



KCKPS Boundary Process:

Boundary Analysis Committee Meeting #6

August 28, 2025



AGENDA –

☐ Boundary Process Overview ▪ Past Meeting(s) Recap	5 Min
☐ Current Data ▪ Current and Future Enrollment ▪ Current Boundaries ▪ Feeder Challenges	5 Min
☐ Concept Discussion: ▪ Committee Considered Concept ▪ Impact of Alternative Areas	60 Min
☐ Next Steps	20 Min

Purpose of Meeting #6:

- ✓ Finalize materials for public input sessions

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, Planner

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

RSP Recent Projects:

Kansas City Public Schools (Missouri)

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

Piper Unified School District 203

- *Enrollment Analysis, 2024/25*

Lawrence Unified School District 497

- *Enrollment Analysis, 2024/25*

Our Partners:



Part 1:

Boundary Process Overview and Board Charge

Talking Points:

- ☐ About the Process
- ☐ Board Guidance
- ☐ Understanding Objectives

Process Visual

Process Start: Spring 2025

Process End: December 2025

Meeting Overview:

- 7 Committee Meetings (updated July 2025)
- 5 Board Meetings (updated July 2025)
- 2 Public Input Opportunities (and survey)

Establishing a Clear Framework for the Process:

Defining a structured framework ensures that the final outcomes align with Board priorities and are positioned for successful approval and implementation.

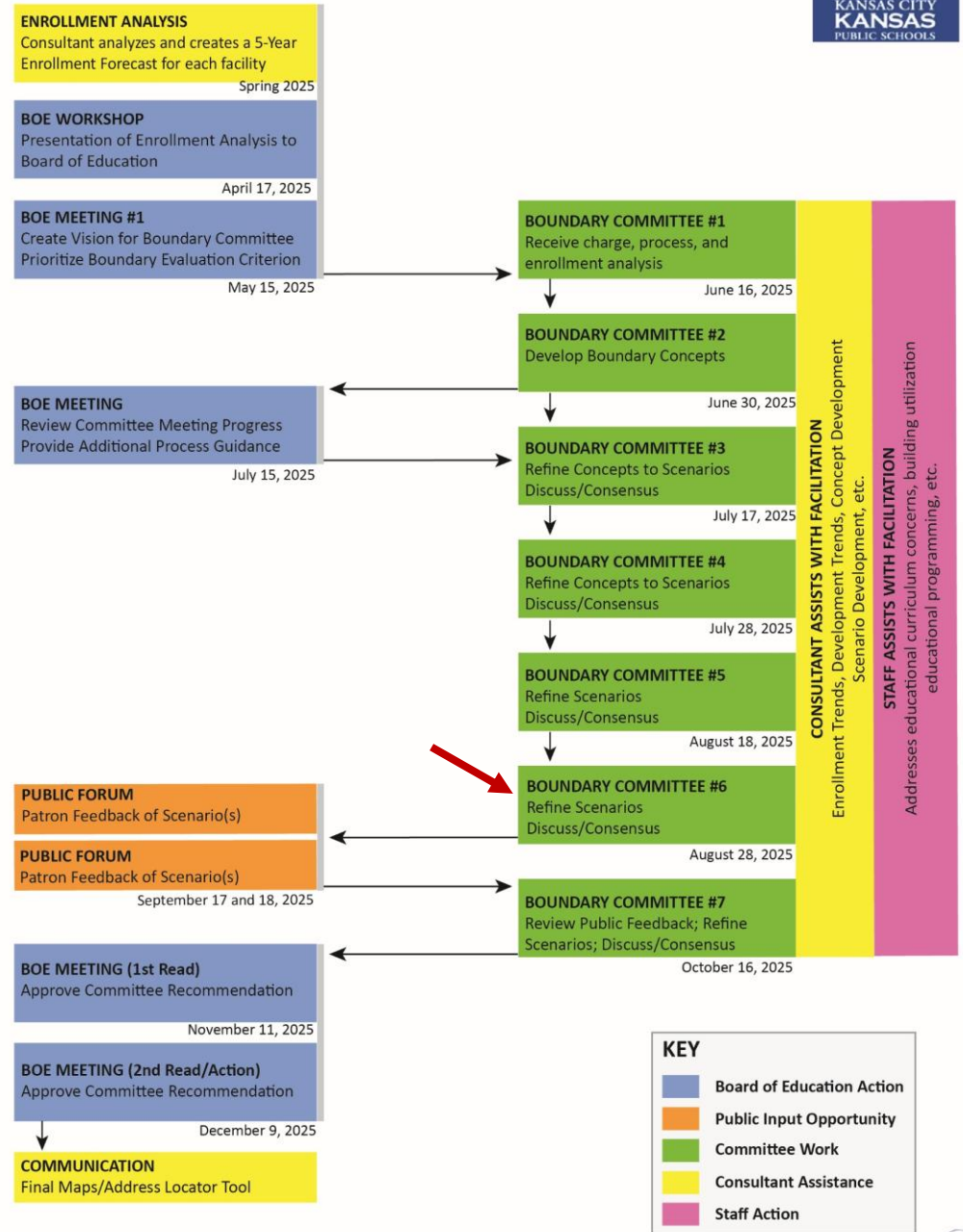
A well-defined process fosters transparency, accountability, and efficiency in decision-making.

RSP 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.

PROPOSED COMPREHENSIVE BOUNDARY PROCESS 2024/25 School Year



Process Objectives and Solutions

Focus: Comprehensive Approach

Key Objectives:

- ❑ Consider right-sizing the number of students by building as aligned with each feeder
For existing inventory, consider use of spaces, facility condition assessments, and other metrics
- ❑ Review all three levels of boundaries (Elementary School, Middle School, and High School)

Solution: Adjustment to all feeders to achieve objectives

Guiding Principles (BOE Guidance May 25, 2025)

- Focus changes where there is ability to right size the enrollment and building utilization by feeder
- Attendance area changes should be recommended for the 2026/27 school year
- Address building challenges of over-capacity and under-utilization throughout the district
- Prioritize a complete feeder system from elementary to middle to high schools
- The district to continue with class size guidelines when considering enrollment balance

Specific Challenges to Address:

- ✓ Combination of Silver City and Noble Prentis sites (new build)
- ✓ Over-utilization of Carl B. Bruce Middle School
- ✓ Enrollment imbalance at the high school level (Wyandotte HS larger than other schools)

Other Considerations (not limited to):

- *Comprehensive look at capacity, utilization, and enrollment: Ideal school size, Facility Condition Assessments, Program and building locations, feeder alignment*
- *Future programming implementation: SPED (ASD, Life Skills), ELL, PK*

Process Boundary Criteria

Note: All Boundary Criteria are important and will be analyzed in this process. A prioritize list of boundary criteria ensures that in cases of contradictory criteria, the recommendation(s) will meet board objectives.

BOE Guidance May 25, 2025

Boundary Criteria Prioritization Activity	BOE #1	BOE #2	BOE #3	BOE #4	BOE #5	Count	Avg Rank	Final Score	Final Rank
Feeder System		2	1	2	1	6	1.75	7.4	1
Projected Enrollment/Building Utilization	1	1		1		3	1	6	2
Transportation Considerations		3	3	3	4	13	3.75	5.8	3
Fiscal Considerations - Operational	2			1	2	5	2.67	5	4
Fiscal Consideration - Capital	2				2	4	2	3.6	5
Neighborhoods Intact	3		2			5	3	3.2	6
Students Impacted in Boundary Change					3	3	4	1.4	7
Boundary Natural Features	0	0	0	0	0	0	0	0	8
Demographic Considerations	0	0	0	0	0	0	0	0	9
Duration of Boundaries	0	0	0	0	0	0	0	0	10

Source: RSP & Associates, Social Pinpoint May 2025

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Feeder System

- This factor addresses the ability for entire schools to cohort forward between grade levels
- Where possible, boundaries should be aligned between grade levels to enable an entire elementary feeding a middle school and an entire middle school feeding a high schools

2

Projected Enrollment/ Building Utilization

- Considers building utilization, student enrollment, staffing needs and the educational program(s)
- Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building

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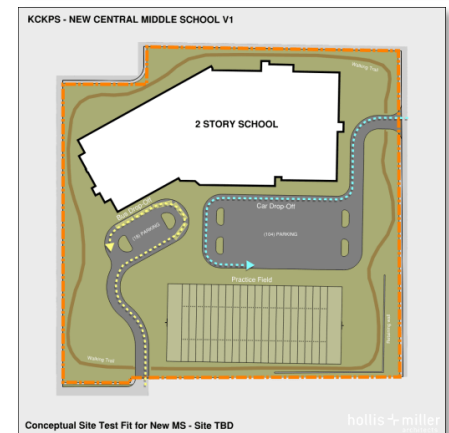
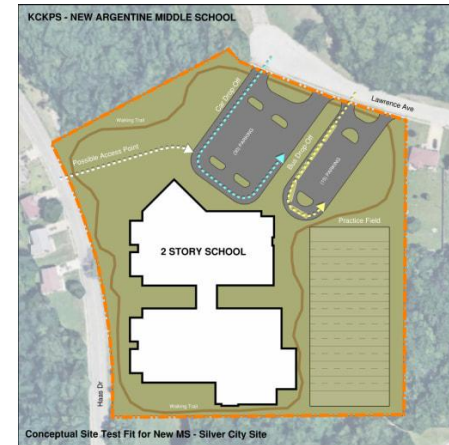
Transportation Considerations

- Boundary plan should consider proximity to school and actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible

2024 Bond Projects

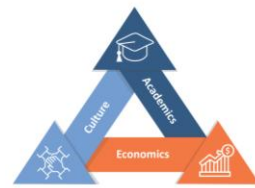
Bond Projects:

- New Elementary School: Silver City and Noble Prentis Combined
 - 552-579 Student Capacity
 - New build on Noble Prentis Site; Silver City retired
 - Students to stay in their current buildings while new school is constructed
- New Argentine Middle School
 - 600-730 Student Capacity
 - New build on Silver City site
- New Central Middle School
 - 675-805 Student Capacity
 - New build on existing Central site (New build on site within same demographic area)
- Adding classrooms to Sumner Academy of Arts and Science
 - Will likely include five classrooms, additional restrooms, a weight room and allow the school to stop using mobile classrooms.
 - Three rooms within the current building will be repurposed to classrooms.



Source: District Administration

Process Understanding



The district is facing **growing financial challenges** that require us to think differently about how we operate. These challenges may include (but not limited to):

- Budget Realities: Rising operational costs (utilities, transportation, maintenance, staff), coupled with flat or declining enrollment in some areas, stretch the budget thin and reduce flexibility to invest in classrooms and student supports.
- Student Resource Implications: Maintaining underutilized or inefficient buildings spreads resources too thin, making it harder to provide equitable access to technology, specialists, extracurriculars, and academic support across all schools.
- Operational Sustainability: The current configuration of facilities may not reflect modern educational practices or community needs. Operating inefficiencies today can limit the district's ability to adapt for tomorrow.

By exploring **opportunities** to optimize district facilities and operations, KCKPS can create a stronger, more equitable, and more sustainable future for all students.

- Academic Lens
 - Reconfiguring school buildings could provide additional opportunities for reinvestment in core programming or support services such as counselors, intervention, enrichment).
 - More balanced enrollment across buildings supports smaller class sizes, improved staffing ratios, minimize shared resources between buildings, and more consistent programming (STEM, Arts, Special Education).
- Culture Lens
 - Ensuring all students, regardless of where they attend school, have access to high-quality facilities and programming strengthens district-wide cohesion.
 - Reimagining how a reorganization of space can build a more connected, future-ready district culture – aligned to community priorities and modern learning environments.
- Economic Lens
 - Efficient use of space means less spending on underutilized buildings, transportation, and maintenance (allowing more dollars to go directly to the classroom).
 - Being able to respond proactively to enrollment shifts now prevents more disruptive changes later.

Why Now vs. Future? Delaying decisions puts increasing strain on the district, limits our ability to make strategic investments, and risks being forced into reactive, rather than proactive, choices. Starting now gives the district time to plan thoughtfully, engage the community, and implement changes in a way that supports students and staff at every step.

Committee Progress

Meeting #1

- Committee received an overview of Enrollment Analysis
- Committee participated in a discussion on building efficiency, utilization, and boundary challenges
- Committee provided input on major challenges/opportunities when considering ways to right-set the district

Meeting #2:

- Committee received first draft of boundary concept
- Committee Input:
 - Small tweaks to some attendance zones that may align better with not being south of an interstate
 - Generally positive comments to improve efficiency of buildings, but more adjustments may be necessary
 - Plan to leave Eugene Ware and Lindbergh attendance boundaries in place to allow for future Facility Master Plan consolidation
 - Explore ways to improve feeder alignment (ideally, avoiding Hazel Grove/Eisenhower split)
 - Consider how transportation (busing, after-school care, routing, etc.) is impacted by the concept plan

Meeting #3

- Committee received an overview of the process information and a status update shared with the Board of Education earlier this week.
- Committee engaged in key considerations related to high school planning and provided feedback to inform future options and analysis.

