



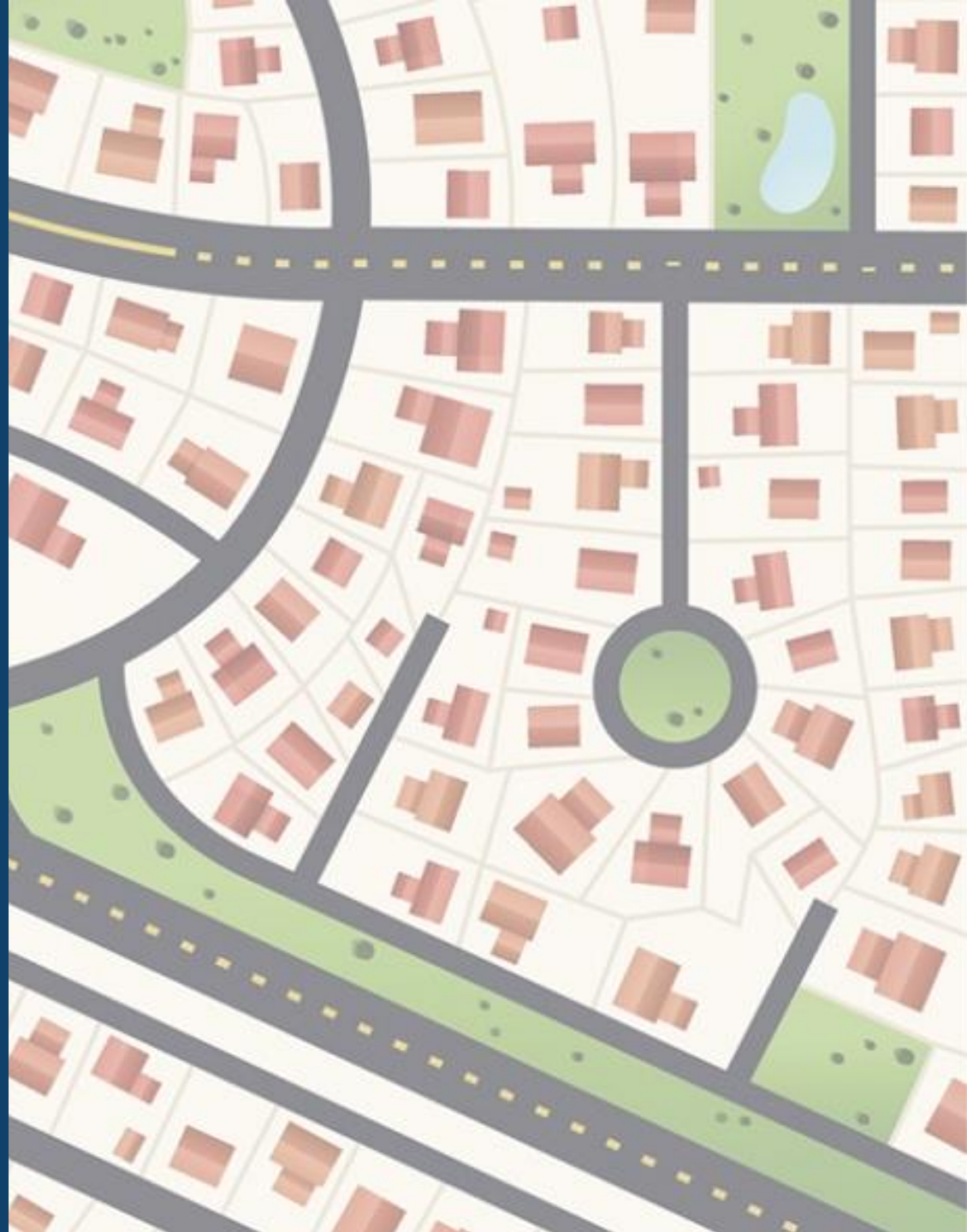
Boundary Process Considerations

Shawnee Mission School District
Admin Work Group Meeting 2

June 1, 2026

Updated 06/02/2026 with Meeting Feedback

Process facilitated by RSP



Agenda



Part 1: **Process Framework**

- ✓ Meeting Schedule
- ✓ ACE Framework



Part 2: **Enrollment Procedure**

- ✓ Enrollment Measure Matrix
- ✓ Degree of Urgency



Part 3: **Process Foundation**

- ✓ Guiding Principles
- ✓ Boundary Criteria



Part 4: **Wrap Up**

- ✓ Next Steps
- ✓ Process Update

MEETING 2 OBJECTIVES:

- ☐ Confirm Building Floor and Enrollment Measure Matrix
- ☐ Establish Process Foundation (Guiding Principles and Boundary Criteria)

RSP & Associates

RSP Quick Facts:

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

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning.

RSP has served over **130** clients in:

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

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:

Kansas City Kansas USD 500

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

Unified School District 232

- Enrollment Analysis, 2025/26

Spring Hill School District USD 230

- Enrollment Analysis, 2025/26



Partnership with RSP

BENEFITS OF PARTNERSHIP:



Data-Driven
Decision Making



Optimized Learning
Environments



Right-Sizing Facility
Utilization



Practical, Actionable
Planning Support

Overview of Work:

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

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

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

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

District Growth During the Partnership

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

PART 1:

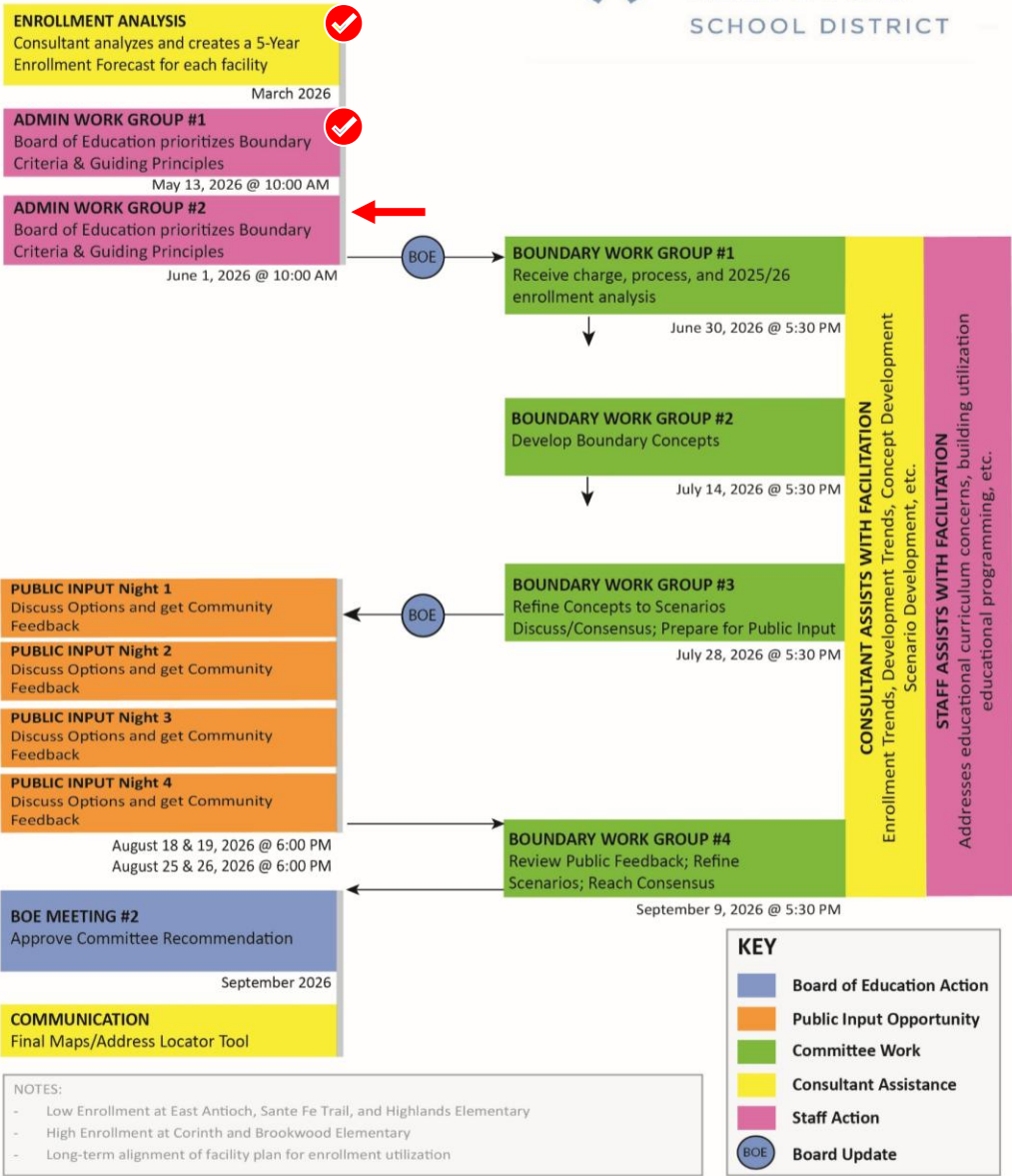
Process Visual

Fast Facts:

- 2 Admin Work Group Meetings
- 4 Boundary Work Group Meetings
- 4 Public Input Nights
- 1 Board Meeting
 - 2 Board Updates
- RSP and District Administration facilitation throughout the process

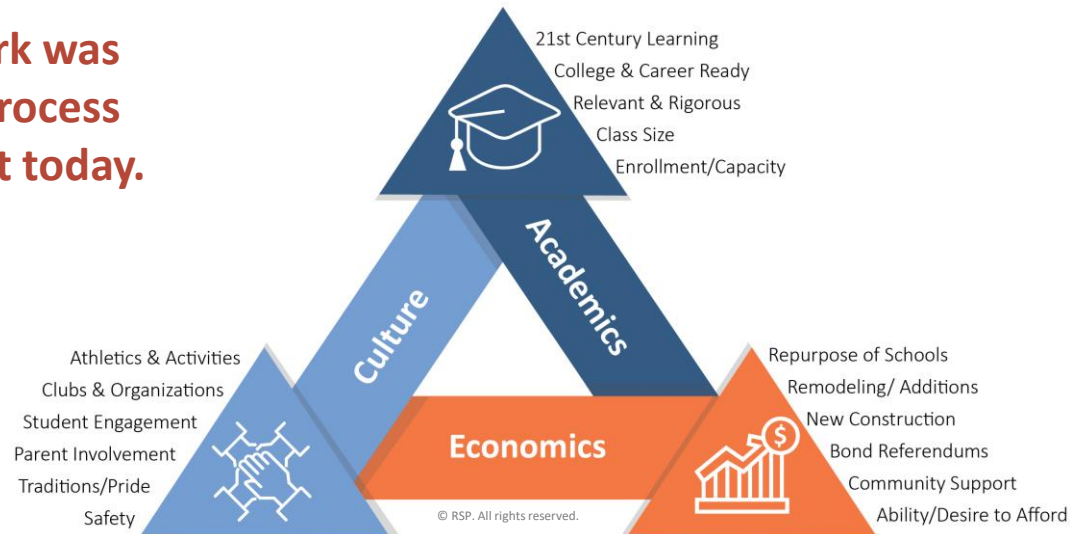
Meeting #2 Feedback:
 Meeting dates are currently under review, with consideration being given to adjusting the timeline to support Board approval in October 2026.

Facilitated Boundary Process 2026/27 School Year **DRAFT**



ACE - Facility Planning Considerations

RSP ACE framework was used in 2021/22 Process and is still relevant today.



