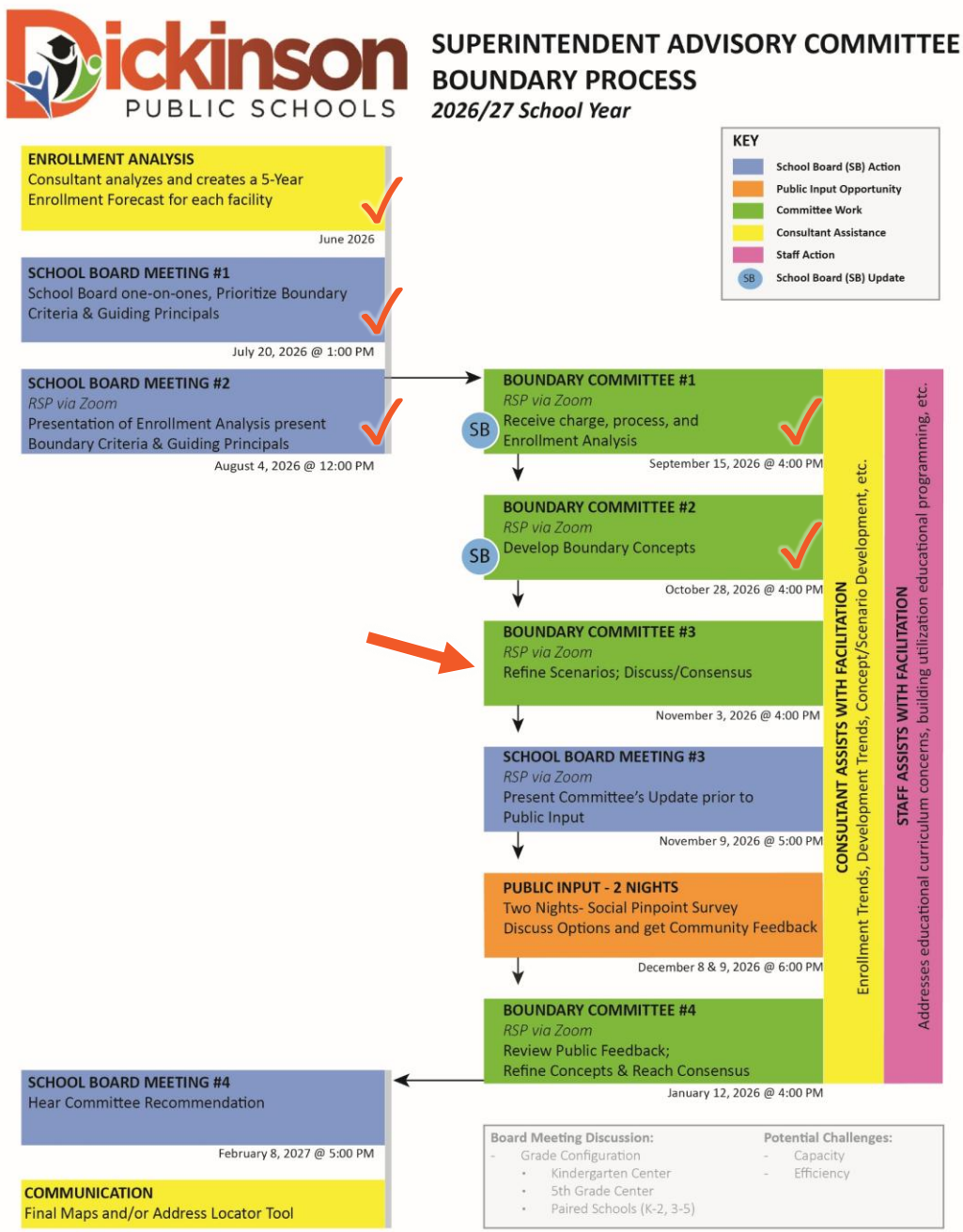
✓ **Board Work Session**

✓ **Committee Meeting 1**

✓ **Committee Meeting 2**

❑ **Committee Meeting #3 – Up Next!**

Thank you for your participation! See you at our next meeting on November 3.



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