Meeting #4:

- Committee received updated functional capacities aligning with Hollis+Miller Facility Master Plan
- Committee received a revised concept(s) aligning with Hollis+Miller FMP

Meeting #5:

- Committee received revised concepts and provide general consensus on which concept would move forward for committee input

District Parking Lot Information (From Meetings 1-4)

- **Request - Number of drop out students:** 2023/24 = 272, 2022/23 = 251, 2021/22 = 126, 2020/21 = 253
- **Request - The intra-district conditions for approval:** [Click here for a link to the Permit Process](#)
- **Request - Dual Language future programming** (Currently at Francis Willard and New Stanley)
 - The transportation is provided to students going to Emerson. At this moment, we only have 5 students who have elected not to be in the DL program.

Maintain: 2-Way Dual Language Model at New Stanley

Families can elect to self-transport or transportation will be provided to Emerson

Opting out of Dual Language: Families opting out of dual language will attend Emerson, their other neighborhood school

School Year	Implementation
23/24 (K)	• Year 1 of implementation New Stanley: strand model for the Dual Language program. Cohort 1 consists of 50 students with a teaching pair (English 1, Spanish 1) and an instructional aide (bilingual). One traditional track kindergarten.
24/25 (K-1st)	• Year 2 of implementation New Stanley: strand model Cohort 1 returning students with a teaching pair (English 1, Spanish 1) and instructional aide (bilingual). Cohort 2 consists of 50 students with a teaching pair (English 1, Spanish 1) and an instructional aide (bilingual). One traditional track kindergarten and one traditional track first grade.
25/26 (K-2nd)	• Year 3 of implementation: Phasing out a traditional Kindergarten track. Every year incoming kindergarten will be set at 50 students enrolled. Begin monitoring attrition rate as this will provide implication of teaching pair or bilingual teacher as cohort 1 promotes each year.
26/27 (K-3rd)	• Year 4 and beyond of implementation: Phasing out traditional classrooms as cohort 2 promotes each year. When cohort 2 reaches 5th grade New Stanley will be 100% dual language model.

- **Request - General operating cost savings for consolidation/closing of buildings**
 - **Key Point:** Because staffing makes up 70-80% of a school's operating budget, retaining and reallocating employees greatly reduces potential savings from school closures. Under these conditions, financial benefits are limited primarily to facilities-related costs (utilities, maintenance, and custodial supplies).

Estimated Annual Savings – Facilities Only	• Elementary (≈250 students): \$50,000-\$60,000 • Middle (≈500 students): \$200,000-\$300,000 • High (≈850 students): \$700,000-\$800,000
Additional Savings – Administrative Staffing <i>Reduction of FTE for administrative staff (principals, assistants, secretaries, counselors):</i>	• Elementary (≈250 students): \$350,000-\$400,000 • Middle (≈500 students): \$900,000-\$1,000,000 • High (≈850 students): \$1,275,000-\$1,325,000
Other Considerations	• Mothballed facilities continue to generate costs, reducing net benefit. • Selling or repurposing buildings could improve long-term savings.

Part 2:

Current Data Overview

Talking Points:

- ☐ Current and Future Enrollment
- ☐ Current Boundaries
- ☐ Feeder Challenges

Elementary Boundary Map



Kansas City, Kansas
Public Schools

Elementary Boundary Map

School List:

1. Banneker Elementary	15. M. E. Pearson Elementary
2. Bertram Caruthers Elementary	16. Mark Twain Elementary
3. Claude Huyck Elementary	17. McKinley Elementary
4. Douglass Elementary	18. New Chelsea Elementary
5. Emerson Elementary	19. New Stanley Elementary
6. Eugene Ware Elementary	20. Noble Prentis Elementary
7. Frances Willard Elementary	21. Quindaro Elementary
8. Frank Rushton Elementary	22. Silver City Elementary
9. Grant Elementary	23. Stony Point North Elementary
10. Hazel Grove Elementary	24. Stony Point South Elementary
11. John F. Kennedy Elementary	25. T. A. Edison Elementary
12. John Fiske Elementary	26. Welborn Elementary
13. Lindbergh Elementary	27. West Park Elementary
14. Lowell Brune Elementary	28. Whittier Elementary

29. Argentine Middle
30. Arrowhead Middle
31. Carl Bruce Middle
32. Central Middle
33. D.D. Eisenhower Middle
34. Gloria Willis Middle
35. Rosedale Middle
36. F.L. Schagle High
37. J.C. Harmon High
38. Sumner Academy
39. Washington High
40. Wyandotte High
41. Bridges
42. Fairfax Learning Center

Legend

 District Boundary

 Elementary School

 Middle Schools

 High Schools

 Alternative Schools

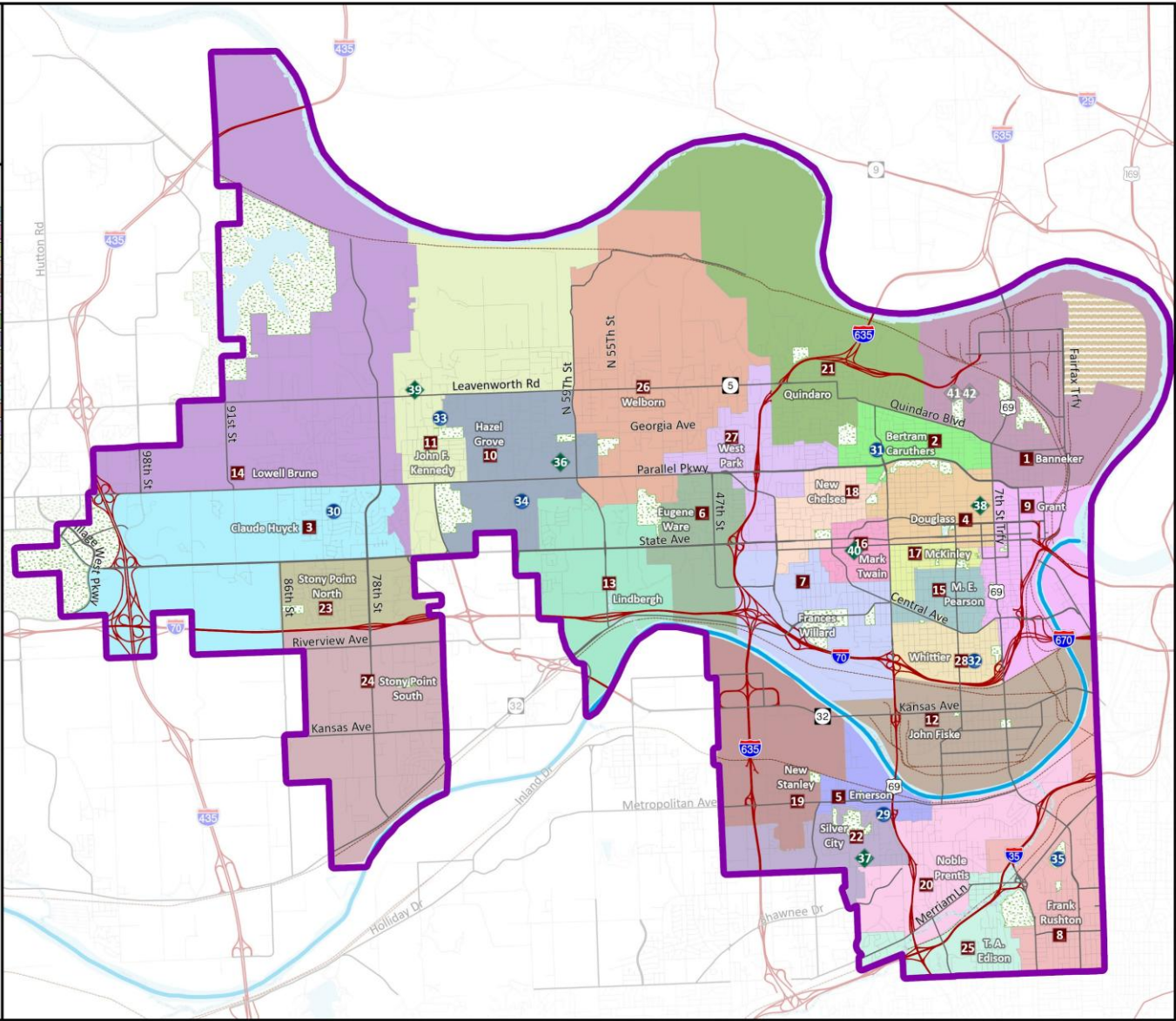
 Fairfax Assembly Plant

 Park/Recreation





Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in June 2025.



Middle School Boundary Map



**Kansas City, Kansas
Public Schools**

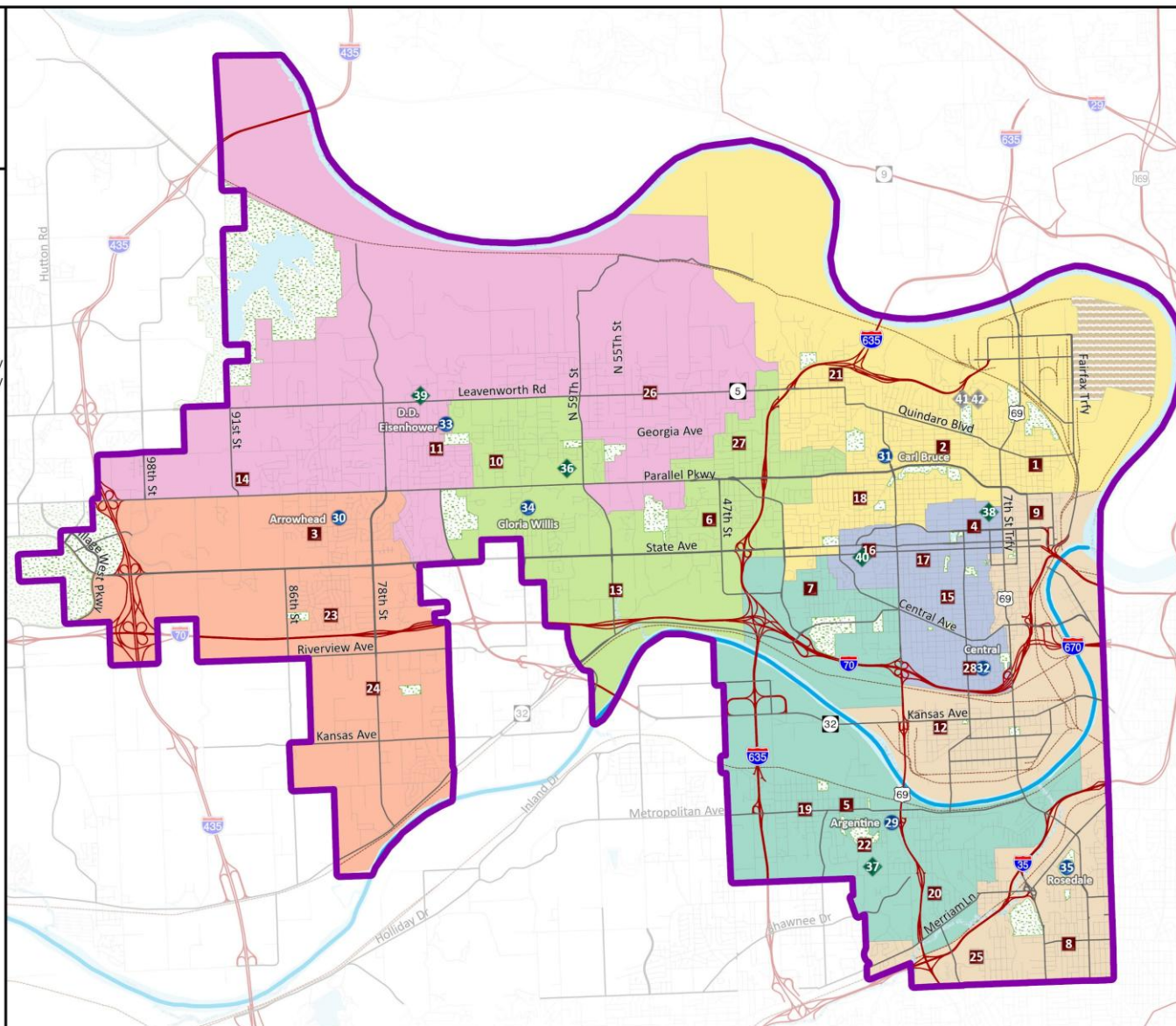
Middle School Boundary Map

School List:

- | | |
|---------------------------------|----------------------------------|
| 1. Banneker Elementary | 15. M. E. Pearson Elementary |
| 2. Bertram Caruthers Elementary | 16. Mark Twain Elementary |
| 3. Claude Huyck Elementary | 17. McKinley Elementary |
| 4. Douglass Elementary | 18. New Chelsea Elementary |
| 5. Emerson Elementary | 19. New Stanley Elementary |
| 6. Eugene Ware Elementary | 20. Noble Prentis Elementary |
| 7. Frances Willard Elementary | 21. Quindaro Elementary |
| 8. Frank Rushton Elementary | 22. Silver City Elementary |
| 9. Grant Elementary | 23. Stony Point North Elementary |
| 10. Hazel Grove Elementary | 24. Stony Point South Elementary |
| 11. John F. Kennedy Elementary | 25. T. A. Edison Elementary |
| 12.. John Fiske Elementary | 26. Welborn Elementary |
| 13. Lindbergh Elementary | 27. West Park Elementary |
| 14. Lowell Brune Elementary | 28. Whittier Elementary |
| 29. Argentine Middle | |
| 30. Arrowhead Middle | |
| 31. Carl Bruce Middle | |
| 32. Central Middle | |
| 33. D.D. Eisenhower Middle | |
| 34. Gloria Willis Middle | |
| 35. Rosedale Middle | |
| 36. F.L. Schlagle High | |
| 37. J.C. Harmon High | |
| 38. Sumner Academy | |
| 39. Washington High | |
| 40. Wyandotte High | |
| 41. Bridges | |
| 42. Fairfax Learning Center | |

Legend

-  District Boundary
 Elementary School
 Middle Schools
 High Schools
 Alternative Schools
 Fairfax Assembly Plant
 Park/Recreation



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in June 2025.