A

○ Academic Programming & Student Needs

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

C

○ Community & Accessibility

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

E

○ Enrollment & Demographics

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

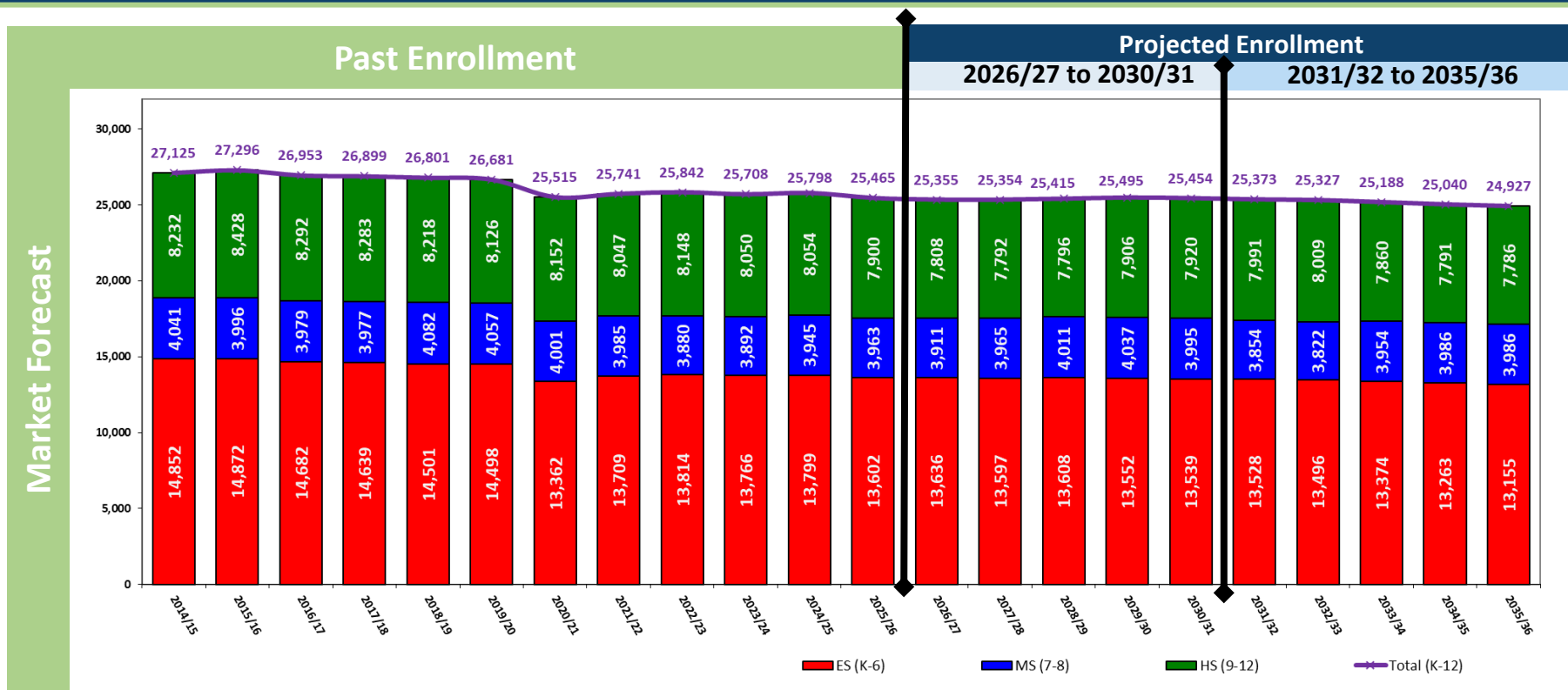
○ Capacity & Utilization

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

○ Facilities & Infrastructure

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

Past, Current, & Future Enrollment



Source: RSP & Associates – March 2026

First 5-Year Forecast (2026/27 to 2030/31)

Enrollment is forecasted to decrease by 11 students.
2030/31 enrollment is projected to be 25,454 students

↓ -63 Elementary Students (0.5% decrease)

↑ +32 Middle School Students (0.8% increase)

↑ +20 High School Students (0.3% increase)

Second 5-Year Forecast (2031/32 to 2035/36)

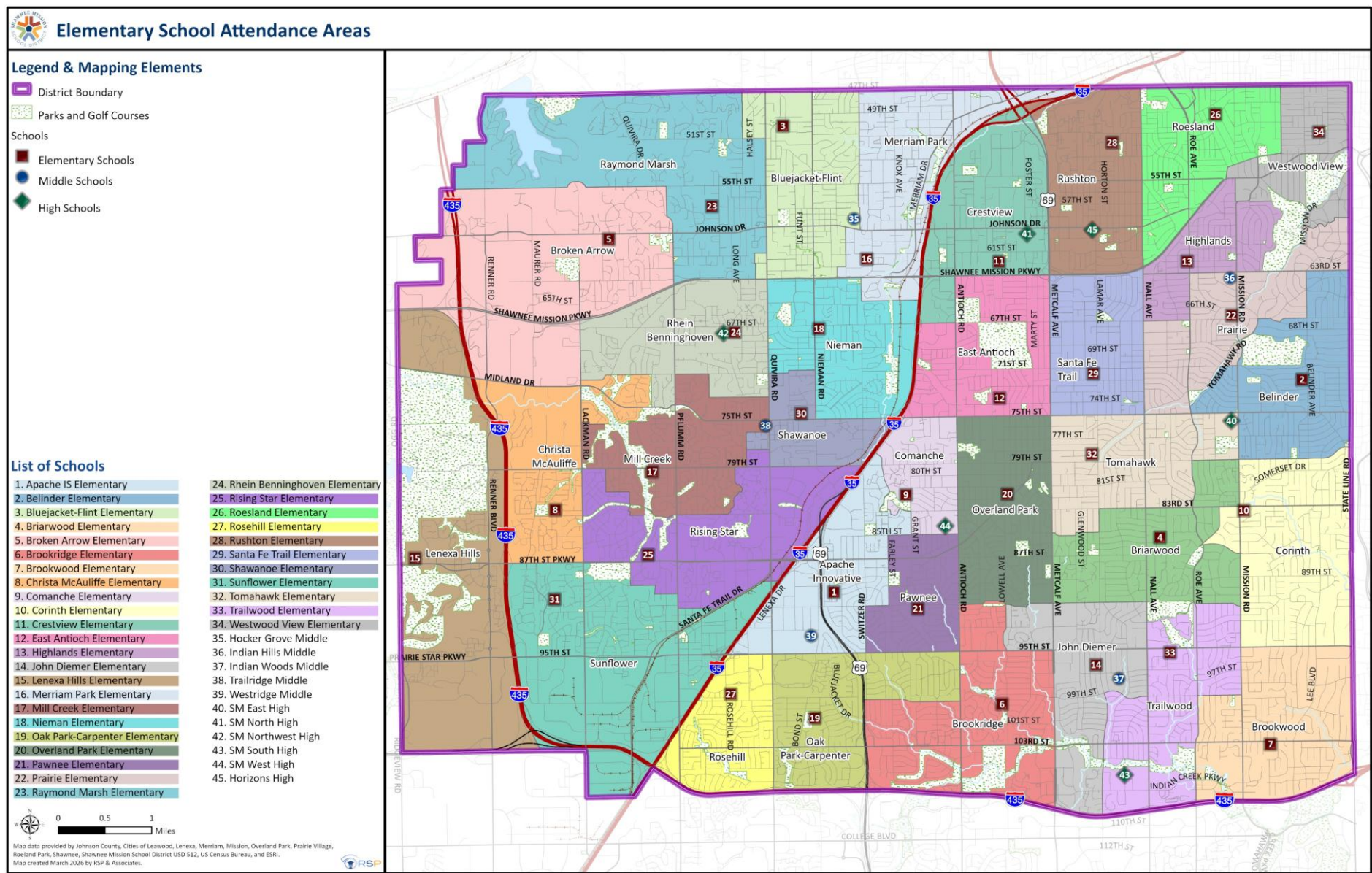
Enrollment is forecasted to decrease by 473 students.
2035/36 enrollment is projected to be 24,927 students

↓ -384 Elementary Students (2.8% decrease)

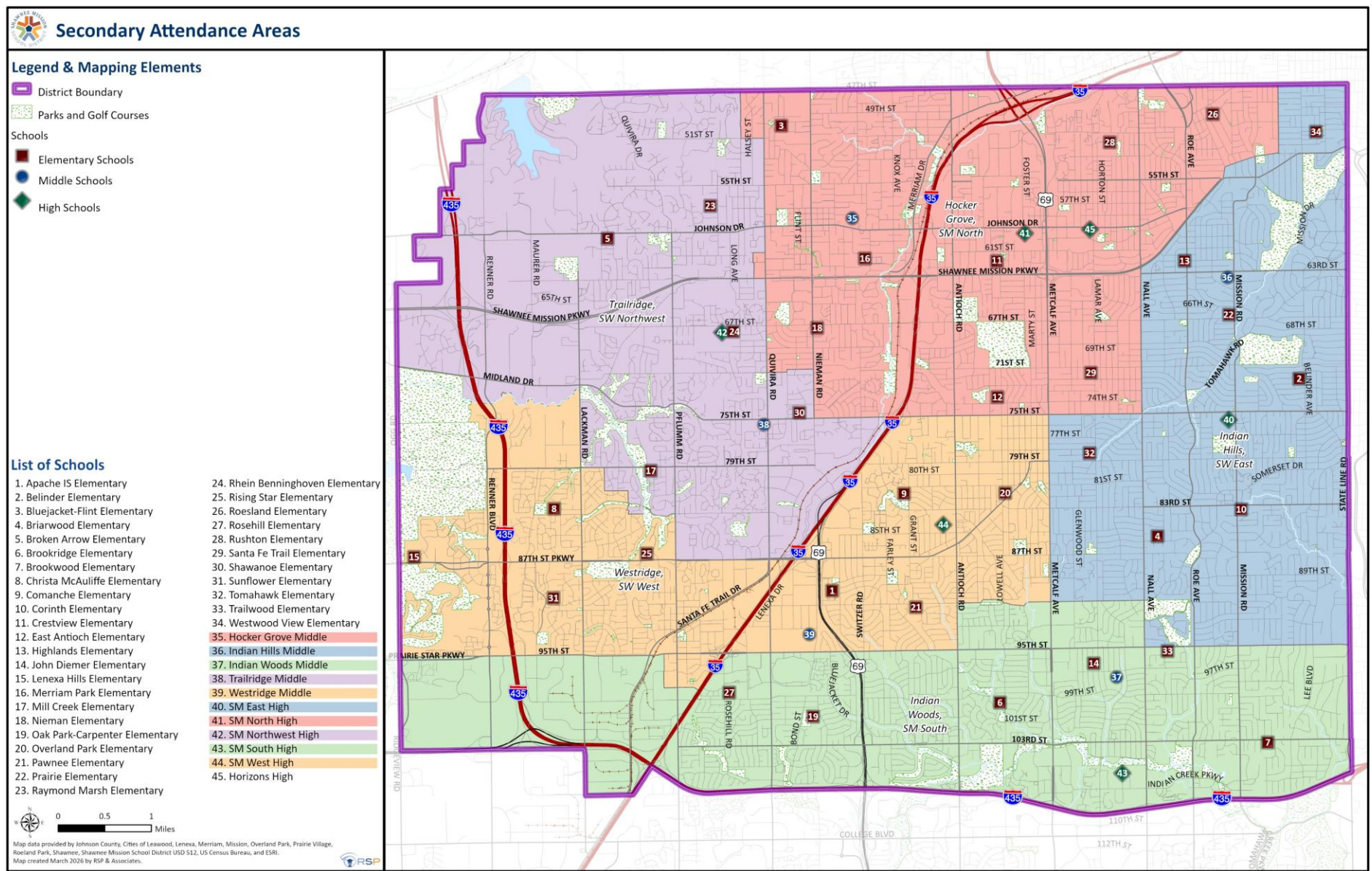
↓ -9 Middle School Students (0.2% decrease)

↓ -134 High School Students (1.7% decrease)

Elementary School Boundary Map



Middle and High School Boundary Map



School Feeder Diagram

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

Source: Shawnee Mission School District and RSP

Colors represent attendance areas from secondary map.

☐ **Bolded Schools: Complete Feeder**

☐ **Italicized School: Incomplete Feeder**

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

PART 2:

3-Step Enrollment Procedure

STEP #1:

Each building's enrollment is applied to the Enrollment Measure Matrix (Ceiling / Floor)
An additional enrollment step to review if enrollment is below the Student Minimum.

STEP #2:

The enrollment measure results identify the Degree of Urgency the building is in.
(Monitor, Review, Implement)

STEP #3:

Schools that are in the "Impact" category are discussed using the Potential Action Review to capture other building-specific details that may guide/inform action steps.

STEP #1: Creating an Enrollment Measure Matrix



Summary of “Too Low” Enrollment Themes:

- Low enrollment creates **inefficiencies and inequities**.
- Schools struggle to maintain multiple sections per grade, which **limits scheduling flexibility and collaboration**.
- Fixed building costs remain the same while fewer students **raise per-pupil expenses**.
- Program quality, diversity of learning experiences, and staffing consistency **all decline as enrollments drop**.
- Small schools face challenges **sustaining extracurriculars and special programs**, while staff experience burnout managing multiple grades or sites.



Summary of “Too High” Enrollment Themes:

- Overcrowding strains **facilities, staff, and student experience**.
- When enrollment exceeds space or staffing thresholds, classrooms and shared spaces become **overcrowded**.
- Supervision and safety issues increase, resulting in **program quality suffering**.
- Teachers and students experience **burnout**, and extracurricular participation and **sense of belonging decline**.
- High enrollments also increase **operational costs and maintenance burdens**.

KEY THOUGHT: How can our Procedure recommendation account for these challenges?

Research Articles and Resource



Scan QR code for a collection of research articles on school size and enrollment thresholds.

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

References (Cited Research)

- Chicago Public Schools (2013). School Utilization Report & Guidelines.
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- National Center for Education Statistics (NCES). (1995). Extracurricular Participation and Student Engagement.
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Meeting 1 Results: Defining “Too Low” Enrollment



DISCUSSION PROMPT #1: What does “too low” enrollment look like in your context?

Enrollment Thresholds	Utilization of Facility Capacity	Class Size and Student-to-Teacher Ratios	Program and Service Sustainability	Risks and Liability Threshold	Other?
• Minimum of one section per grade • Greater than or equal to 2 sections per grade • 300 students at 7 grades for 2 sections	• Utilizing classrooms for SPED programs or others • Facilities- cost of maintenance or other repairs of major systems • Empty classrooms • Heating/cooling costs	• Resources and staffing needs	• Specials staffing/ scheduling with part-time FTE • Challenge in scheduling support for intervention with students (lower staffing- ELL?SPED, Tier 2&3) • Sharing of staff • Specialized programs (SPED) becomes difficult		• Food service/operational staffing support inefficiency • Staffing equities for specials, interventionists, instructional coaches, social workers, etc.

DISCUSSION PROMPT #2: What challenges arise when enrollment becomes too low?

Educational Quality	Staffing	Facilities and Operations	Community	Risks and Liabilities	Other?
• Less flexibility for scheduling specials, lunch periods, instructional time • separation within student cohorts so all students/personalities can thrive • staffing challenge with grade level sections- if enrollment is lower in a grade: 1-2 sections vs. 2-3 - Educational quality/staffing struggle to meet learner needs for <u>all</u> students. • Staffing for intervention support • Individual student needs	• Staffing costs/sq. footage • Less meals served=less to clean • Need to shave staff-specials • Staffing is inefficient at the lower end of the guidelines causes inequity • Educational quality increase? Lower number of student in the classroom	• No impact on facilities and liabilities • Facility needs remain the same. Cost to maintain building systems	• Schools with high enrollment complain about space/class size • Lack of involvement- “someone else will do it”		

Meeting 1 Results: Defining “Too High” Enrollment



DISCUSSION PROMPT #1: What does “too high” enrollment look like in your context?

Enrollment Thresholds	Utilization of Facility Capacity	Class Size and Student-to-Teacher Ratios	Program and Service Sustainability	Risks and Liability Threshold	Other?
• 4 sections at the most still within the guidelines	• Space for lunch to not create a long lunch period • Space for sections • No classrooms in the hallway, cafeteria, etc. • Classroom space- we have made shift classrooms • Class size may be difficult to maintain due to lack of space for sections		• Our resources became overwhelmed • Scheduling difficulties for specials • Maintain guidelines and provide space for pull-out, tutoring, etc.	• Safety- ensuring systems and staffing are in place to provide for student safety- school, playground, etc.	

DISCUSSION PROMPT #2: What challenges arise when enrollment becomes too high?

Educational Quality	Staffing	Facilities and Operations	Community	Risks and Liabilities	Other?
• No room for pull out programs • Fewer opportunities for students to lead, participate in sports/activities	• Need for more aids and support staff	• Lunch periods have to be too long of a period • Classroom space availability- undesirable places • Strain on facilities • Parking for staff and families • More usage = more wear and tear • Space- with increased enrollment we run into facility challenges- lunch services from 10 AM – 2 PM	• Lack of belonging when there are too many families • Less opportunities for transfers • Community impact when transportation to/from impacts streets /neighborhoods	• Maintaining safety in all spaces- supervision, upkeep, communications	

DRAFT – RESIDE DATA

STEP 1: Enrollment Measure Matrix Applied

DRAFT – STARTING POINT

Student Floor:	300
Low Utilization Threshold:	70%
High Utilization Threshold:	95%

- ES Student Floor = 300 students
- Low Utilization = Below 70%
- High Utilization = Greater than 95%
- ES Student Ceiling = 575 students

Results:

Schools below Student Floor:

- East Antioch ES
- Santa Fe Trail ES
- Highlands ES
- Lenexa Hills ES (*increases to above student floor*)

Schools above High Utilization Threshold:

- Brookridge ES
- Corinth ES

RESIDE ENROLLMENT (Students per Boundary) *

SM North Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Bluejacket-Flint ES	600	354	358	358	369	371	59%	60%	60%	62%	62%
Crestview ES	510	313	313	313	308	305	61%	61%	61%	60%	60%
East Antioch ES	450	280	281	282	283	284	62%	62%	63%	63%	63%
Merriam Park ES	568	367	352	343	331	334	65%	62%	60%	58%	59%
Nieman ES	600	417	415	415	402	402	70%	69%	69%	67%	67%
Roesland ES	568	337	352	330	322	328	59%	62%	58%	57%	58%
Rushton ES	550	368	375	395	403	398	67%	68%	72%	73%	72%
Santa Fe Trail ES	600	226	219	207	211	211	38%	37%	35%	35%	35%
Hocker Grove MS	1,188	781	772	796	793	775	66%	65%	67%	67%	65%
Shawnee Mission North HS	2,256	1,525	1,539	1,519	1,551	1,571	68%	68%	67%	69%	70%
SM South Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Brookridge ES	600	580	570	588	611	615	97%	95%	98%	102%	103%
Brookwood ES	550	421	427	423	433	458	77%	78%	77%	79%	83%
John Diemer ES	550	442	419	427	422	430	80%	76%	78%	77%	78%
Oak Park-Carpenter ES	546	433	429	424	427	422	79%	79%	78%	78%	77%
Rosehill ES	600	396	375	373	361	355	66%	63%	62%	60%	59%
Trailwood ES	510	362	366	366	370	359	71%	72%	72%	73%	70%
Indian Woods MS	1,110	751	754	778	738	742	68%	68%	70%	66%	67%
Shawnee Mission South HS	2,232	1,500	1,513	1,484	1,494	1,481	67%	68%	66%	67%	66%
SM East Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Belinder ES	592	483	472	485	479	471	82%	80%	82%	81%	80%
Brianwood ES	600	559	564	567	557	560	93%	94%	95%	93%	93%
Corinth ES	600	609	638	643	655	674	102%	106%	107%	109%	112%
Highlands ES	600	254	245	244	244	242	42%	41%	41%	41%	40%
Prairie ES	498	422	423	427	420	425	85%	85%	86%	84%	85%
Tomahawk ES	550	408	407	392	389	364	74%	74%	71%	71%	66%
Westwood View ES	550	320	320	311	308	305	58%	58%	57%	56%	55%
Indian Hills MS	1,176	875	908	897	937	933	74%	77%	76%	80%	79%
Shawnee Mission East HS	2,388	1,674	1,642	1,709	1,730	1,768	70%	69%	72%	72%	74%
SM Northwest Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Broken Arrow ES	600	351	350	352	354	344	59%	58%	59%	59%	57%
Mill Creek ES	568	502	513	514	525	518	88%	90%	90%	92%	91%
Raymond Marsh ES	546	425	410	416	410	410	78%	75%	76%	75%	75%
Rhein Benninghoven ES	550	403	387	386	368	380	73%	70%	70%	67%	69%
Shawnee ES	550	469	464	467	458	464	85%	84%	85%	83%	84%
Trailridge MS	1,167	734	729	717	738	741	63%	62%	61%	63%	63%
Shawnee Mission Northwest HS	2,376	1,512	1,538	1,525	1,525	1,513	64%	65%	64%	64%	64%
SM West Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Apache Innovative ES	592	498	507	493	494	500	84%	86%	83%	83%	84%
Comanche ES	600	390	389	381	382	370	65%	65%	64%	64%	62%
Overland Park ES	522	374	382	392	388	379	72%	73%	75%	74%	73%
Pawnee ES	600	365	369	355	352	353	61%	62%	59%	59%	59%
Sunflower ES	600	379	379	385	385	373	63%	63%	64%	64%	62%
Christa McAuliffe ES	600	380	372	376	355	357	63%	62%	63%	59%	60%
Lenexa Hills ES	550	253	271	296	303	300	46%	49%	54%	55%	55%
Rising Star ES	600	490	474	473	459	464	82%	79%	79%	77%	77%
Westridge MS	1,434	763	795	814	826	802	53%	55%	57%	58%	56%
Shawnee Mission West HS	2,424	1,575	1,537	1,535	1,582	1,561	65%	63%	63%	65%	64%
Totals:	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Arrowhead Day School	50	35	40	42	43	42	70%	80%	84%	86%	84%
Horizons Alternative HS	456	0	0	0	0	0	0%	0%	0%	0%	0%
Elementary Total (K-6):	19,270	13,630	13,587	13,599	13,538	13,525	71%	71%	71%	70%	70%
Middle School Total (7-8)	6,075	3,904	3,958	4,002	4,032	3,993	64%	65%	66%	66%	66%
High School Total (9-12)	11,676	7,786	7,769	7,772	7,882	7,894	67%	67%	67%	68%	68%
District Total (K-12):	37,527	25,355	25,354	25,415	25,495	25,454	68%	68%	68%	68%	68%

Source: RSP & Associates – March 2026

Note: Projections provided by boundary reside. Total projections may differ slightly from the Official Enrollment Analysis due to rounding at the student and building level.

Capacity provided by SMSD District Administration.

* = School is a split feeder between secondary boundaries. School is included in the feeder they mostly reside in.