High School Boundary Map



**Kansas City, Kansas
Public Schools**

High School Boundary Map

School List:

1. Banneker Elementary

2. Bertram Caruthers Elementary

3. Claude Huyck Elementary

4. Douglass Elementary

5. Emerson Elementary

6. Eugene Ware Elementary

7. Frances Willard Elementary

8. Frank Rushton Elementary

9. Grant Elementary

10. Hazel Grove Elementary

11. John F. Kennedy Elementary

12. John Fiske Elementary

13. Lindbergh Elementary

14. Lowell Brune Elementary

29. Argentine Middle

30. Arrowhead Middle

31. Carl Bruce Middle

32. Central Middle

33. D.D. Eisenhower Middle

34. Gloria Willis Middle

35. Rosedale Middle

36. F.L. Schlegle High

37. J.C. Harmon High

38. Sumner Academy

39. Washington High

40. Wyandotte High

41. Bridges

42. Fairfax Learning Center

15. M. E. Pearson Elementary

16. Mark Twain Elementary

17. McKinley Elementary

18. New Chelsea Elementary

19. New Stanley Elementary

20. Noble Prentiss Elementary

21. Quindaro Elementary

22. Silver City Elementary

23. Stony Point North Elementary

24. Stony Point South Elementary

25. T. A. Edison Elementary

26. Welborn Elementary

27. West Park Elementary

28. Whittier Elementary

Legend

District Boundary

Elementary School

Middle Schools

High Schools

Alternative Schools

Fairfax Assembly Plant

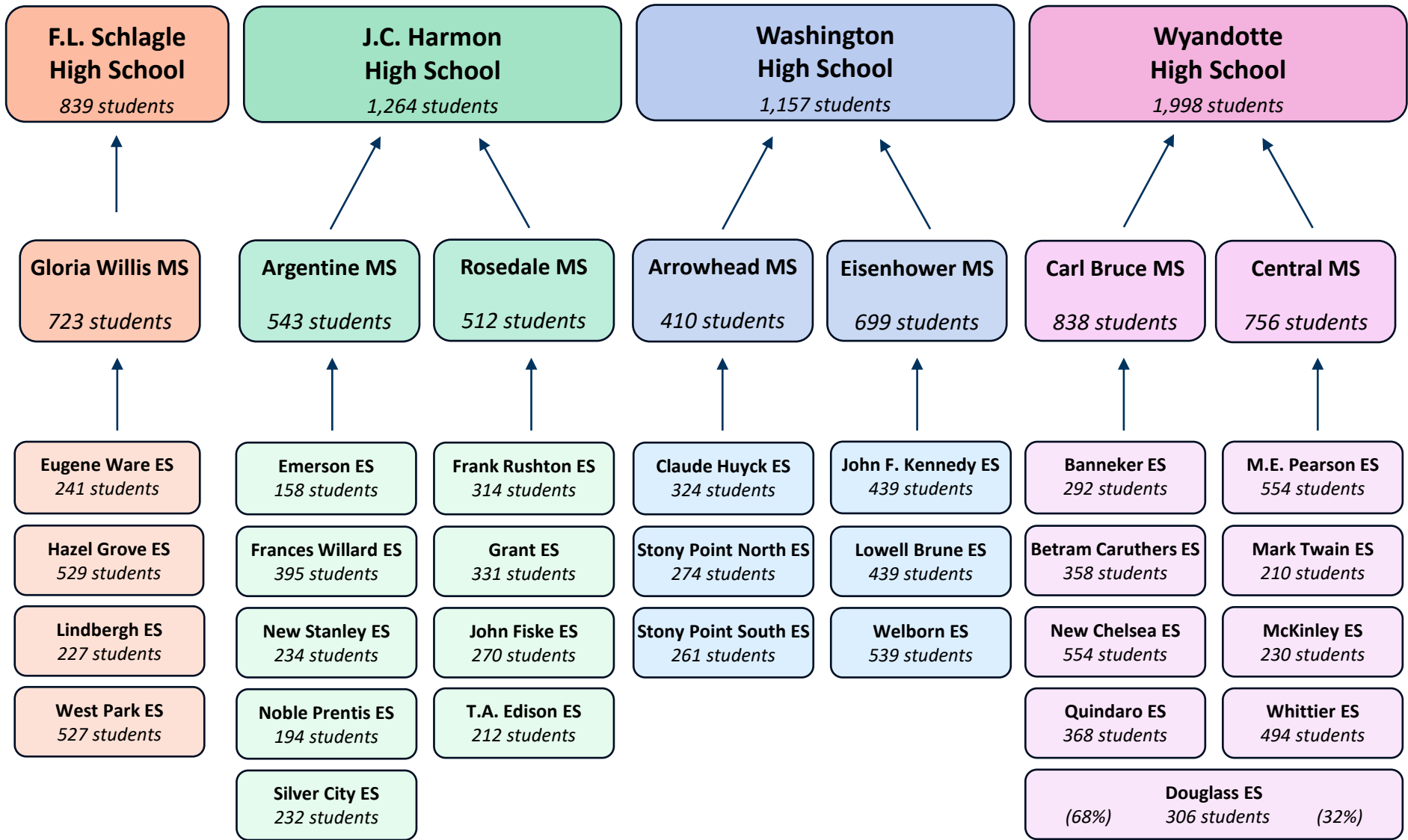
Park/Recreation

Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI. Map created by RSP & Associates in June 2025.

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Kansas City Kansas Public Schools Feeder Diagram



The district operates a mostly **complete feeder system**. Only Douglass Elementary is split between middle schools. Schools that do not have attendance boundaries serving all students in the District include: Sumner Academy, Bridges, and Fairfax Learning Center (*schools without boundaries contribute to the intra-district movement and student choice options*).

Understanding Building Efficiency

Balancing enrollment throughout the district is critical to ensuring equitable access to resources, staffing, and opportunities.

When buildings have **more** students than their capacities, there are likely **over-utilization challenges**:

- RSP defines over-utilization when enrollment exceeds 100% of the building capacity
- Over-utilization challenges could include:
 - Overcrowded classrooms and increased strain on staff
 - Inadequate access to shared spaces (cafeteria, gym, restrooms, etc.)
 - Safety concerns due to exceeding building occupancy
 - Transportation and logistical inefficiencies

When building have significantly less students than their capacity, there are likely **under-utilization challenges**:

- RSP defines under-utilization when enrollment is less than 70% of the building capacity
- Under-utilization challenges could include:
 - Inefficient use of operational funds (utilities, maintenance, staffing)
 - Difficulty maintaining academic and extracurricular offerings
 - Potential for staff reductions or consolidation of services
 - Increased per-student costs

There may be other reasons and advantages to boundary adjustments that fall outside of building efficiency metrics:

- District-wide equity in access to programming and services (planning for programmatic shifts)
- Support for broader Board of Education goals, such as:
 - Advancing educational equity and inclusion
 - Ensuring fiscal responsibility across the district
 - Anticipating future demographic or housing growth patterns
- Enhancing the overall student experience
 - Transportation time and safety
 - School climate and discipline issues
 - Staff distribution and retention strategies

Optimal Utilization: 85-95%

Current Boundary Outlook

Feeders	Levels	Reside Enrollment		H+M Capacity	Capacity Utilization	
		2024/25	2029/30		2024/25	2029/30
F.L. Schlagle	ES	1,524	1,443	1,670	91%	86%
	MS	698	752	857	81%	90%
	HS	839	886	1,093	77%	85%
	Total	3,061	3,081	3,620	85%	87%
J.C. Harmon <i>Includes combo of Noble Prentis & Silver City and New Argentine</i>	ES	2,340	2,404	3,090	76%	70%
	MS	1,006	1,087	1,434	70%	77%
	HS	1,264	1,160	1,266	100%	94%
	Total	4,610	4,651	5,790	80%	76%
Washington	ES	2,276	2,205	2,628	87%	84%
	MS	1,060	976	1,276	83%	78%
	HS	1,157	1,183	1,279	90%	95%
	Total	4,493	4,364	5,183	87%	85%
Wyandotte <i>Includes New Central</i>	ES	3,366	3,229	4,253	79%	76%
	MS	1,547	1,566	1,635	95%	97%
	HS	1,998	1,744	1,718	116%	105%
	Total	6,911	6,539	7,606	91%	87%
Other	Total	1,052	1,053	1,161	91%	94%
Total <i>(Includes Bond New Builds and Combinations)</i>	ES	9,506	9,281	11,641	82%	77%
	MS	4,481	4,551	5,202	86%	89%
	HS + Other	6,133	5,843	6,517	94%	93%
	Total	20,120	19,675	23,360	86%	84%

F.L. Schlagle Feeder

☐ All elementary and middle school are adequately utilized (between 70-100%)

J.C. Harmon Feeder

↓ Under-utilization at Emerson, Noble Prentis, Silver City, T.A. Edison schools

☐ Capacity reflects bond projects (Noble Prentis/Silver City, Argentine MS)

Washington Feeder

↓ Under-utilization: Lowell Brune and Stony Point South schools

↑ Over-utilization: Claude Huyck and John F. Kennedy schools

Wyandotte Feeder

↓ Under-utilization: Banneker, Douglass, Mark Twain, McKinley, and Quindaro

↑ Over-utilization: Carl Bruce Middle and Wyandotte High School

☐ Capacity reflects bond projects (Central MS)

← Includes Sumner & Fairfax students but only Sumner capacity
(Reside enrollment is Out of District and/or Unmatched students)

Source: RSP & Associates, LLC - April 2025

Updated 07/30/2025

Note: "Other" category includes Summer Academy (8th to 12th) and Fairfax Learning Center (9th to 12th).
Current Summer students are pulled out of their residing boundary for middle and high school.

School Utilization Legend

- Over 100% School Capacity
- Under 70% School Capacity

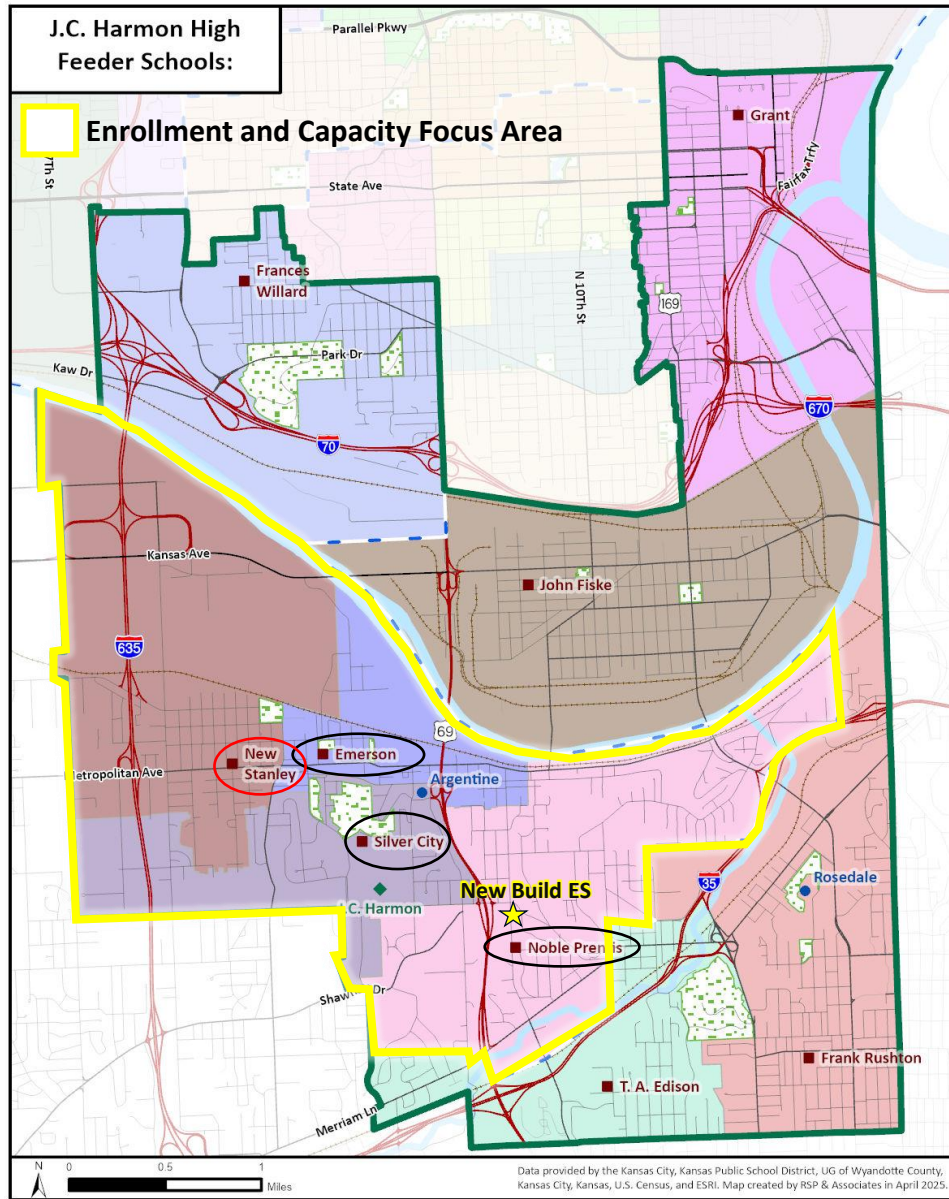
Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

IMPORTANT: Per Committee consensus (at meetings 3-4), Wyandotte HS target enrollment is around or below 1,600 students.

Part 3:

Committee Considered Boundary Concept

Noble Prentis/Silver City/New Stanley Discussion



Problem Statement: With the combination Noble Prentis/Silver City, can **New Stanley** also be repurposed and split between the **new building** and **Emerson ES**?

Total K-5 Enrollment:	Current Boundaries		New Boundary Implemented		
	2025/26	2026/27	2027/28	2028/29	2029/30
Emerson, New Stanley, Noble Prentis, Silver City boundaries	819	825	808	794	776

Source: RSP & Associates

Building Capacity Options

Emerson Elementary	New Elementary Rebuild Options	TOTAL	Impact on Schools
209	+ 550 3 Section +3 Bubble Classrooms	= 759	- New Stanley stays online - Not enough capacity
209	+ 624 4 Section +0 Bubble Classrooms	= 833	- Some potential for New Stanley to be repurposed - Tight on capacity
209	+ 705 4 Section +3 Bubble Classrooms	= 914	- Most potential for New Stanley to be repurposed - Adequate capacity

Main Takeaway:

- If New Stanley is repurposed with the consolidation of Silver City/Noble Prentis, the new build school needs to be built at least as a **4-section** school
- If the building is built as a 3-section (+3 bubble classrooms), utilization will be tight at Emerson and Noble Prentis/Silver City

Overview of Concept Evolution

Goals from the past five meetings:

- A. Increase at Schlagle HS
- B. Decrease at Wyandotte HS
- C. Maintain as much of complete feeder
- D. Disrupt fewer students

	Concept #1 Received 0 votes	Concept #2 Received 2 votes	Concept #3 Received <u>15</u> votes
TIMELINE	- First presented at Meeting #3 - Reviewed updates at Meeting #5	- First presented at Meeting #4 - Reviewed updates at Meeting #5	First presented at Meeting #5
FEEDBACK PROS (Meeting #5)	- Doesn't move Quindaro ES and lowers Wyandotte HS enrollment 75% of feeders intact - Douglass is impacted by being whole - Lowest impact of total percent (14%) - Right sizes Schlagle with New Chelsea ES - Increased neighborhood diversity for Schlagle	- Sensible borders (geographical) - More diversity to Schlagle - Balanced numbers at HS level - Neighborhoods are intact - Few changes to feeder system - MS and HS schools are in capacity range	- Quindaro makes more sense going into Schlagle geographically - Gloria Willis numbers are more sustainable - HS is most balanced - Grant to Wyandotte and Whittier to Harmon makes sense geographically - Wyandotte and Harmon cluster is equitable - High Schools are right-sized

Source: Committee Members at Meeting #5, documented by RSP after meeting

IDEAS:

- ☐ Investigate ways to improve balance between middle schools
- ☐ Consider concept with "optional adjustments" for public input

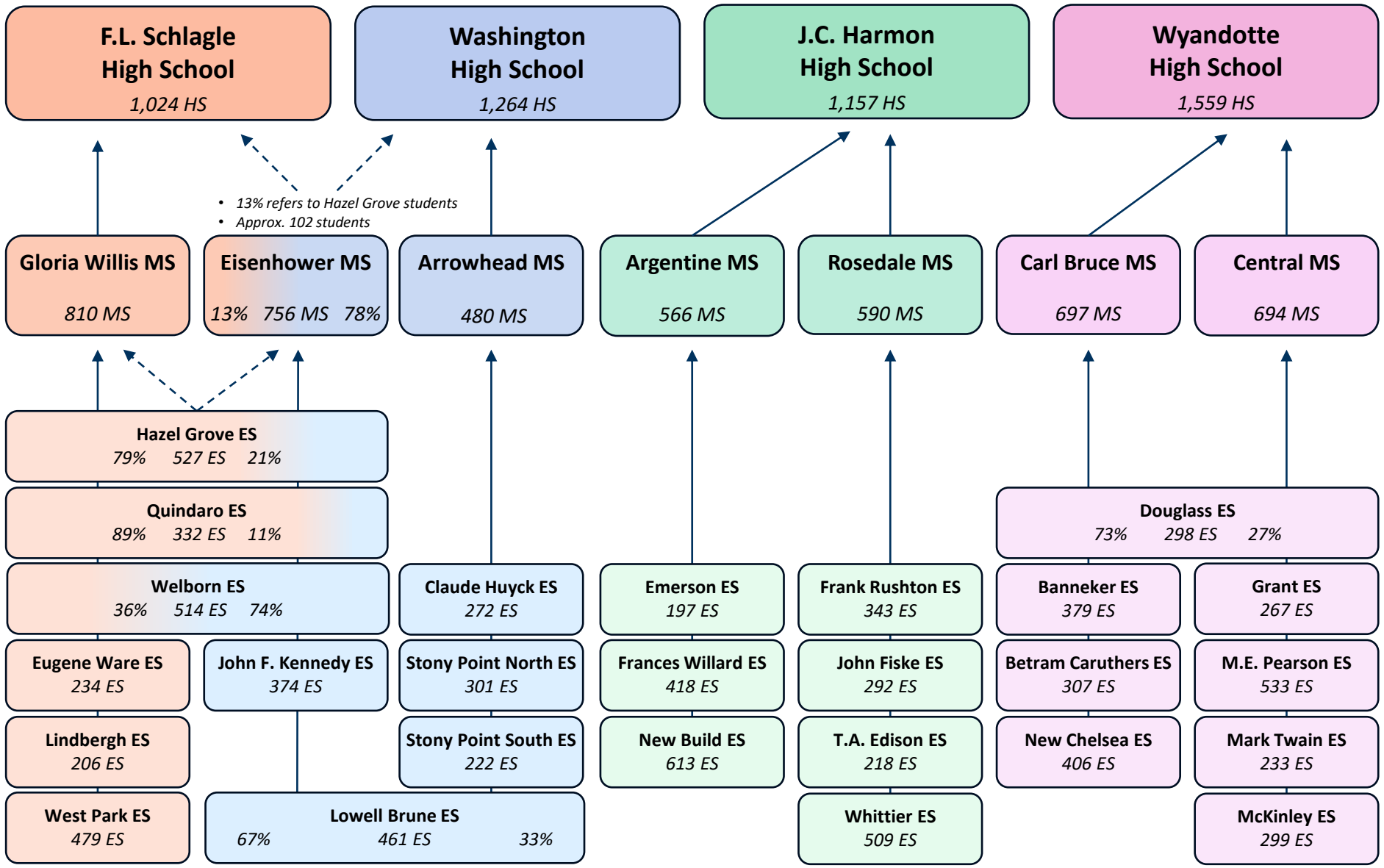
Tonight's Update:

- ☐ Utilized Concept #3 as starting point for **Committee Considered Concept**
 - ✓ Goal to take one concept to public input with potential alternative zones that the committee will review
- ☐ Elementary Concept Changes:
 - ✓ Slightly adjusted to decrease students impacted and improve balance of schools (downside = results in more feeder breaks)
- ☐ Middle School Concept Changes:
 - ✓ Slightly adjusted to improve balance between Carl Bruce/Central MS and Gloria Willis/Eisenhower MS
- ☐ High School Concept Changes:
 - ✓ Slightly adjustment to align with middle school boundaries (feeder alignment)

Boundary Scenario Feeder System

(2027/28 Students by Reside)

DRAFT



Schools that do not have attendance boundaries serving all students in the District include: Sumner Academy, Bridges, and Fairfax Learning Center
Schools without boundaries contribute to the intra-district movement and student choice options. Out of District and Unmatched students NOT included in table.

Committee Considered Boundaries (ALL)

ALL



Kansas City, Kansas
Public Schools

Committee Considered Concept:
All School Boundaries

School List:

1. Banneker Elementary

2. Bertram Caruthers Elementary

3. Claude Huyck Elementary

4. Douglass Elementary

5. Emerson Elementary

6. Eugene Ware Elementary

7. Frances Willard Elementary

8. Frank Rushton Elementary

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30. Arrowhead Middle

31. Carl Bruce Middle

32. Central Middle

33. D.D. Eisenhower Middle

34. Gloria Willis Middle

35. Rosedale Middle

36. F.L. Schlagle High

37. J.C. Harmon High

38. Sumner Academy

39. Washington High

40. Wyandotte High

41. Bridges

42. Fairfax Learning Center

15. M. E. Pearson Elementary

16. Mark Twain Elementary

17. McKinley Elementary

18. New Chelsea Elementary

19. New Stanley Elementary

20. New Build Elementary

21. Quindaro Elementary

22. Silver City Elementary

23. Stony Point North Elementary

24. Stony Point South Elementary

25. T. A. Edison Elementary

26. Welborn Elementary

27. West Park Elementary

28. Whittier Elementary

Legend

District Boundary

Elementary School

Middle Schools

High Schools

Alternative Schools

Repurposed Schools

Fairfax Assembly Plant

Park/Recreation

Middle School Boundaries

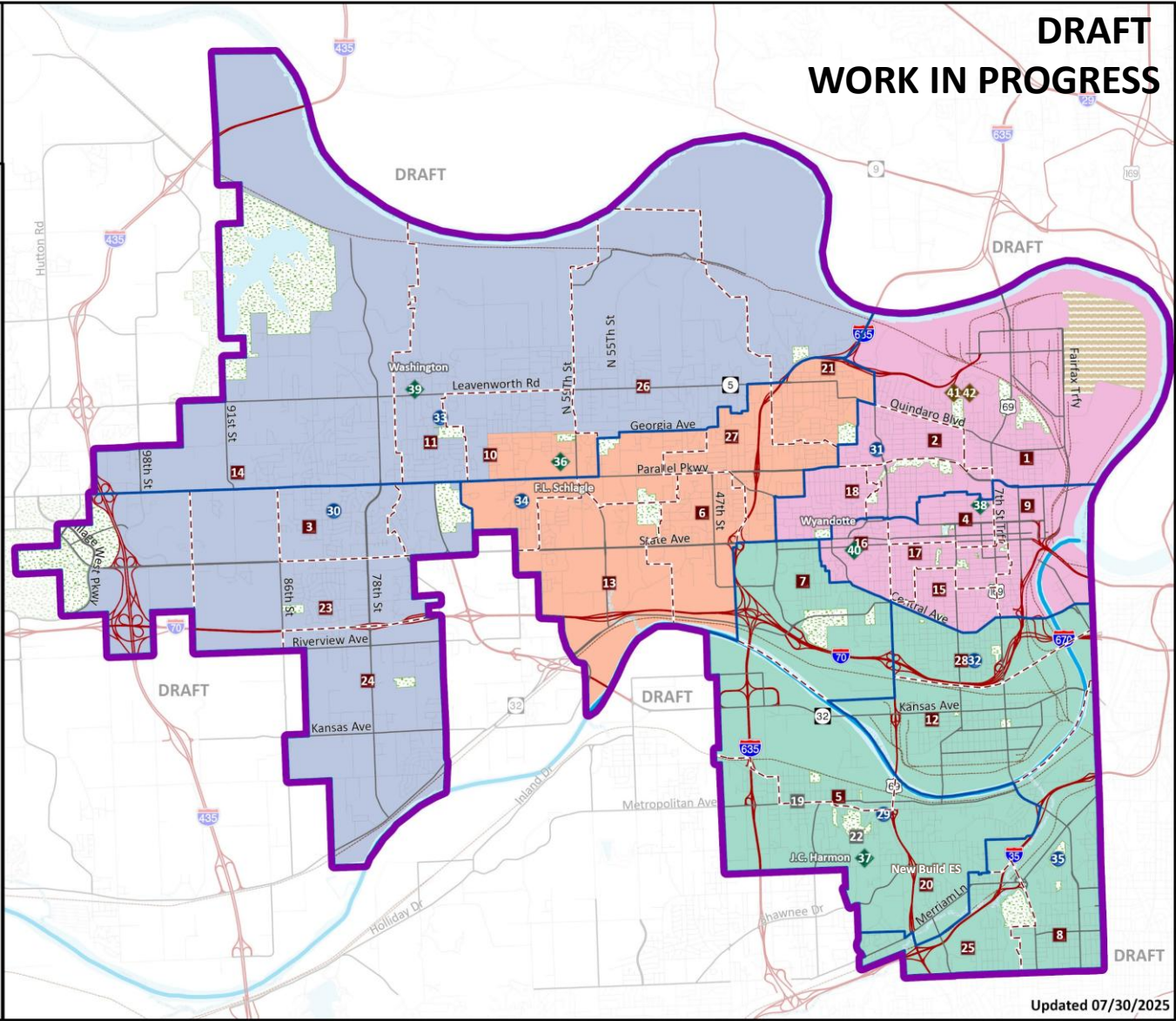
Elementary Boundaries

N

0 0.5 1 2 Miles

Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI.

Map created by RSP & Associates in August 2025.



Updated 07/30/2025

Committee Considered: Elementary Map



Kansas City, Kansas
Public Schools

Committee Considered Concept:
Elementary School Boundaries

School List:

1. Banneker Elementary	15. M. E. Pearson Elementary
2. Bertram Caruthers Elementary	16. Mark Twain Elementary
3. Claude Huyck Elementary	17. McKinley Elementary
4. Douglass Elementary	18. New Chelsea Elementary
5. Emerson Elementary	19. New Stanley Elementary
6. Eugene Ware Elementary	20. New Build Elementary
7. Frances Willard Elementary	21. Quindaro Elementary
8. Frank Rushton Elementary	22. Silver City Elementary
9. Grant Elementary	23. Stony Point North Elementary
10. Hazel Grove Elementary	24. Stony Point South Elementary
11. John F. Kennedy Elementary	25. T. A. Edison Elementary
12. John Fiske Elementary	26. Welborn Elementary
13. Lindbergh Elementary	27. West Park Elementary
14. Lowell Brune Elementary	28. Whittier Elementary

29. Argentine Middle

30. Arrowhead Middle

31. Carl Bruce Middle

32. Central Middle

33. D.D. Eisenhower Middle

34. Gloria Willis Middle

35. Rosedale Middle

36. F.L. Schagle High

37. J.C. Harmon High

38. Sumner Academy

39. Washington High

40. Wyandotte High

41. Bridges

42. Fairfax Learning Center

Legend

District Boundary

Elementary School

Middle Schools

High Schools

Alternative Schools

Repurposed Schools

Current ES Boundary

Fairfax Assembly Plant

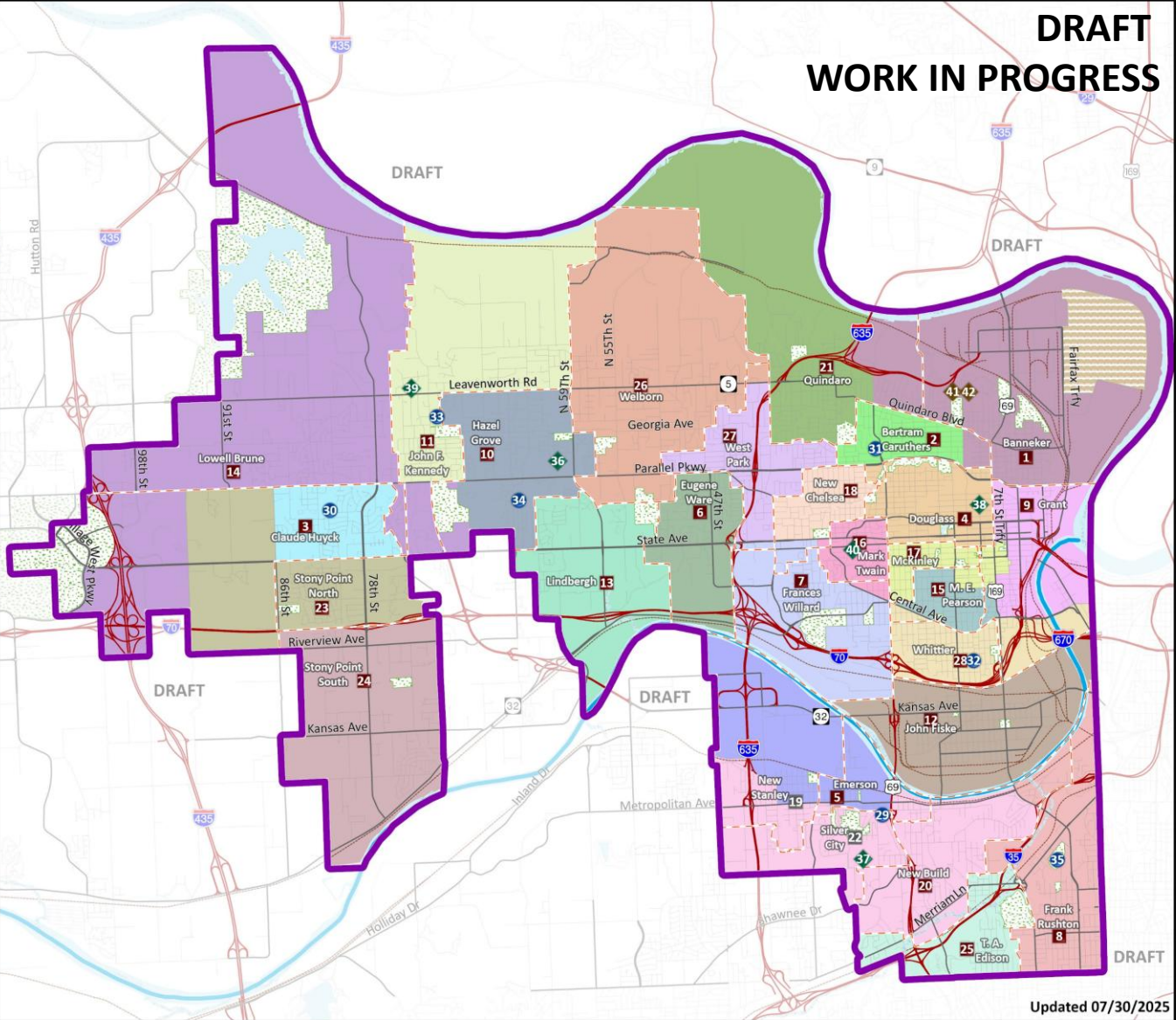
Park/Recreation

N

0 0.5 1 2 Miles

Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI.

Map created by RSP & Associates in August 2025.



Committee Considered: Middle School Map



Kansas City, Kansas
Public Schools

Committee Considered Concept:
Middle School Boundaries

School List:

1. Banneker Elementary

2. Bertram Caruthers Elementary

3. Claude Huyck Elementary

4. Douglass Elementary

5. Emerson Elementary

6. Eugene Ware Elementary

7. Frances Willard Elementary

8. Frank Rushton Elementary

9. Grant Elementary

10. Hazel Grove Elementary

11. John F. Kennedy Elementary

12. John Fiske Elementary

13. Lindbergh Elementary

14. Lowell Brune Elementary

29. Argentine Middle

30. Arrowhead Middle

31. Carl Bruce Middle

32. Central Middle

33. D.D. Eisenhower Middle

34. Gloria Willis Middle

35. Rosedale Middle

36. F.L. Schagle High

37. J.C. Harmon High

38. Sumner Academy

39. Washington High

40. Wyandotte High

41. Bridges

42. Fairfax Learning Center

15. M. E. Pearson Elementary

16. Mark Twain Elementary

17. McKinley Elementary

18. New Chelsea Elementary

19. New Stanley Elementary

20. New Build Elementary

21. Quindaro Elementary

22. Silver City Elementary

23. Stony Point North Elementary

24. Stony Point South Elementary

25. T. A. Edison Elementary

26. Welborn Elementary

27. West Park Elementary

28. Whittier Elementary

Legend

District Boundary

Elementary School

Middle Schools

High Schools

Alternative Schools

Repurposed Schools

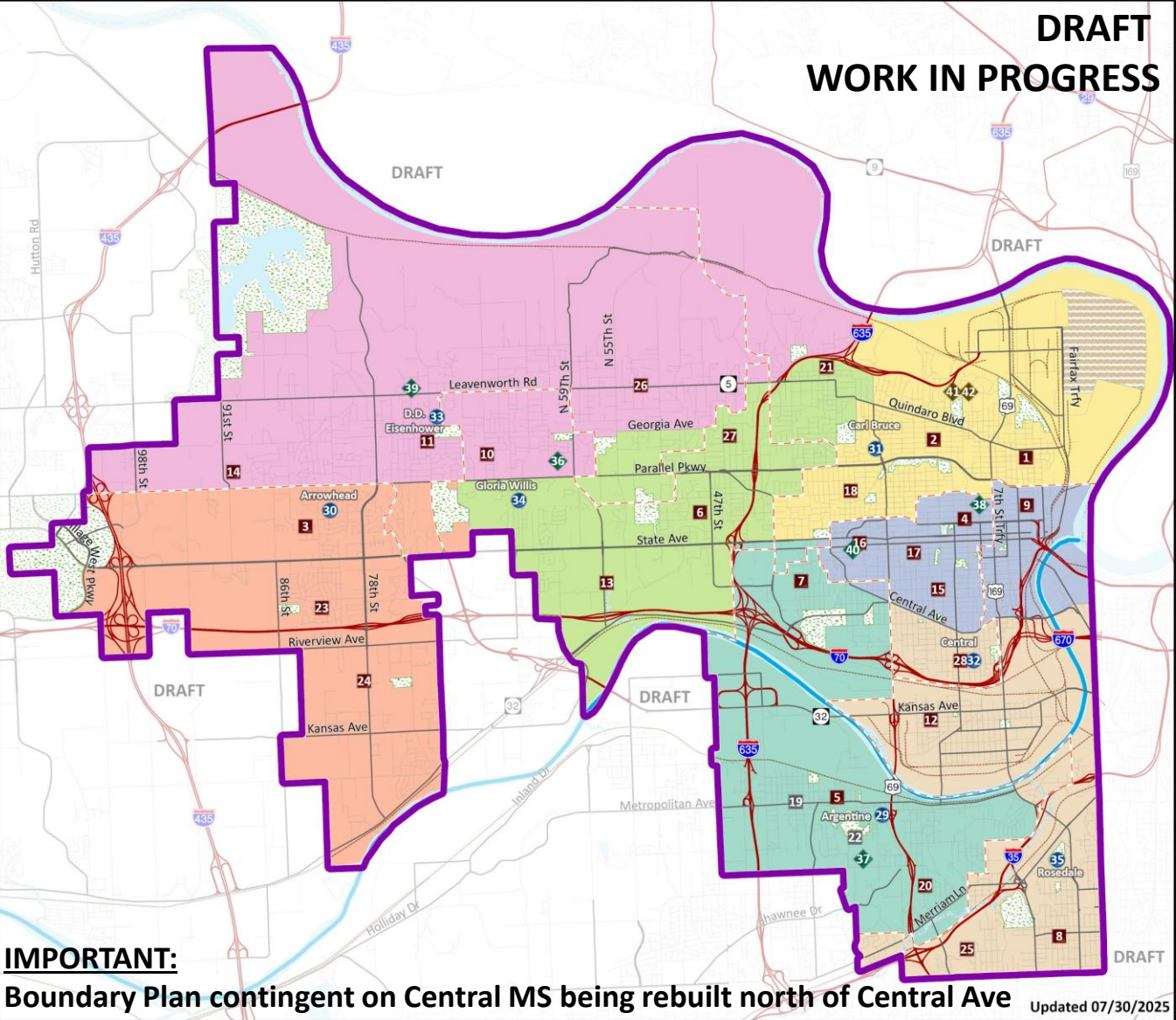
Current MS Boundary

Fairfax Assembly Plant

Park/Recreation



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI.
Map created by RSP & Associates in August 2025.