STEP 1: Enrollment Measure Matrix Applied

DRAFT – STARTING POINT

Student Floor:	300
Low Utilization Threshold:	70%
High Utilization Threshold:	95%

- ES Student Floor = 300 students
- Low Utilization = Below 70%
- High Utilization = Greater than 95%
- ES Student Ceiling = 575 students

Results:

Schools below Student Floor:

- East Antioch ES
- Santa Fe Trail ES
- Highlands ES
- Lenexa Hills ES (*increases to above student floor*)

Schools above High Utilization Threshold:

- Brookridge ES
- Corinth ES

ATTEND ENROLLMENT (Students per School)

SM North Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Bluejacket-Flint ES	600	359	367	371	382	384	60%	61%	62%	64%	64%
Crestview ES	510	323	330	330	327	324	63%	65%	65%	64%	64%
East Antioch ES	450	264	269	268	269	270	59%	60%	60%	60%	60%
Merriam Park ES	568	356	339	330	320	323	63%	60%	58%	56%	57%
Nieman ES	600	418	404	409	388	388	70%	67%	68%	65%	65%
Roesland ES	568	342	350	324	316	322	60%	62%	57%	56%	57%
Rushton ES	550	343	343	363	371	366	62%	62%	66%	67%	67%
Santa Fe Trail ES	600	248	250	241	245	245	41%	42%	40%	41%	41%
Hocker Grove MS	1,188	761	758	778	768	754	64%	64%	65%	65%	63%
Shawnee Mission North HS	2,256	1,417	1,426	1,413	1,447	1,461	63%	63%	63%	64%	65%
SM South Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Brookridge ES	600	537	532	541	564	568	90%	89%	90%	94%	95%
Brookwood ES	550	444	446	440	450	475	81%	81%	80%	82%	86%
John Diemer ES	550	458	416	424	419	427	83%	76%	77%	76%	78%
Oak Park-Carpenter ES	546	443	447	445	448	443	81%	82%	82%	82%	81%
Rosehill ES	600	386	356	354	345	339	64%	59%	59%	58%	57%
Trailwood ES	510	397	401	404	408	397	78%	79%	79%	80%	78%
Indian Woods MS	1,110	763	760	788	751	750	69%	68%	71%	68%	68%
Shawnee Mission South HS	2,232	1,507	1,530	1,492	1,506	1,495	68%	69%	67%	67%	67%
SM East Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Belinder ES	592	495	477	496	490	482	84%	81%	84%	83%	81%
Brianwood ES	600	560	579	590	581	584	93%	97%	98%	97%	97%
Corinth ES	600	603	623	631	642	661	101%	104%	105%	107%	110%
Highlands ES	600	268	262	261	266	264	45%	44%	44%	44%	44%
Prairie ES	498	436	454	458	451	456	88%	91%	92%	91%	92%
Tomahawk ES	550	381	384	361	358	333	69%	70%	66%	65%	61%
Westwood View ES	550	341	342	331	328	325	62%	62%	60%	60%	59%
Indian Hills MS	1,176	887	926	913	958	956	75%	79%	78%	81%	81%
Shawnee Mission East HS	2,388	1,726	1,709	1,768	1,782	1,823	72%	72%	74%	75%	76%
SM Northwest Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Broken Arrow ES	600	360	349	356	358	348	60%	58%	59%	60%	58%
Mill Creek ES	568	506	521	522	533	526	89%	92%	92%	94%	93%
Raymond Marsh ES	546	426	412	414	408	408	78%	75%	76%	75%	75%
Rhein Benninghoven ES	550	420	403	402	384	396	76%	73%	73%	70%	72%
Shawnee ES	550	451	458	456	447	453	82%	83%	83%	81%	82%
Trailridge MS	1,167	750	751	745	762	770	64%	64%	64%	65%	66%
Shawnee Mission Northwest HS	2,376	1,565	1,598	1,582	1,578	1,562	66%	67%	67%	66%	66%
SM West Feeder Schools	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Apache Innovative ES	592	467	479	462	463	469	79%	81%	78%	78%	79%
Comanche ES	600	376	367	355	356	344	63%	61%	59%	59%	57%
Overland Park ES	522	356	358	373	369	360	68%	69%	71%	71%	69%
Pawnee ES	600	364	372	358	351	352	61%	62%	60%	59%	59%
Sunflower ES	600	388	386	398	398	386	65%	64%	66%	66%	64%
Christa McAuliffe ES	600	385	384	385	364	366	64%	64%	64%	61%	61%
Lenexa Hills ES	550	282	299	324	331	328	51%	54%	59%	60%	60%
Rising Star ES	600	447	428	422	408	413	75%	71%	70%	68%	69%
Westridge MS	1,434	743	763	778	793	763	52%	53%	54%	55%	53%
Shawnee Mission West HS	2,424	1,439	1,381	1,385	1,440	1,427	59%	57%	57%	59%	59%
Totals:	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
Arrowhead Day School	50	35	40	42	43	42	70%	80%	84%	86%	84%
Horizons Alternative HS	456	132	125	132	129	126	0%	0%	0%	0%	0%
Elementary Total (K-6):	19,270	13,630	13,587	13,599	13,538	13,525	71%	71%	71%	70%	70%
Middle School Total (7-8)	6,075	3,904	3,958	4,002	4,032	3,993	64%	65%	66%	66%	66%
High School Total (9-12)	11,676	7,654	7,644	7,640	7,753	7,768	66%	65%	65%	66%	67%
District Total (K-12):	37,527	25,355	25,354	25,415	25,495	25,454	68%	68%	68%	68%	68%

Source: RSP & Associates – March 2026

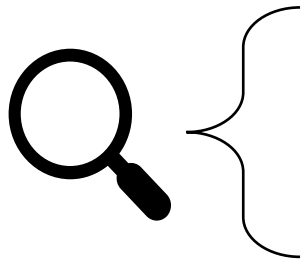
Note: Projections provided by boundary reside. Total projections may differ slightly from the Official Enrollment Analysis due to rounding at the student and building level.

Capacity provided by SMSD District Administration.

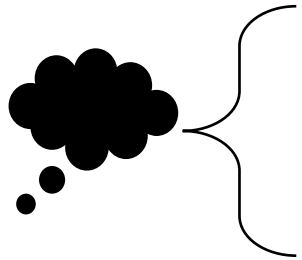
* = School is a split feeder between secondary boundaries. School is included in the feeder they mostly reside in.

STEP 2: Degree of Urgency

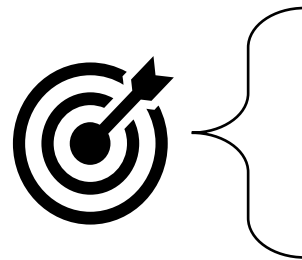
Step #2 determines which category each school may fall into, which is identified in the Enrollment Measure Matrix (Step #1). If enrollment is below or above the enrollment measure matrix, the following happens:



Monitor: **Every Year**
School is flagged as a potential challenge; no action is discussed at this stage.



Review: **Depends on Data (Too Low / Too High from Step #1)**
The school and community should be notified of any enrollment challenges, and options to address enrollment concerns should be considered and communicated. Ideally, this notification occurs one school year in advance of any changes.



Implement: **Action to Resolve “Too Low / Too High”**
Change is happening to buildings with enrollment challenges. Implementation will happen the following school year.

SMSD 2024-2029 Strategic Plan

OBJECTIVES:

Personalized Learning Plan

OBJECTIVES:

College and Career Readiness

OBJECTIVES:

Interpersonal Skills



STRATEGY 1:

Learning



STRATEGY 2:

Belonging



STRATEGY 3:

People



STRATEGY 4:

Technology



STRATEGY 5:

Mental Health



STRATEGY 6:

Facilities

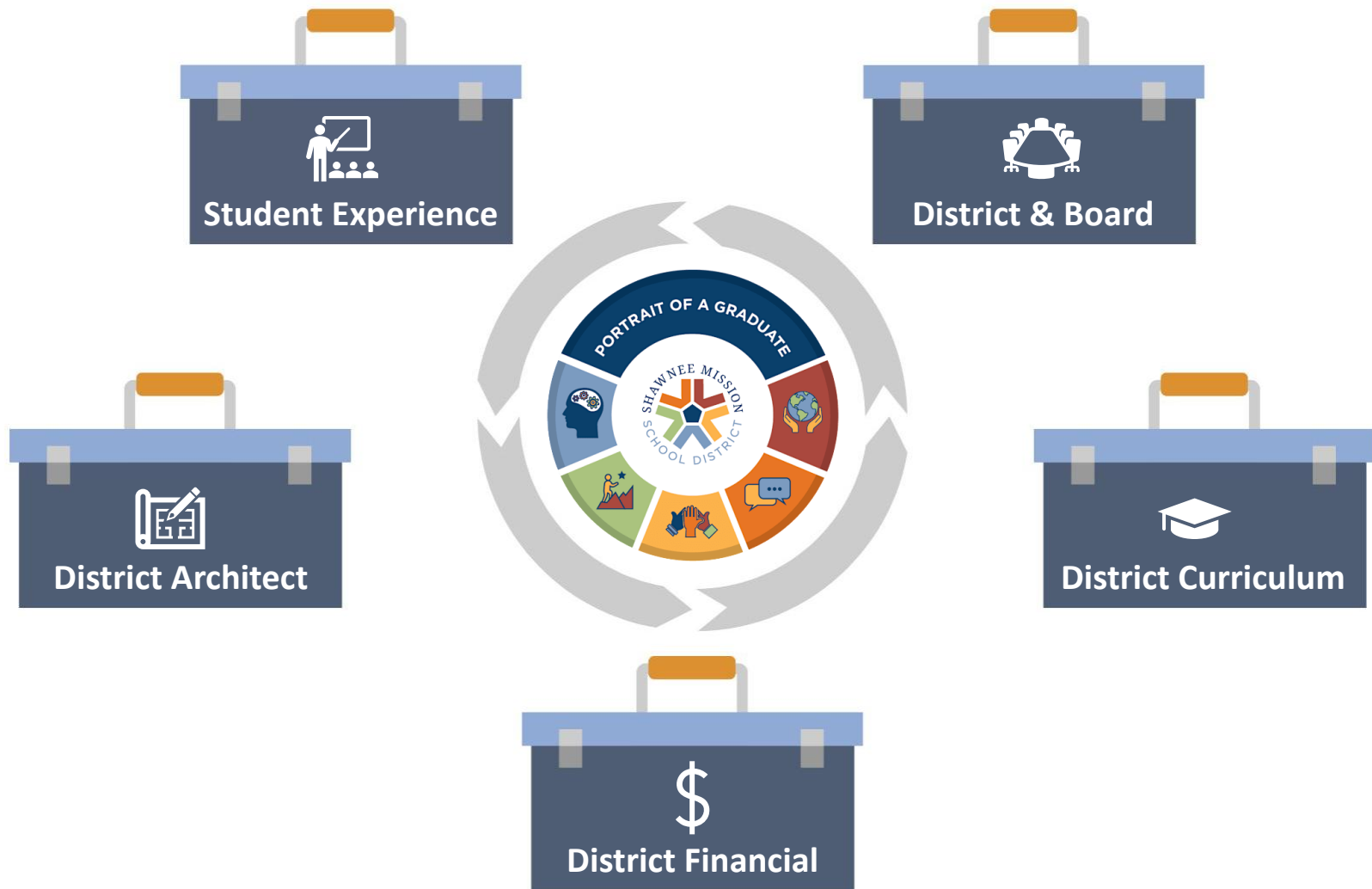


Source: <https://www.smsd.org/about/strategic-plan-2024-2029>

Each student will have a **personalized learning plan** that will prepare them for **college and careers**, with **interpersonal skills** they need for life success.

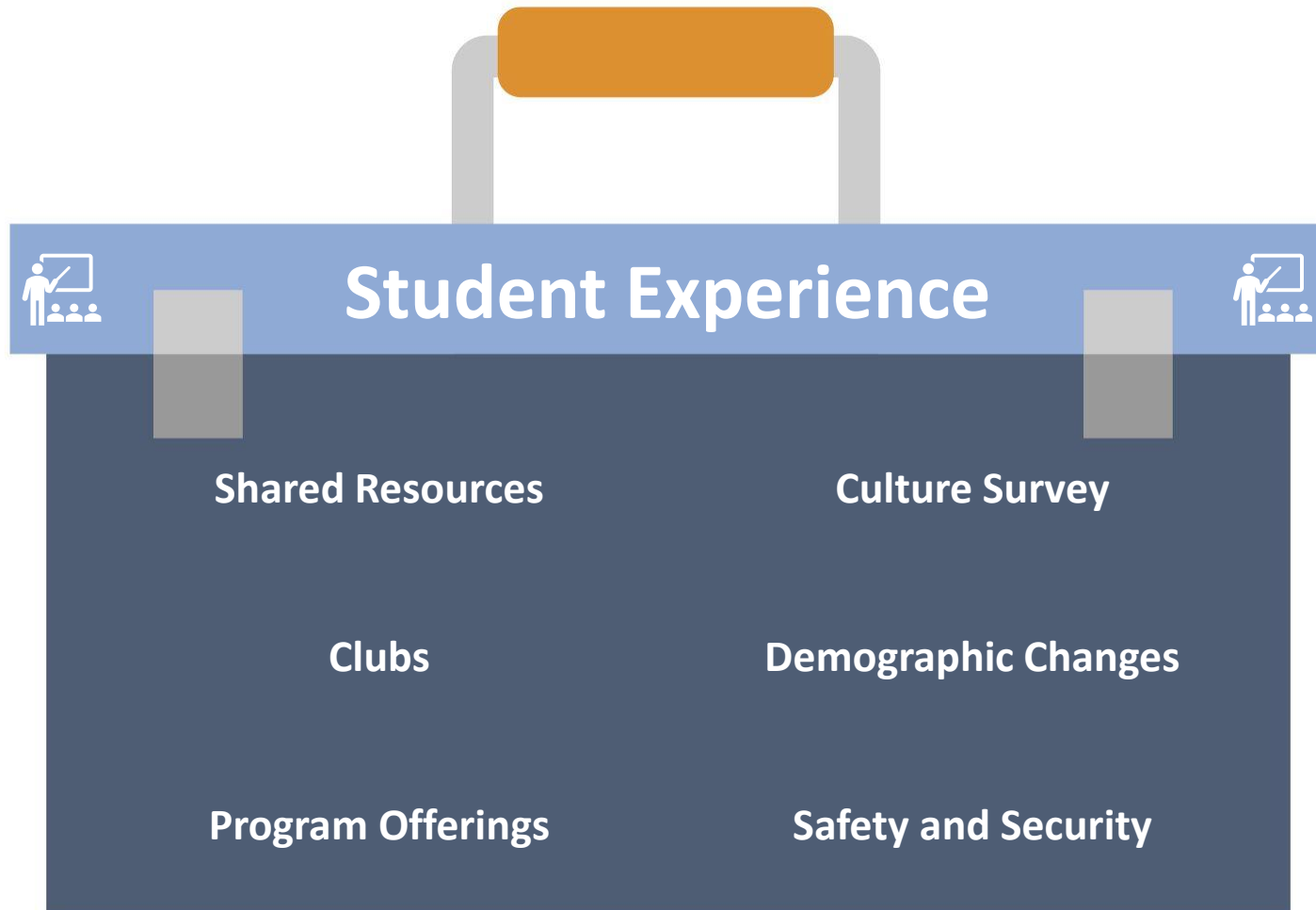
STEP #3: Potential Action Review Toolboxes