Committee Considered: High School Map



Kansas City, Kansas
Public Schools

Committee Considered Concept:
High School Boundaries

School List:

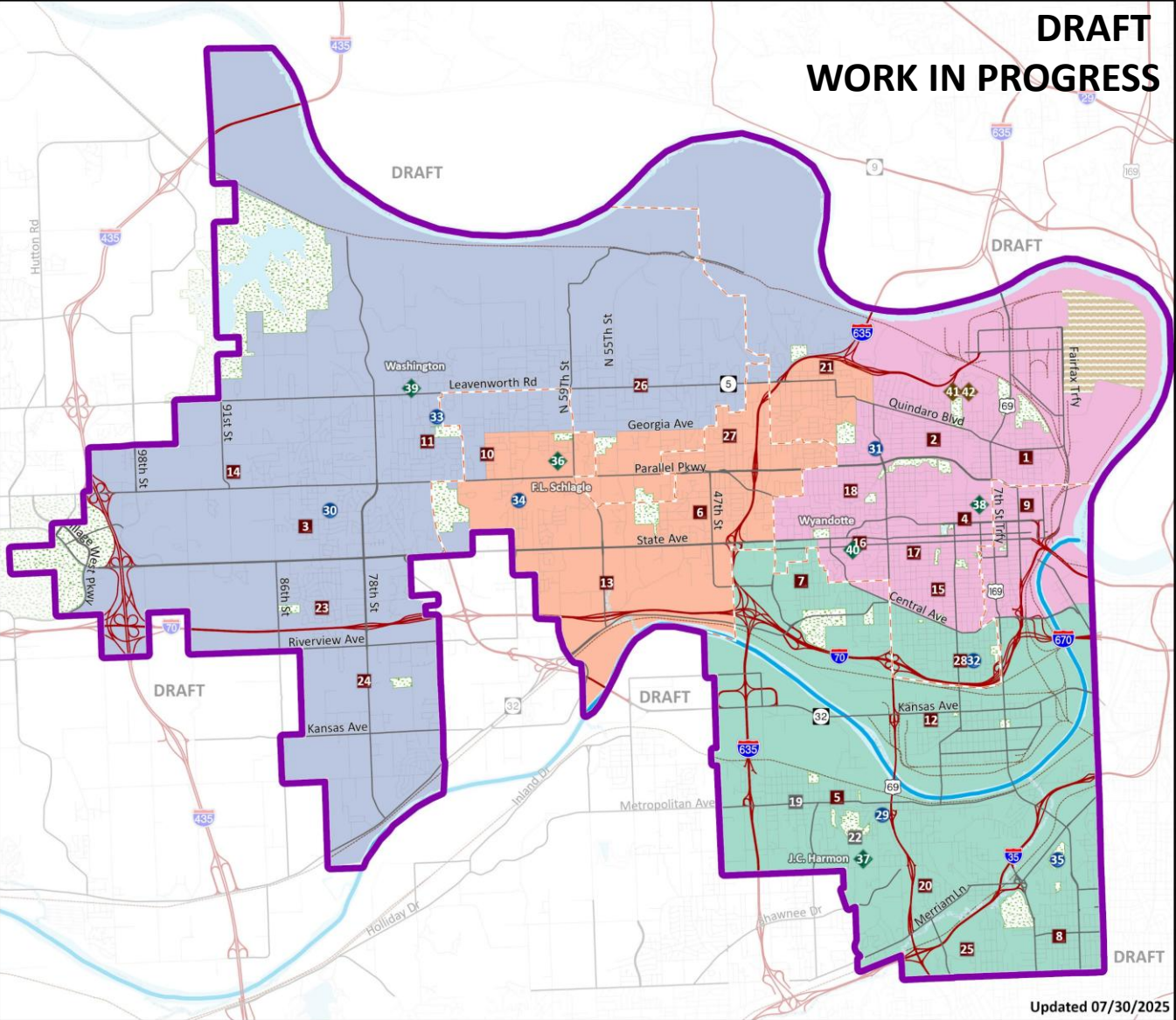
1. Banneker Elementary	15. M. E. Pearson Elementary
2. Bertram Caruthers Elementary	16. Mark Twain Elementary
3. Claude Huyck Elementary	17. McKinley Elementary
4. Douglass Elementary	18. New Chelsea Elementary
5. Emerson Elementary	19. New Stanley Elementary
6. Eugene Ware Elementary	20. New Build Elementary
7. Frances Willard Elementary	21. Quindaro Elementary
8. Frank Rushton Elementary	22. Silver City Elementary
9. Grant Elementary	23. Stony Point North Elementary
10. Hazel Grove Elementary	24. Stony Point South Elementary
11. John F. Kennedy Elementary	25. T. A. Edison Elementary
12. John Fiske Elementary	26. Welborn Elementary
13. Lindbergh Elementary	27. West Park Elementary
14. Lowell Brune Elementary	28. Whittier Elementary
29. Argentine Middle	
30. Arrowhead Middle	
31. Carl Bruce Middle	
32. Central Middle	
33. D.D. Eisenhower Middle	
34. Gloria Willis Middle	
35. Rosedale Middle	
36. F.L. Schlagle High	
37. J.C. Harmon High	
38. Sumner Academy	
39. Washington High	
40. Wyandotte High	
41. Bridges	
42. Fairfax Learning Center	

Legend

District Boundary	Current HS Boundary
Elementary School	Fairfax Assembly Plant
Middle Schools	Park/Recreation
High Schools	
Alternative Schools	
Repurposed Schools	



Data provided by the Kansas City, Kansas Public School District, Unified Government of Wyandotte County / Kansas City, Kansas, U.S. Census, and ESRI.
Map created by RSP & Associates in August 2025.



Updated 07/30/2025

Concept Projections: Elementary

DRAFT

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.
- Some schools remain under-utilized over the next five years, but options to repurpose more buildings are limited under the new capacity model.

The concept includes combination of Silver City/Noble Prentis and repurposing New Stanley with the new ES build.
(Capacity Range of 550-705 depending on building size.)

Committee Considered Concept Elementary Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Banneker ES	457		304	301	379	387	386	66.5%	65.8%	82.9%	84.7%	84.4%
Bertram Caruthers ES	406		358	357	307	311	320	88.2%	88.0%	75.7%	76.6%	78.9%
Claude Huyck ES	308		318	313	274	282	280	103.1%	101.5%	88.8%	91.4%	90.8%
Douglass ES	459		298	297	299	294	288	64.9%	64.7%	65.2%	64.1%	62.8%
Emerson ES	209		156	156	201	199	199	74.6%	74.6%	96.1%	95.1%	95.1%
Eugene Ware ES	295		240	247	236	236	235	81.5%	83.9%	80.1%	80.1%	79.8%
Frances Willard ES	472		395	399	423	412	413	83.6%	84.5%	89.5%	87.2%	87.4%
Frank Rushton ES	473		340	338	358	365	370	71.8%	71.4%	75.5%	77.0%	78.2%
Grant ES	351		326	322	267	277	273	92.8%	91.7%	76.0%	78.9%	77.7%
Hazel Grove ES	550		527	535	532	541	539	95.9%	97.3%	96.8%	98.4%	98.0%
John F. Kennedy ES	429		436	443	375	380	380	101.7%	103.3%	87.5%	88.6%	88.6%
John Fiske ES	379		277	299	293	280	282	73.1%	78.9%	77.3%	73.9%	74.4%
Lindbergh ES	228		225	224	211	206	211	98.7%	98.2%	92.5%	90.4%	92.5%
Lowell Brune ES	566		430	404	463	456	476	76.0%	71.4%	81.8%	80.6%	84.1%
M. E. Pearson ES	635		551	555	541	547	557	86.8%	87.5%	85.3%	86.2%	87.8%
Mark Twain ES	275		210	193	237	240	235	76.4%	70.2%	86.2%	87.3%	85.5%
McKinley ES	324		227	223	299	294	298	70.0%	68.8%	92.2%	90.7%	91.9%
New Chelsea ES	594		553	548	406	407	401	93.1%	92.3%	68.4%	68.5%	67.5%
New Stanley ES	278	0	232	225	0	0	0	83.5%	81.0%	0.0%	0.0%	0.0%
New Build ES	268	550	199	206	603	593	576	74.2%	76.8%	109.7%	107.9%	104.7%
Quindaro ES	497		366	370	333	311	313	73.6%	74.4%	67.0%	62.6%	63.0%
Silver City ES	363	0	232	243	0	0	0	63.9%	67.0%	0.0%	0.0%	0.0%
Stony Point North ES	380		284	282	304	317	327	74.7%	74.1%	79.9%	83.4%	86.0%
Stony Point South ES	339		248	237	221	227	225	73.1%	69.9%	65.2%	66.9%	66.3%
T. A. Edison ES	377		219	221	219	219	217	58.1%	58.6%	58.1%	58.1%	57.6%
Welborn ES	605		539	537	514	517	519	89.0%	88.7%	84.9%	85.4%	85.7%
West Park ES	598		522	491	480	469	458	87.3%	82.1%	80.2%	78.4%	76.6%
Whittier ES	606		470	473	511	505	504	77.5%	78.0%	84.3%	83.3%	83.2%
Elementary Total	11,722	11,363	9,482	9,439	9,286	9,272	9,282	80.9%	80.5%	81.7%	81.6%	81.7%

8/25/2025

Source: RSP & Associates

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a functional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

IMPORTANT: Building the new school as a 4-section, would solve over-utilization challenges.

Potential to increase capacity to **624-705** (depending on number of additional classrooms; +3 or +6).

Decision will be based on budget feasibility to Bond and General Obligation allocations to integrate the options into the plan.

Concept Projections: Middle and High

Committee Considered Concept Middle School Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
	Current	Future	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
Argentine MS *(New Build)	700	730	513	503	544	558	574	73.3%	71.8%	74.5%	76.4%	78.7%
Arrowhead MS	490		372	363	462	431	428	75.9%	74.1%	94.2%	87.9%	87.3%
Carl Bruce MS	830		835	831	687	676	672	100.6%	100.1%	82.8%	81.5%	81.0%
Central MS *(New Build)	674	805	712	708	667	696	672	105.6%	105.0%	82.9%	86.5%	83.5%
D.D. Eisenhower MS	786		683	690	728	718	705	86.9%	87.8%	92.7%	91.4%	89.7%
Gloria Willis MS	857		720	714	793	792	768	84.0%	83.3%	92.6%	92.4%	89.6%
Rosedale MS	704		495	522	575	569	564	70.3%	74.2%	81.7%	80.8%	80.1%
Sumner Academy (8th) (capacity included at HS table)			172	172	172	172	172					
Middle School Total	5,041	5,201	4,502	4,503	4,628	4,612	4,555	89.3%	89.3%	89.0%	88.7%	87.6%

Source: RSP & Associates

8/25/2025

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a funtional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

Committee Considered Concept High School Boundaries:	H+M Capacity		Current Boundaries		New Boundary Implemented			Current Boundaries		New Boundary Implemented		
			2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,093		827	845	1,039	1,056	1,075	75.7%	77.3%	95.1%	96.6%	98.3%
J.C. Harmon HS	1,266		1,227	1,148	1,178	1,169	1,132	96.9%	90.7%	93.0%	92.3%	89.4%
Sumner Academy (9-12)	1,161		895	894	898	894	896	77.1%	77.0%	77.4%	77.0%	77.2%
Washington HS	1,279		1,102	1,116	1,182	1,183	1,214	86.1%	87.2%	92.4%	92.5%	94.9%
Wyandotte HS	1,718		1,910	1,826	1,544	1,515	1,551	111.1%	106.3%	89.9%	88.2%	90.3%
High School Total:	6,518		5,961	5,829	5,841	5,817	5,868	91.5%	89.4%	89.6%	89.3%	90.0%

Source: RSP & Associates

8/25/2025

Capacity updated to align with Hollis+Miller Facility Master Plan. Capacity is a funtional number that accounts for ideal class size, programming of rooms, and utilization of spaces throughout school days. Total projections may differ from current boundaries due to rounding at the student and school level.