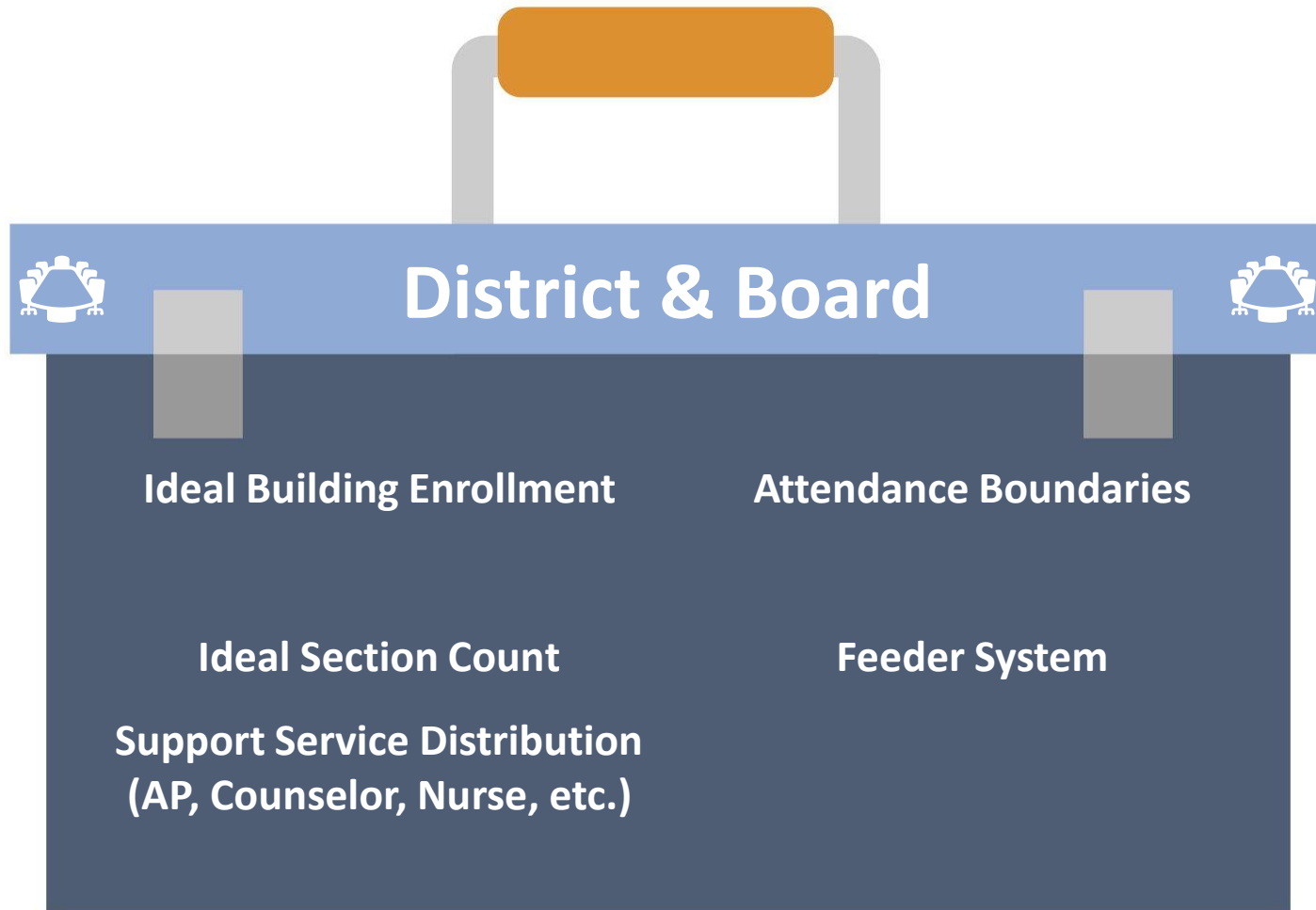
DRAFT

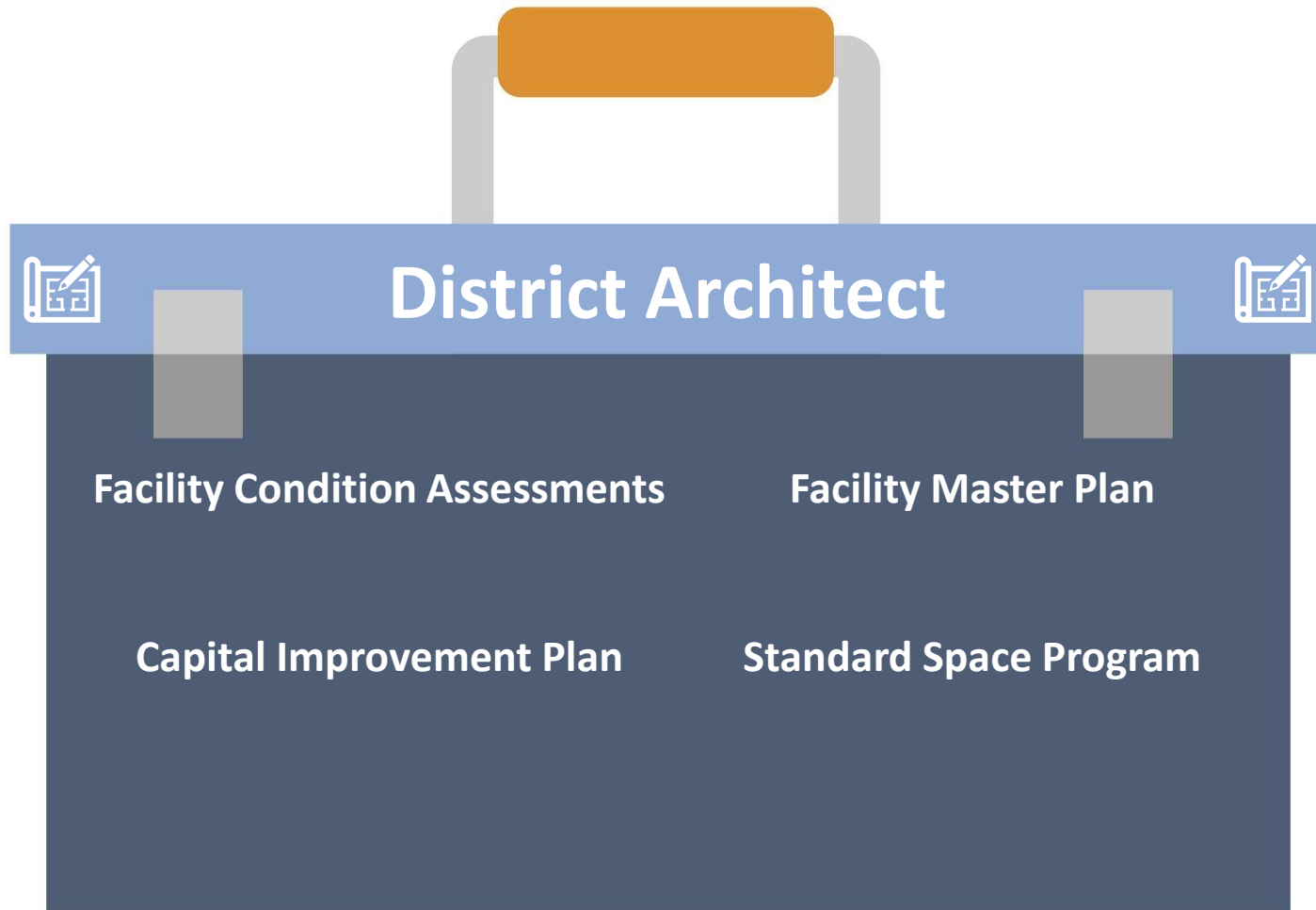


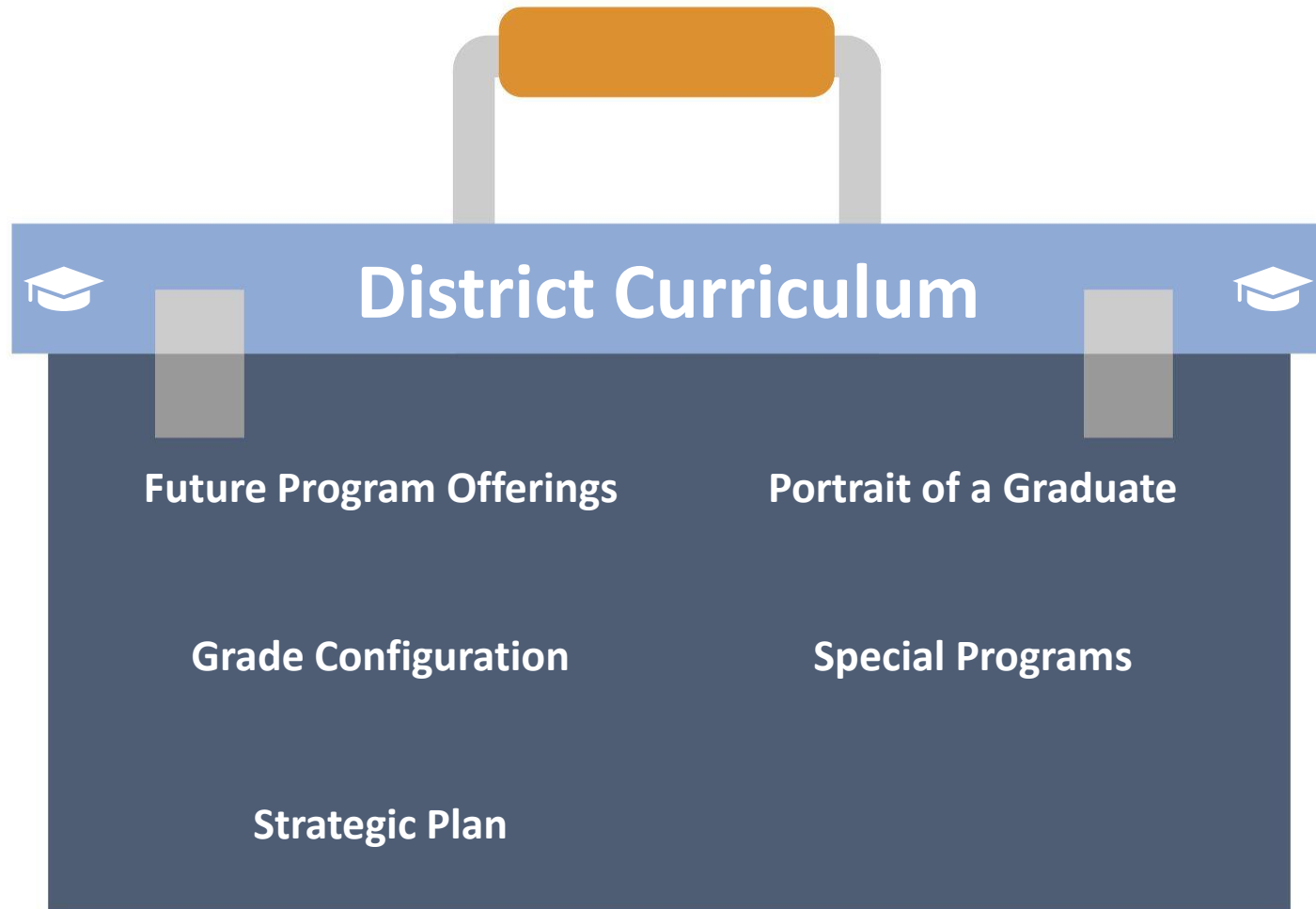
Step #3 demonstrates the potential procedure's flexibility and ability to incorporate multiple factors in the decision making to ensure the appropriate space is available for the varying need of students.

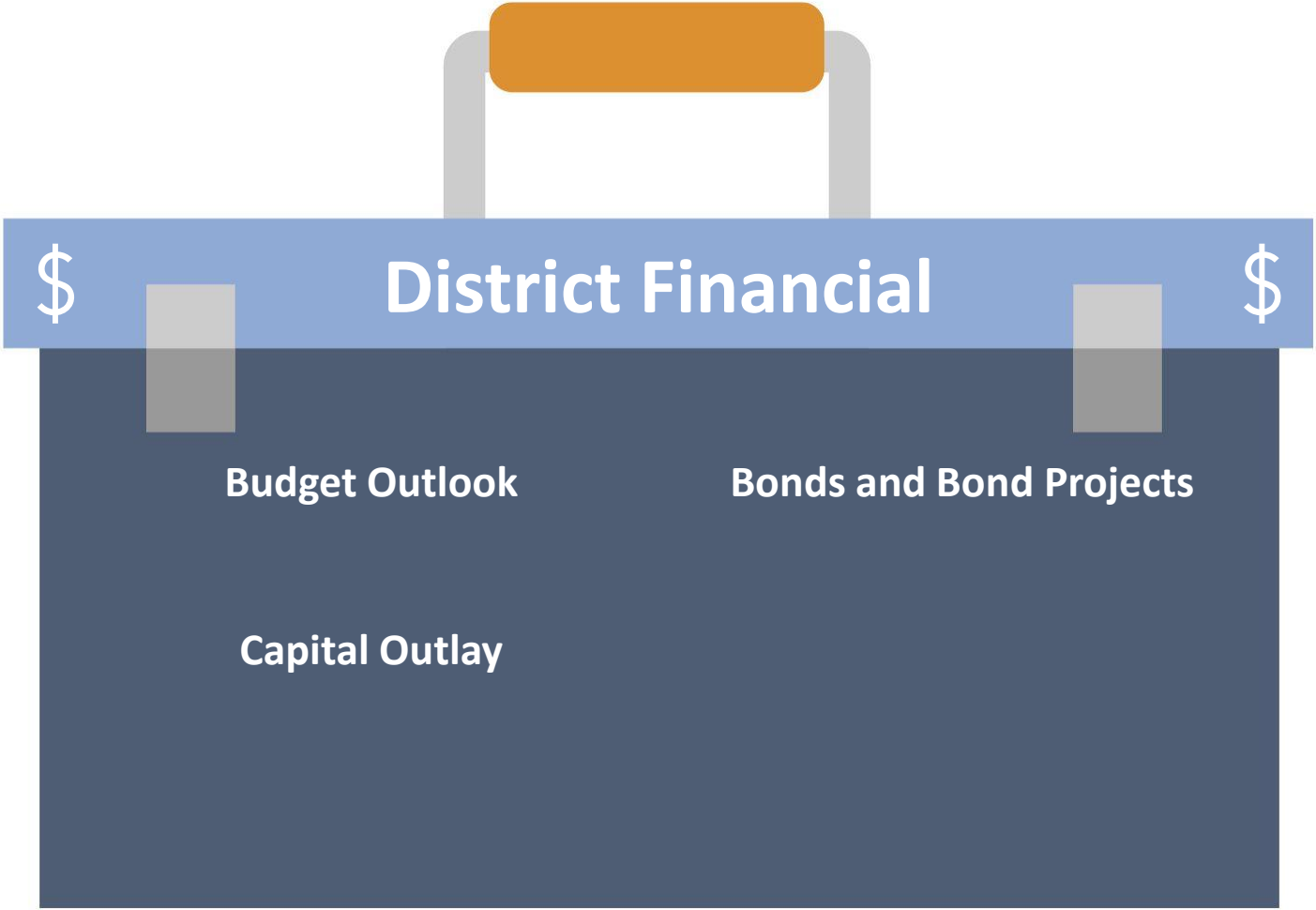
Disclaimers: The action-taking procedure is not linear; each box should be considered when evaluating options. It's important to note that the committee does NOT decide which actions are taken. Instead, it provides a foundational framework for future decision-making.













Activity #1: Final Consensus

Purpose: Discuss the full draft procedure as a complete body of work and determine whether it is ready to move forward for Board evaluation.

Activity Instructions

- **Review the 3-Step Enrollment Procedure**
 - **STEP #1:** Each building's enrollment is applied to the **Enrollment Measure Matrix**.
 - **STEP #2:** The enrollment measure results identify the **Degree of Urgency** the building is in. (Monitor, Action, Implement)
 - **STEP #3:** Schools that are in the "Impact" category are discussed using the **Potential Action Review Toolboxes** to capture other building-specific details that may guide/inform action steps.
- **Discuss as a group:**
 - Does the updated draft accurately reflect our collective work and intentions?
 - Are there sections that require clarification or revision before Board presentation?
 - Does the procedure support equitable, sustainable, and transparent enrollment decision-making?
- **Consensus Check:**
 - Is the work group comfortable giving general approval for this draft to move forward to the Board?
 - If not, what specific adjustments are needed to reach consensus?

Goal of the Activity

- Confirm that the draft procedure represents the committee's shared recommendations and is ready for next steps in the Board review process.

Meeting 2 Feedback:

With the requested revisions to the Step 1 color shading and Step 2 wording, there is general consensus to move forward with the proposed three-step process.

PART 3:

What are Guiding Principles?

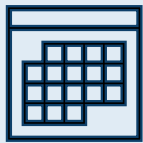
Guiding Principles are a **set of statements** reviewed and **approved by the Work Group of Education** at the start of the process.

They detail the **what, when, how**, etc. of the process by establishing the **specific sandbox that the Committee and Facilitators will work in**.

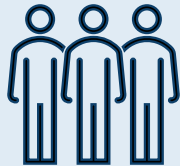
Why It Matters:

- ✓ Provide **clarity and share understanding** for all participants
- ✓ Creates **consistency and fairness** in decision-making
- ✓ Keeps the process **focused, transparent, and accountable**
- ✓ Helps ensure the final recommendation reflect our **community's and Board priorities**

ITEMS TO CONSIDER



Timeline



Grade
Configuration



Values



End
Product



Key
Objectives



Defining
Success



Identify
Non-
Negotiables



Activity #2: Guiding Principles Review & Approval

Work Group Task: Review and confirm the guiding principles for 2025/26 boundary process.

Purpose: Ensure alignment on the values and priorities that will guide all boundary decisions

Decision:

- ✓ Approve guiding principles as presented
- ✓ Approve with revisions (request additional refinement)



Activity #2: Guiding Principles Review & Approval

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

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

Meeting 2 Feedback: Reflects wording changes to guiding principle #4 and adds guiding principles #9-12.

What are Boundary Criteria?

What are boundary criteria? Specific data-driven metrics used to evaluate and compare potential changes to school attendance zones. These metrics can include both quantitative data and qualitative considerations.

Why should criteria be prioritized? Each boundary decision involves **trade-offs**—not all criteria can be equally satisfied in every scenario. Prioritizing criteria helps:

- Clarify values and goals of the district and community
- Guide decision-making toward options that best align with strategic priorities
- Increase public understanding by showing that changes are based on a thoughtful, consistent rationale

The Ten Boundary Criteria are:



1. Boundary Natural Features

All portions of the boundary are physically adjacent, no disconnected islands within the boundary.



2. Demographic Considerations

Boundaries that seek some level of balanced socioeconomic indicators.



3. Duration of Boundaries

Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.



4. Feeder System

Boundaries are geographically aligned between grade level to create a system where students mature in similar cohort



5. Fiscal Considerations (Capital Costs)

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



6. Fiscal Considerations (Operational Cost)

Boundaries that are planned to maximize district resources.



7. Neighborhoods Intact

Boundaries that ensure subdivisions are maintained in a school's boundary.



8. Projected Enrollment/Building Utilization

Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.



9. Students Impacted by Boundary Change

Boundaries that minimize the number of current students that have to change schools.



10. Transportation Considerations

Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

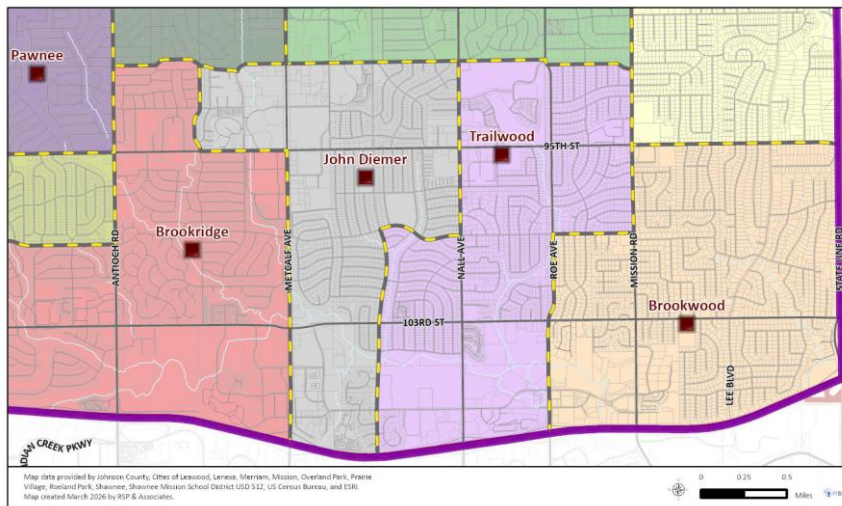
Boundary Natural Features

EXAMPLE

Goal: Boundaries follow natural features that make visual sense in the community

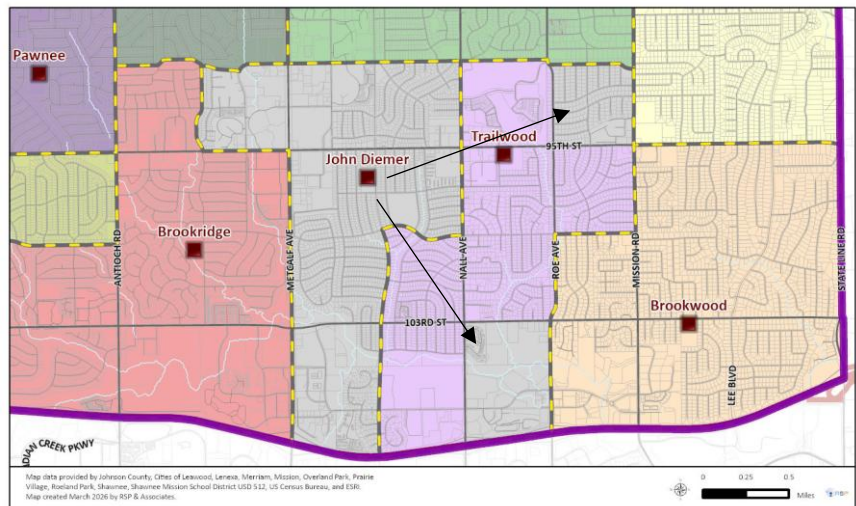
- When it is possible, contiguous boundaries should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an elementary boundary

Contiguous Boundaries (Current)



A boundary is not split, creating compact contiguous boundaries. Currently the district has contiguous Elementary Boundaries.

Non-Contiguous Boundaries (Example)



A boundary is split to create islands that results in noncontiguous boundaries.

Demographic Considerations

EXAMPLE

Goal: Demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables may include: census household salary average, home values, ethnicity, housing products, potential housing growth, and programming needs

Analysis tables can provide context to the current diversity of students

Feeder	School	Minority Population	Education Attainment	Income & Home Value	Poverty	Final Index Score
SHS	Brookridge Elementary School	1.09	1	1.27	1.45	1.20
SHS	Brookwood Elementary School	1	1	1.5	1.5	1.25
SHS	John Diemer Elementary School	1.18	1.12	1.12	1	1.10
SHS	Oak Park-Carpenter Elementary School	1	1	1	1	1.00
SHS	Rosehill Elementary School	1.14	1	1.14	1.29	1.14
SHS/EHS	Trailwood Elementary School	1	1	1.36	1	1.09
	Total	1.22	1.08	1.17	1.30	1.20

Source: American Community Survey 2024, Decennial Census 2020, Johnson County, and RSP

For socio-economic balance, RSP utilizes a Diversity Index based on Census Household Data. The Diversity Index normalizes data into a 3-point scale household demographic differences in each boundary.

- 1.) Minority Race Population:** Percent of residents identifying as non-White within each block group
- 2.) Education Attainment:** Weighted measure of education levels (Lower attainment = higher diversity score)
- 3.) Income and Home Value:** Median Household Income (MHI) and Median Home Value (MHV)
- 4.) Poverty Factors:** Percent of households below poverty level and percent receiving public assistance

Duration of Boundaries

EXAMPLE

Goal: Boundaries remain the same for as long as possible

- This factor addresses the ability of a boundary to accommodate the anticipated enrollment for a projected period of time
- Where possible, boundaries should be stabilized to limit the number of future boundary changes
- Boundaries should be planned to last for a significant period of time (utilize potential growth)

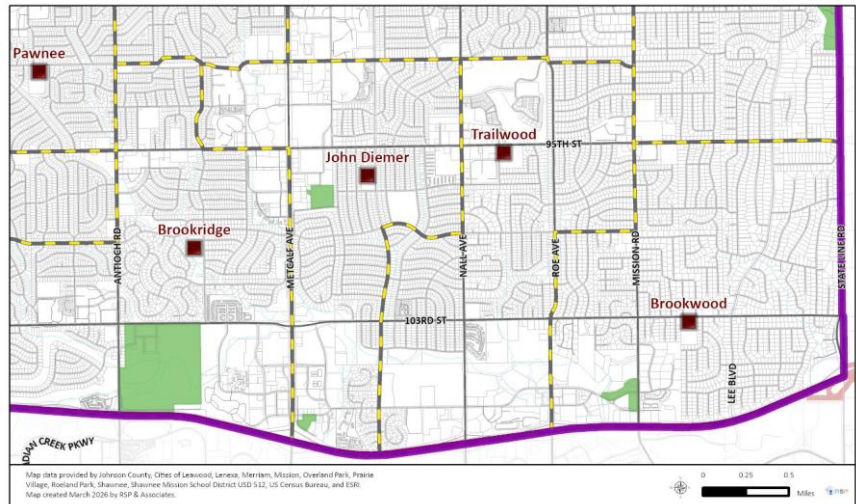
Student Heat Density (K-6, 2025/26)



Understanding where students currently live can help understand how long boundaries can remain sustainable.

- **Red: Highest current student density**
- **Green: Low current student density**

Growth Areas and Built Units



Other variables to consider for the duration of boundaries are residential growth areas within boundaries to account for future student growth.

- **Green Areas: Current Growth Areas**

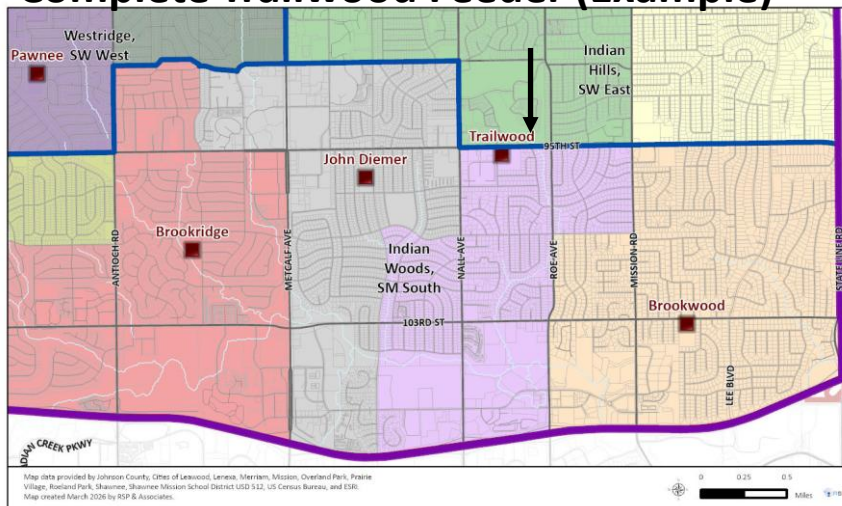
Feeder System Considerations

EXAMPLE

Goal: Ensure as many schools have students move from one grade level to maximize student connectivity with their peers.

- Where possible, align elementary and middle school boundaries to keep student cohorts together as they progress to the next grade level.
- Avoid small numbers of students being moved from a large group when transitioning from elementary to middle school.

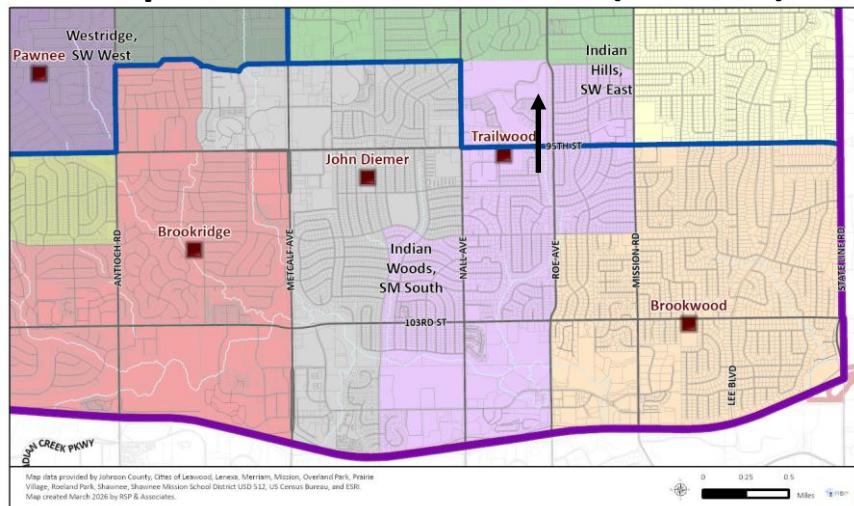
Complete Trailwood Feeder (Example)



Blue Line = current MS boundary

Elementary boundaries currently align with middle school boundaries, creating a complete feeder system between grade level transitions.

Incomplete Trailwood Feeder (Current)



Blue Line = current MS boundary

Example illustrates an incomplete feeder by adjusting Roy DeShane boundary across the middle school boundary.

Fiscal Capital Considerations

EXAMPLE

Goal: Minimize or avoid additional capital (facility) costs

- Consider the impacts on capital costs
- Ensure boundary changes minimize the need and/or effectively eliminates the need for additional construction projects
- Factors to include:
 - New facility construction
 - Building additions and/or remodeling
 - Mobile classrooms/demountable wall relocations
 - Other capital costs



Fiscal Operational Considerations

EXAMPLE

Goal: Minimize additional staffing costs across schools

- Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economics of scale
- Ensure boundary changes minimize the need for more staffing to ensure class size follows district policy
- Factors to include:
 - Staffing requirements
 - Educational program needs
 - Other operational costs



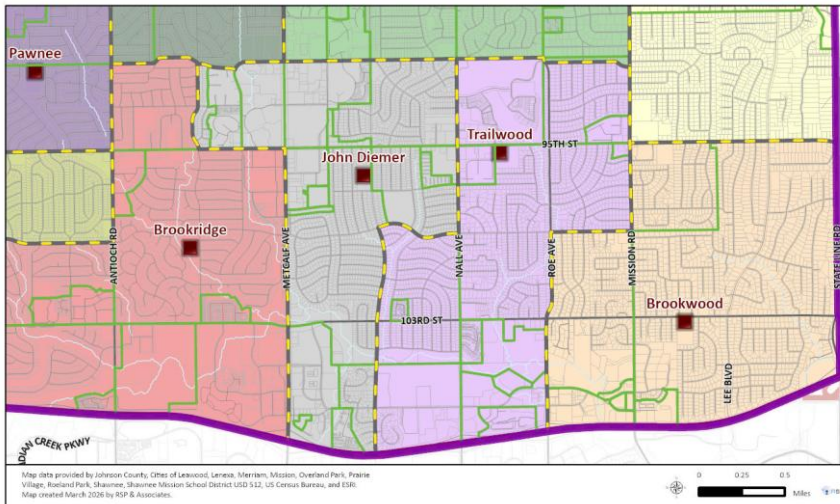
Neighborhoods Intact

EXAMPLE

Goal: Each planning area (subdivision) attends the same schools

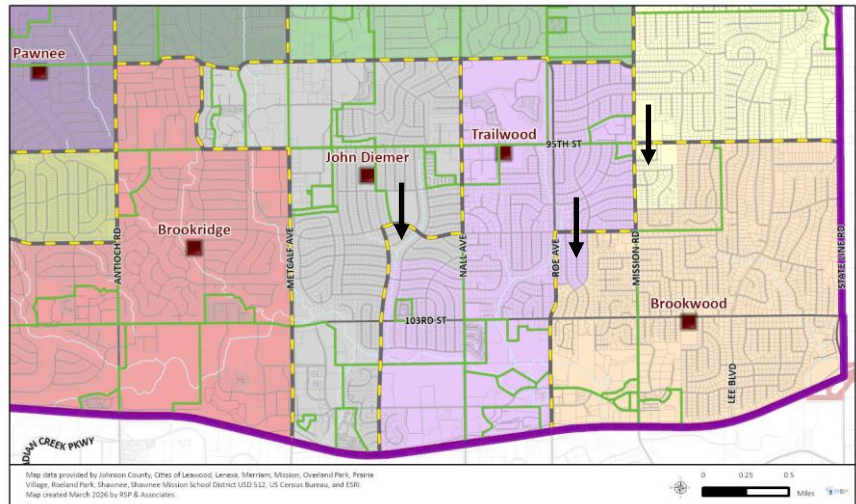
- Where possible, neighborhoods should not be split between two schools
 - A neighborhood is defined as the smallest division of a planning area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way
- There should be logical limits to define a neighborhood

Neighborhood Alignment (Example)



Green lines show neighborhood boundaries. School boundaries follow these lines, keeping neighborhoods intact so students in the same area attend the same school. Current boundaries align with neighborhood boundaries.