★ Year of potential implementation

Updates from Concept #3 due to feedback at Meeting #5:

Elementary School:

☐ Slight adjustments back to current boundaries to reduce students impacted

Middle School:

☐ Improved balance between Carl Bruce and Central MS

☐ Improved balance Eisenhower and Gloria Willis MS

High School:

☐ Slight adjustments to align with middle school adjustments (Feeder)

DRAFT

FAST FACTS:

Projections include updated capacities from the Hollis+Miller Facility Master Plan (09/23 Update)

- Capacity accounts for ideal class sizes, program needs, and proper space usage.
- The capacities reflect optimal conditions; buildings may operate efficiently even if slightly over capacity.

Concept includes more feeder adjustments:

Quindaro ES Change:

- Currently feeds Carl Bruce MS & Wyandotte HS school
- Proposed change to feed Gloria Willis MS & Schlagle HS

Whittier ES Change:

- Currently feeds Central MS & Wyandotte HS
- Proposed change to feed Rosedale MS & Harmon HS

Grant ES Change:

- Currently feeds Rosedale MS & Harmon HS
- Propose change to feed Central MS & Wyandotte HS

Concept: Elementary Students Impacted

Committee Considered Concept Elementary:		Concept Reside (Students Impacted from Current Boundaries)																								DRAFT				
		Banneker ES	Bertram Caruthers ES	Claude Huyck ES	Douglass ES	Emerson ES	Eugene Ware ES	Frances Willard ES	Frank Rushton ES	Grant ES	Hazel Grove ES	John F. Kennedy ES	John Fiske ES	Lindbergh ES	Lowell Brune ES	M. E. Pearson ES	Mark Twain ES	McKinley ES	New Chelsea ES	New Build ES	Quindaro ES	Stony Point North ES	Stony Point South ES	T. A. Edison ES	Welborn ES	West Park ES	Whittier ES	Total K-2 Impact	Current K-2 Total	% Impact
Students Impacted by Boundary Change	Current Reside	Banneker ES																										0	153	0%
		Bertram Caruthers ES	16			9																						25	170	15%
		Claude Huyck ES																				12						12	148	8%
		Douglass ES																										0	145	0%
		Emerson ES																		24								24	77	31%
		Eugene Ware ES																										0	112	0%
		Frances Willard ES															28											28	198	14%
		Frank Rushton ES																										0	161	0%
		Grant ES															18		21									49	170	29%
		Hazel Grove ES																										0	258	0%
		John F. Kennedy ES													35													35	218	16%
		John Fiske ES																										0	139	0%
		Lindbergh ES																										0	104	0%
		Lowell Brune ES																										0	197	0%
		M. E. Pearson ES																	21									37	284	13%
		Mark Twain ES																										0	95	0%
		McKinley ES																										0	115	0%
		New Chelsea ES							46																			46	242	19%
		New Stanley ES					48														68							116	116	100%
		Noble Prentis ES																		106								106	106	100%
		Quindaro ES	17																									17	194	9%
		Silver City ES																			122							122	122	100%
		Stony Point North ES																										0	140	0%
		Stony Point South ES																										0	117	0%
		T. A. Edison ES																										0	115	0%
		Welborn ES																										0	262	0%
		West Park ES																										0	241	0%
		Whittier ES																										0	252	0%
Total K-2 Impact:		33	0	0	9	48	0	46	0	0	0	0	0	35	18	28	42	0	320	0	12	0	0	0	0	26	617	4,651	13%	

Source: RSP and KCKPS

8/25/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in Kdg - 2nd grade. By the 2027/28 school year, these same students will be in 3-5th grade.

Concept: Secondary Students Impacted

DRAFT

Committee Considered Concept Middle School: Students Impacted by Boundary Change		Concept Reside							Total Grade 5 Impact	Current Grade 5 Total	% Impact
		Argentine MS - new	Arrowhead MS	Carl Bruce MS	Central MS - new	D.D. Eisenhower MS	Gloria Willis MS	Rosedale MS			
Current Reside	Argentine MS				5				5	188	3%
	Arrowhead MS								0	140	0%
	Carl Bruce MS	10				7	53		70	294	24%
	Central MS							93	93	277	34%
	D.D. Eisenhower MS		30				27		57	240	24%
	Gloria Willis MS					67			67	265	25%
	Rosedale MS				54				54	182	30%
	Total Grade 5 Impact:	10	30	0	59	74	80	93	346	1,586	22%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 5th grade. By the 2027/28 school year, these same students will be in 8th grade.

Committee Considered Concept High School: Students Impacted by Boundary Change		Concept Reside				Total Grade 9 Impact	Current Grade 9 Total	% Impact
		F.L. Schlagle HS	J.C. Harmon HS	Washington HS	Wyandotte HS			
Current Reside	F.L. Schlagle HS			19		19	266	7%
	J.C. Harmon HS				36	36	366	10%
	Washington HS	23				23	375	6%
	Wyandotte HS	49	109	7		165	792	21%
	Total Grade 9 Impact:	72	109	26	36	243	1,799	14%

Source: RSP and KCKPS

7/30/2025

Note: The "Students Impacted" table provides a snapshot of the number of students potentially affected by this concept. The data reflects current 2024/25 enrollment, specifically students in 9th grade. By the 2027/28 school year, these same students will be in 12th grade. Table removes current Summer Academy Students as they are assumed to stay at Summer Academy.

TOTAL IMPACT:

- 1,206 total students impacted; reflects approximately 15% impact
 - ~617 Elementary Students Impacted (of the 617, 320 students would be attending the new building)
 - ~346 Middle School Students Impacted (of the 346, 70 students would be attending the new buildings)
 - ~243 High School Students Impacted

DISCLAIMER: Tables reflect a snapshot of students potentially impacted, based on current enrollment data. As the implementation year approaches, RSP recommends revisiting this analysis to update the projected number of impacted students.

Concept: School Demographic Tables

Committee Considered Concept, Elementary:		Total K-5 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Banneker ES	348	1%	1%	32%	59%	5%	0%	3%	60%	9%
	Bertram Caruthers ES	309	0%	1%	26%	68%	3%	0%	2%	57%	10%
	Claude Huyck ES	286	0%	35%	31%	22%	6%	1%	5%	52%	14%
	Douglass ES	323	0%	2%	23%	66%	6%	0%	4%	61%	11%
	Emerson ES	220	0%	1%	21%	66%	7%	0%	5%	48%	15%
	Eugene Ware ES	241	0%	8%	18%	62%	5%	0%	7%	60%	11%
	Frances Willard ES	434	1%	3%	5%	85%	1%	0%	4%	68%	11%
	Frank Rushton ES	314	0%	4%	22%	54%	7%	0%	13%	46%	11%
	Grant ES	235	0%	3%	51%	34%	2%	4%	6%	45%	13%
	Hazel Grove ES	529	0%	13%	24%	50%	5%	0%	9%	45%	12%
	John F. Kennedy ES	372	0%	20%	27%	31%	4%	1%	18%	38%	15%
	John Fiske ES	270	0%	0%	5%	86%	1%	0%	9%	73%	19%
	Lindbergh ES	227	0%	14%	20%	51%	5%	0%	10%	55%	12%
	Lowell Brune ES	507	0%	20%	26%	31%	7%	3%	12%	35%	15%
	M. E. Pearson ES	511	0%	4%	6%	83%	2%	0%	5%	74%	13%
	Mark Twain ES	258	0%	6%	14%	73%	1%	0%	6%	67%	15%
	McKinley ES	326	0%	5%	12%	76%	2%	0%	5%	72%	10%
	New Chelsea ES	467	0%	0%	17%	77%	3%	0%	3%	72%	10%
	New Stanley ES	0									
	New Build ES	598	0%	1%	25%	53%	4%	2%	15%	43%	14%
	Quindaro ES	344	0%	1%	30%	62%	3%	0%	4%	56%	13%
	Silver City ES	0									
	Stony Point North ES	311	0%	10%	28%	38%	6%	2%	16%	31%	16%
	Stony Point South ES	261	0%	2%	20%	38%	8%	0%	32%	23%	17%
	T. A. Edison ES	212	1%	1%	12%	66%	7%	0%	14%	49%	18%
	Welborn ES	540	0%	10%	29%	41%	7%	0%	12%	41%	11%
	West Park ES	526	0%	6%	25%	60%	3%	0%	6%	56%	11%
	Whittier ES	537	1%	2%	15%	74%	2%	1%	4%	64%	11%
	Total K-5 Students:	9,506	0%	7%	21%	58%	4%	1%	9%	54%	13%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

- Percentage Decreased by More than 5% from Current Boundaries
- Percentage Increased by More than 5% from Current Boundaries

Committee Considered Concept, Middle School:		Total 6-8 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	Argentine MS	569	0%	2%	15%	67%	4%	1%	11%	46%	17%
	Arrowhead MS	483	1%	14%	28%	33%	5%	3%	16%	24%	19%
	Carl Bruce MS	616	0%	2%	25%	66%	4%	0%	2%	54%	11%
	Central MS	702	0%	6%	16%	72%	2%	1%	4%	60%	14%
	D.D. Eisenhower MS	779	0%	18%	26%	40%	5%	0%	12%	31%	17%
	Gloria Willis MS	737	0%	6%	27%	60%	3%	0%	4%	45%	13%
	Rosedale MS	589	0%	0%	13%	76%	3%	1%	8%	53%	18%
	Total 6-8 Students:	4,475	0%	7%	21%	59%	4%	1%	8%	45%	15%

Source: RSP and KCKPS 7/30/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Committee Considered Concept, High School:		Total 9-12 Students	Race/Ethnicity of Students							Programming	
			American Indian	Asian	Black	Hispanic	Multi-Racial	Pacific Islander	White	ESL	SPED
Concept Reside	F.L. Schlagle HS	1,024	0%	5%	28%	59%	2%	0%	5%	38%	15%
	J.C. Harmon HS	1,438	0%	2%	13%	74%	3%	0%	7%	43%	13%
	Washington HS	1,183	0%	12%	33%	35%	5%	1%	14%	25%	17%
	Wyandotte HS	1,613	0%	3%	21%	71%	2%	0%	3%	49%	14%
	Total 9-12 Students:	5,258	0%	5%	23%	61%	3%	0%	7%	40%	15%

Source: RSP and KCKPS 8/25/2025

Note: Tables illustrate the percent of students residing in each boundary by demographic variables provided the district's student data for 2024/25 school year.

Observations:

- Slight demographic adjustment at the Elementary Level
- Rosedale MS increases in Hispanic population
- No change greater than 5% of demographics at the High School level

Introduction to Alternative Area

The committee is currently reviewing **three alternative Boundary Areas** that involve moving certain areas back to their original high school assignments. Each option affects enrollment levels at Wyandotte HS differently.

1. Quindaro Elementary Area #1 (east of I-635) – Returning to Wyandotte HS

- Approximately **200 high school students** live in this area.
- If reassigned to Wyandotte HS, total enrollment at Wyandotte would rise to about **1,735 students**.
- However, if this change is paired with **Grant ES students returning to Harmon HS (Area 3)**, Wyandotte's enrollment would drop to around **1,575 students**, balancing the impact.