Split Neighborhood (Example)



Boundaries that extend across **green lines** illustrates a neighborhood split. Students living in the same area may be assigned to different schools.

Example shows boundaries that do NOT align with neighborhood boundaries.

Projected Enrollment

EXAMPLE

Goal: Balanced, logical enrollment that works within the confines of school capacities

- 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
- Efficient building utilization should attempt to maximize student population without exceeding capacity

Feeder	School	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31
SHS	Brookridge Elementary School	600	580	570	588	611	615
SHS	Brookwood Elementary School	550	421	427	423	433	458
SHS	John Diemer Elementary School	550	442	419	427	422	430
SHS	Oak Park-Carpenter Elementary School	546	433	429	424	427	422
SHS	Rosehill Elementary School	600	396	375	373	361	355
SHS/EHS	Trailwood Elementary School	510	362	366	366	370	359
SHS	South ES Total	2,846	2,272	2,220	2,235	2,254	2,280
SHS/EHS	South/East ES Total	510	362	366	366	370	359
	Total	19,270	13,630	13,587	13,599	13,538	13,525

Less than 70%
Greater than 100%

Source: RSP & Associates, LLC. March 2026 - Example Table

RSP Utilization Targets:

- ❑ **Below 70% utilization:** Under-utilization of buildings creates challenges with staffing, programming, financial resources, etc.
- ❑ **Ideal 85% utilization:** Enrollment at around 85% of capacity creates long-term flexible boundaries that accommodate mid-year shifts in enrollment while maintaining efficiency in staffing
- ❑ **Over 95% utilization:** Over-utilization of buildings may create challenges like high class size, repurpose of space, imbalance of resources, etc.

Students Impacted (SIBC)

EXAMPLE

Goal: Minimize how many students are impacted by the new boundaries

- SIBC determines the number of students that will be impacted by a boundary change
- Where possible, minimize the number of existing students impacted by a boundary change

Feeder	Students Impacted in Boundary Change (SIBC Example): Residing School:	Attending School:						Students Impacted	Total Students	Percent Impacted
		Brookridge ES	Brookwood ES	John Diemer ES	Oak Park-Carpenter ES	Rosehill ES	Trailwood ES			
SHS	Brookridge ES		25			50		75	562	13%
SHS	Brookwood ES							0	415	0%
SHS	John Diemer ES						100	100	426	23%
SHS	Oak Park-Carpenter ES							0	446	0%
SHS	Rosehill ES							0	415	0%
SHS/EHS	Trailwood ES					50		50	354	14%
	Total (K-6):	0	25	0	0	100	100	225	2,618	9%

Source: RSP & Associates, LLC. March 2026

Reading left to right indicates an impact on students from their current boundary to the concept boundary.
For example: There are 25 students currently reside in Brookridge ES that would now reside in Brookwood ES this example.

Consideration should be given the number of students affected by a potential boundary change, specifically how many students from one particular school could be affected.

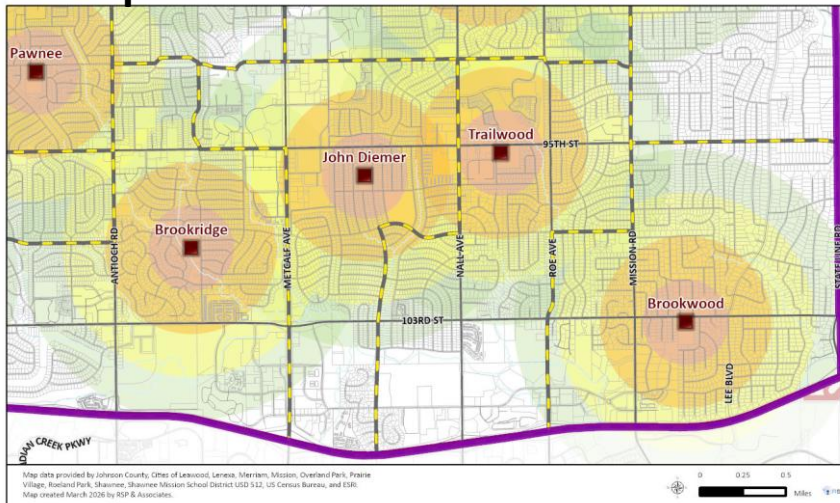
Transportation Considerations

EXAMPLE

Goal: boundaries do not require additional busing expenses and does not result in unreasonable time for a student on a bus

- Proximity to school is an indicator of travel time, need to account for actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries
- Ability or lack of ability to walk to school should be factored into analyzing attendance boundaries

Transportation Buffers



Road Classifications are the first consideration in transportation planning.

Rings may overlap creating spaces between schools that are equidistant from different schools.

Colored rings indicate proximity to each school:

- **Red:** within 0.25 miles
- **Orange:** within 0.50 mile
- **Yellow:** within 0.75 mile
- **Green:** within 1 mile

Rings may overlap creating spaces between schools that are equidistant from different schools.

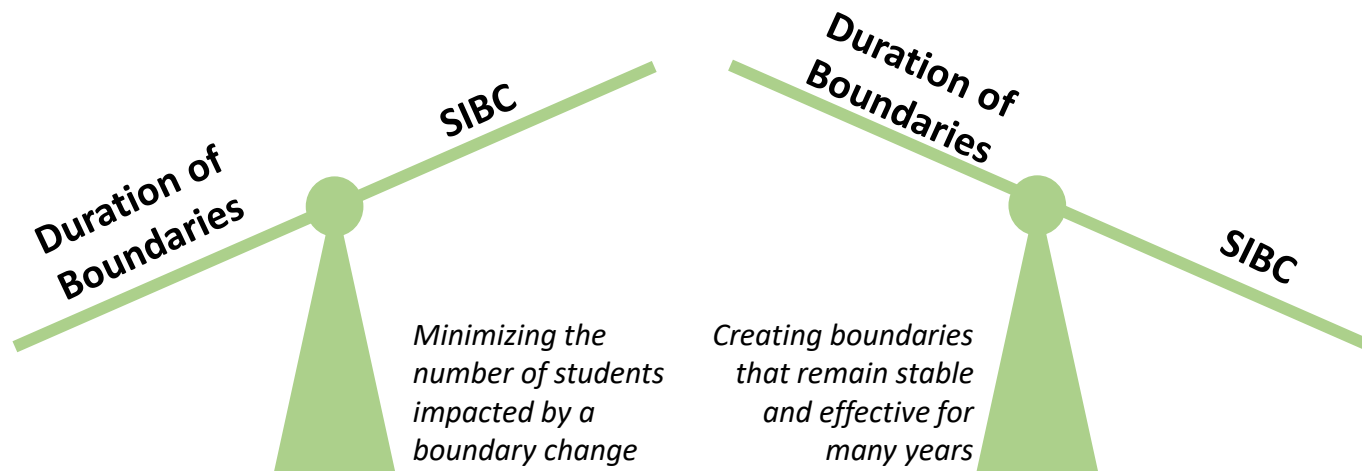
Contradicting Boundary Criteria

Understanding Competing Priorities

During the boundary planning process, **some criteria may support different outcomes**. A solution that strongly improves one priority may create challenges for another. **There is rarely a “perfect” solution** — the process focuses on finding the **best overall balance**.

Examples of Competing Criteria:

Duration of Boundaries vs. Students Impacted by Boundary Change (Visual Below)



Why Prioritization Matters:

Because some criteria naturally compete with one another, the committee will be asked to identify which priorities are **most important** to guide future recommendations. At Meeting #1, committee members will:

- ✓ Review the 10 Boundary Criteria
- ✓ Discuss trade-offs between criteria
- ✓ Prioritize the **Top 3 Criteria** that should guide future boundary recommendations



Activity #3: Prioritize Top 3 Boundary Criteria

Purpose: Establish clear priorities to guide trade-offs during boundary scenario development.

- **Reminder:** *Not all criteria can be maximized at once—prioritization ensures consistent, transparent decision-making.*

Work Group Task: Individually or collectively identify the **top 3 criteria** that should carry the most weight.

Discussion Prompts:

- Which criteria best reflect district goals and community values? Where are we willing to make trade-offs?
- What will matter most to families and long-term sustainability?

Decision:

- ✓ **Select and confirm Top 3 Priority Criteria**

1. Boundary Natural Features
2. Demographic Considerations
3. Duration of Boundaries
4. Feeder System
5. Fiscal Considerations (Capital Costs)

6. Fiscal Considerations (Operational Costs)
7. Neighborhoods Intact
8. Projected Enrollment/Building Utilization
9. Students Impacted by Boundary Change
10. Transportation Considerations

Admin Work Group Survey

Scan the QR Code to access a survey designed to establish consensus on Activities 1, 2, and 3.

Link:

<https://rsp.mysocialpinpoint.com/s/hawnee-mission-boundary-process/admin-work-group>



PART 4:

Preparing for Board Update

Purpose of Update: Provide an overview of the foundational work completed by the Admin Work Group prior to the first committee meeting and public engagement process.

Key Outcomes from Work Group Activities

- **Activity #1 — Draft Enrollment Procedure**
 - Established a structured 3-step enrollment review process
 - Defined how utilization concerns will be identified and evaluated
 - Created a transparent framework for future decision-making
- **Activity #2 — Guiding Principles**
 - Confirmed district values that will guide all future boundary discussions:
 - *Efficient facility utilization and long-term sustainability*
 - *Equity and student access*
 - *Neighborhood continuity and logical and understandable boundaries*
- **Activity #3 — Priority Boundary Criteria**
 - Identified the top criteria that will guide trade-offs during scenario development

IMPORTANT: This update is intended to:

- Inform the Board of the process foundation established by administration
- Provide transparency before formal committee work begins
- Establish shared expectations for future scenario evaluation
- **No Board action or approval is requested at this stage.**

Process Update

Board Update (Need to Confirm Date)

First Boundary Work Group Meeting –
June 30, 2026 (Need to Confirm Date)

Key Objectives:

- Finalize Enrollment Measure Matrix
- Discuss Guiding Principles
- Prioritize Boundary Criteria
- Finalize Materials for BOE Update

Meeting #2 Feedback:

Meeting dates are currently under review, with consideration being given to adjusting the timeline to support Board approval in October 2026.

Facilitated Boundary Process 2026/27 School Year **DRAFT**