2. Whittier Elementary Area #2 – Returning to Wyandotte HS

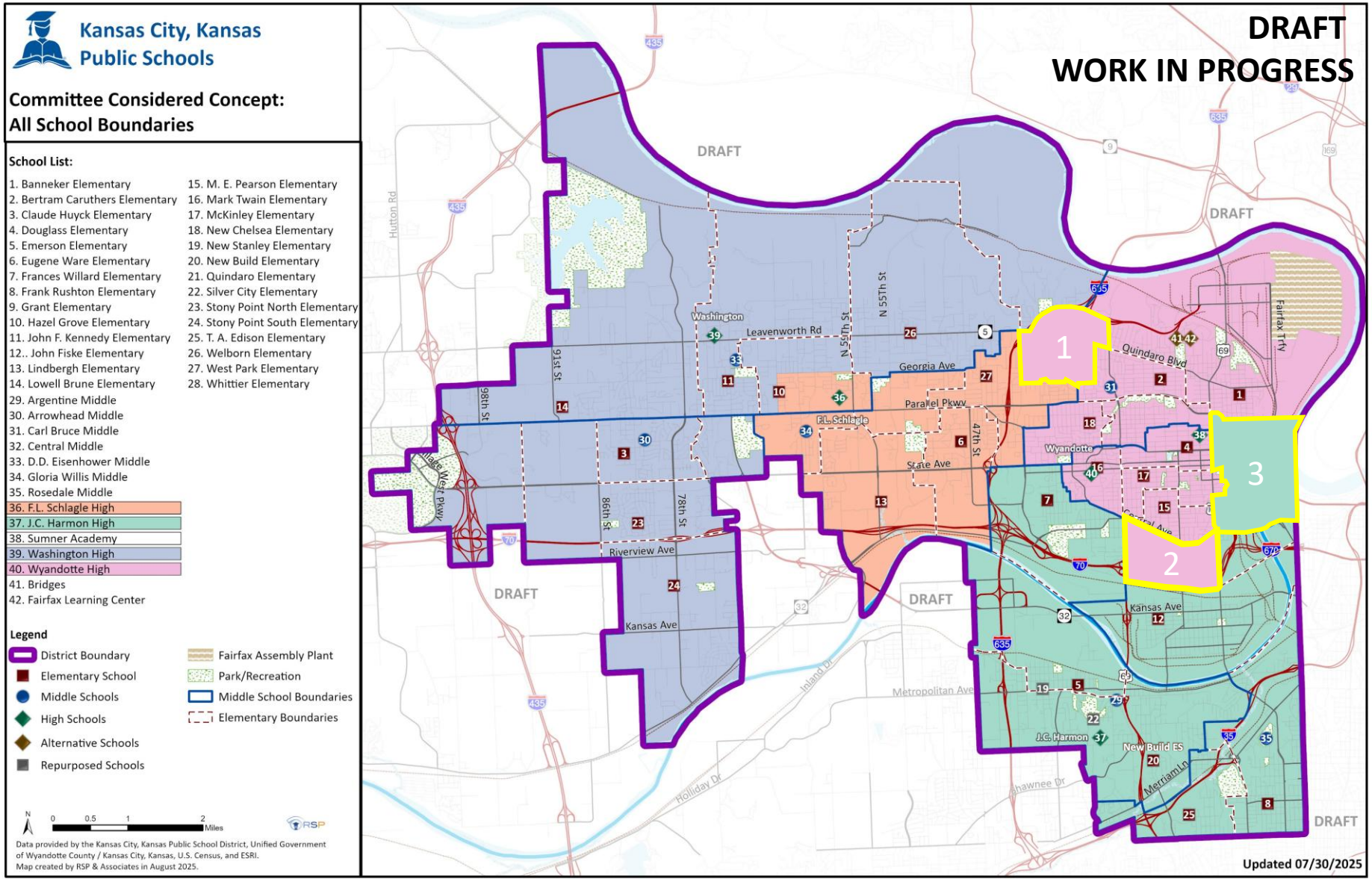
- Approximately **175 high school students** are included in this Area.
- Moving these students back to Wyandotte HS would increase enrollment to roughly **1,715 students**.
- If combined with **Grant ES moving back to Harmon HS (Area 3)**, Wyandotte's enrollment would be reduced to about **1,560 students**.

3. Grant Elementary Area #3 – Returning to Harmon HS

- About **160 high school students** are included in this option.
- If reassigned back to Harmon HS, Harmon's enrollment would increase to approximately **1,345 students (over capacity)**

Main Takeaway: RSP has vetted two options that adjust the alternative areas and target 1,600-1,700 students at Wyandotte HS if either.

Committee Considered Boundaries – Alternative Areas



Alternative Areas and Impact on Enrollment

Goals to Remember:

- A. Increase at Schlagle HS
- B. Decrease at Wyandotte HS
- C. Maintain as much of complete feeder
- D. Disrupt fewer students

Wyandotte Enrollment	Options	Challenges	Pros	It Depends (Neutral)
1,600 Students or Less	Maintain Committee Concept as Presented (no alternatives) <i>Discussion: Achieves enrollment balance between high schools, but impacts most amount of students</i>	D	A, B	C
1,700 Student Goal	Option 1 - Area 1: Quindaro ES to Wyandotte HS - Area 3: Grant ES stay at Wyandotte HS <i>Discussion: Moves less students out of Wyandotte HS, but maintains Quindaro ES as a Wyandotte HS cluster school</i>	A, B	D	C
	Option 2 - Area 2: Whittier ES to Wyandotte HS - Area 3: Grant ES stay at Wyandotte HS <i>Discussion: Moves less students out of Wyandotte HS, but maintains Whittier ES as a Wyandotte HS cluster school</i>	A, B	D	C
1,900 Student Goal	Attendance zones stay the same as the currently are <i>Discussion: Does not work to achieve goals A and B</i>	A, B	D, C	

Middle School Potential Impacts with Options 1 & 2:

- Additional Breaks from middle to high school (students may attend out of cluster)
- Students may not be assigned to their closest school
- Potential for enrollment imbalance between schools

Committee Discussion Activity #1

Purpose: To **review and discuss** the committee concept and alternative area changes and their impact on enrollment. The goal is not to choose or support one option over another, but to confirm that the overall concept and alternatives are reasonable and appropriate to share for public input.

- The committee confirms that the presented alternatives are reasonable to move forward for public review and input.
- Any key notes or concerns will be documented alongside the alternatives for context.

Materials to Review:

- Updated Concept Maps and Data Tables
- Alternative Areas and Impact on Enrollment
- Keep in mind the goals to remember:
 - Increase enrollment at Schlagle HS
 - Decrease enrollment at Wyandotte HS
 - Maintain as much of the complete feeder as possible
 - Disrupt fewer students

Small Group Discussion (15-30 minutes)

- In your groups, discuss the following prompts:
 - What stands out to you about the different options presented?
 - Do these alternatives address the overall goals in a reasonable way?
 - Are there any major concerns or gaps in the options that should be noted before presenting them to the public?
 - How might these changes impact middle school feeder patterns, and is that manageable?

Large Group Report-Out (10 minutes)

- Each group shares an overview of their discussion. The facilitator records these on a shared chart or board.

Next Up! Poll Questions to receive final committee approval

Purpose: Engage in a discussion and polling questions about items to consider when engaging in long-range planning efforts. Additionally, assist RSP by providing direction on next steps in this process

Expectations: Questions are designed to receive preliminary, thought-provoking feedback to begin setting the foundation for long-range planning efforts. There will be more opportunities to discuss in greater detail each of these topics.

Directions: Use your cell phones to participate in the polls!

Text to Number: 22333

Message Body: RSPMeeting

Stay in the text thread! Do not click the link in the automatic reply. Answer questions by responding A, B, C... in the text thread.

Helpful Hints:

- ☐ To change your answer, simply text the new answer. The Poll will integrate the last message sent as the final result.
- ☐ For questions with “Select all that apply”: To change your answer, text “CLEAR”, then send your new answers.

Public Input Expectations

Starting Point Agenda:

1. Introduction from Superintendent and/or Board Members
2. RSP Presentation
 - RSP will present the foundational data (enrollment and capacity)
 - RSP will present an overview of committee work, boundary concept, and alternative areas
3. Open House Dialogue
 - Stations will be set up throughout the room that may include large maps, data packets, QR codes, etc.
 - Attendees will be encouraged to move throughout the space and engage in conversations with RSP and district administration (ask questions, provide feedback, look up address on map, etc.)
4. Survey (electronic and paper upon request)
 - Utilizes Social Pinpoint Platform; will have multiple languages available with the Translation Button
 - Survey will be open for multiple weeks to continue gathering input after the meetings
 - Survey can include different types of questions (multiple choice, open-ended, ranking, etc.)

Additional Considerations:

- District to ensure appropriate space is reserved (screen, audio, seating and walkability, easels or tape, etc.)
- Promote the input sessions through multiple communication channels (email, social media, etc.) based on what's most effective for your community.
- Announce when the Social Pinpoint survey will be live.
- Arrange for translators to support multilingual households.
- Ensure audio/visual technology is available for presenters.
- RSP recommends providing snacks and water, as well as babysitting services, to support broader community participation.

Committee Discussion Activity #2

Purpose: To reflect on the expectations for public input, identify what information is most important to gather from the community, and clarify what resources or data the committee needs to make a well-informed recommendation at Meeting #8.

- The committee develops a shared list of public input priorities.
- This ensures both the public process and final recommendation are well-informed and aligned with committee goals.

Small Group Discussion (10 minutes)

- In your groups, discuss the following prompts:
 - What are the most important questions the public should respond to?
 - How can public input best inform our committee's decision-making?
 - What additional data, examples, or visuals would make the options clearer for both the public and this committee?
 - What stands out to you about the different options presented?

Large Group Report-Out (10 minutes)

- Each group shares 1-2 priorities or observations for public input.

Part 4:

Next Steps

Next Steps

Next Meetings: Public Input Session

- September 17 and 18, 2025

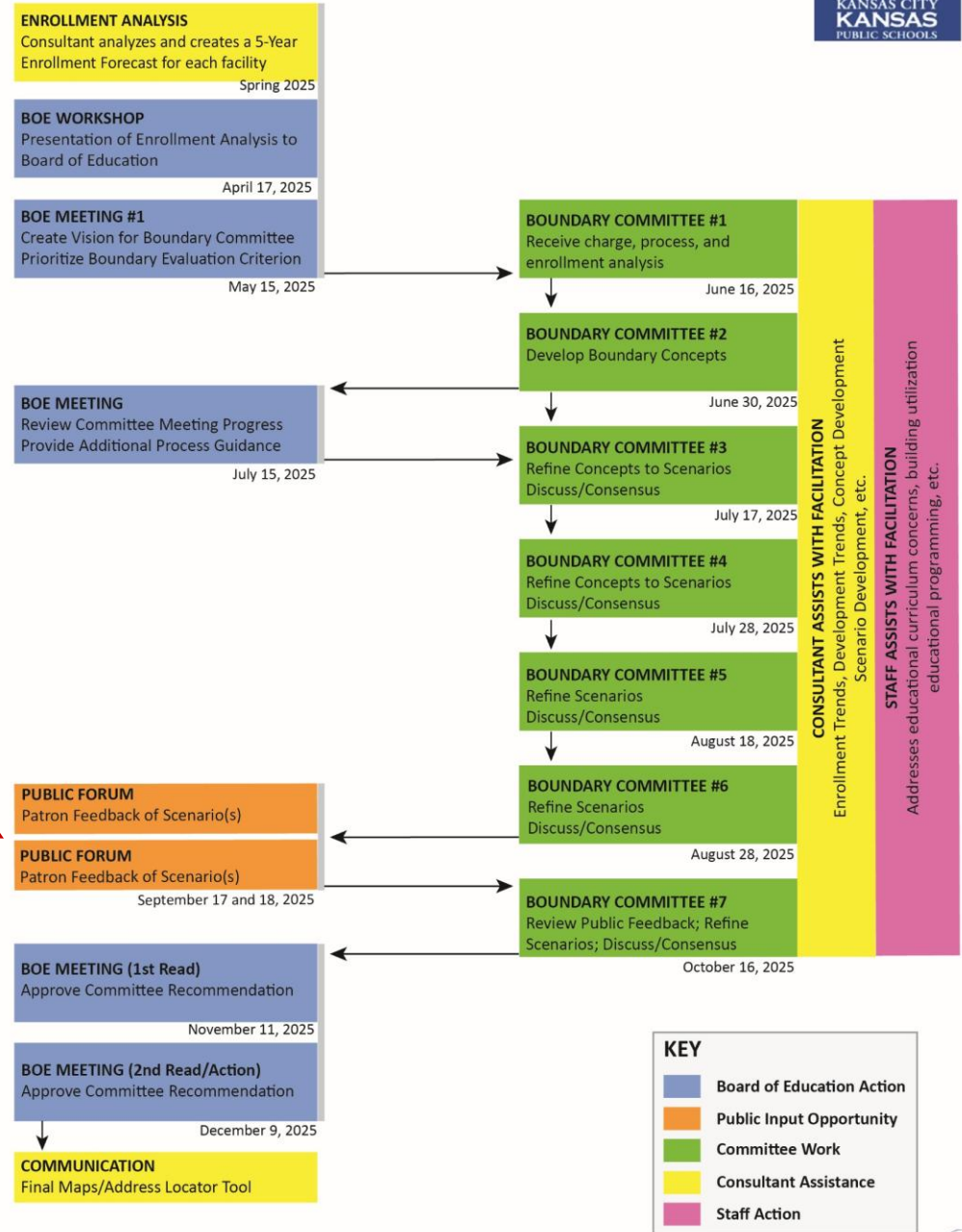
Committee Responsibilities:

- Review Homework Materials
- Participate in online forums
- Ensure attendance at the following meetings

RSP Responsibilities:

- Integrate committee input into next meeting
- Plan next meeting presentation and activities
- Communicate any key information or updates to the committee

PROPOSED COMPREHENSIVE BOUNDARY PROCESS 2024/25 School Year



Access Materials Via Social Pinpoint

RSP will utilize Social Pinpoint platform throughout the process:

- Access all meeting materials
- Participate in discussion boards
- Answer survey questions
- Interact with RSP and other committee members

Scan the QR code to access Meeting #6 materials.



<https://rsp.mysocialpinpoint.com/kck-boundary-process/boundary-meeting-6>