

# Planning for the Future

Lee's Summit R-7  
School District

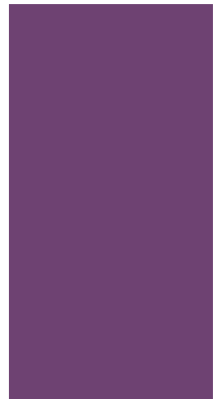
PrAT #1: Meeting 3

August 25, 2025

Process facilitated by RSP & Associates



LEE'S SUMMIT  
R-7 SCHOOLS  
*Learning for Life*



RSP

# AGENDA

---

## **PART 1: Introductions & Process Structure**

- ☐ **Facilitators, Committee Members, Co-Chair/Scribe**
- ☐ **Ground Rules of Meetings**
- ☐ **Committee Goals and Review Charter**

**Est. 10 Min**

## **PART 2: Baseline of Understanding**

- ☐ District Enrollment Data (Projections and Current Facts)

**Est. 10 Min**

## **PART 3: Committee Activities**

- ☐ Building Tour of Mason Elementary
- ☐ Creates Pros and Deltas of Mason Elementary

**Est. 30 Min**

## **PART 4: Next Steps (10 Min)**

- ☐ Committee Consensus Activity
- ☐ Process Update

**Est. 10 Min**

# Part 1: Introductions & Process Structure

## **RSP Facilitation 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)

### **Dr. Jessica Dain, Educational Planner**

- ☐ Current Kansas Superintendent (Piper School District USD 203)
- ☐ St. Louis University, District Leadership (Ed.D.)

## **District Leadership Team:**

- ☐ Dr. David Carlson, Assistant Superintendent of Human Resources
- ☐ Ashley Imming, Mason Elementary Principal

# Committee Norms

---

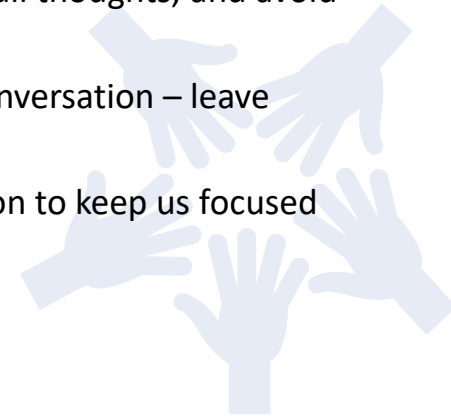
## Committee Norms – confirmed at Meeting #1

### Facilitator Role:

- Will lead the meeting, guide the agenda, and ensure time is managed effectively.
- Will provide structured opportunities for open discussion, feedback, and clarification.

### Committee Member Expectations:

- Come Prepared: Review materials ahead of time and be ready to contribute to the conversation.
- Actively Participate: Share your perspective, ask questions, and engage with members of PrAT #1.
- Practice Active Listening: Focus on understanding others' viewpoints, give space for full thoughts, and avoid interrupting.
- Collaborate Respectfully: Keep the district's long-term success at the center of the conversation – leave personal agendas at the door.
- Use the Parking Lot: If a topic isn't on today's agenda, we'll note it for future discussion to keep us focused and on track.



# Project Process

Process began March 2025

Process to conclude September 2025



Lee's Summit  
R-7 Schools

**CONSULTANT TO LEAD  
PROCESS ACTION ITEMS**

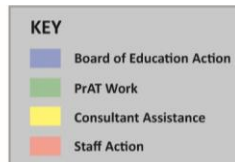
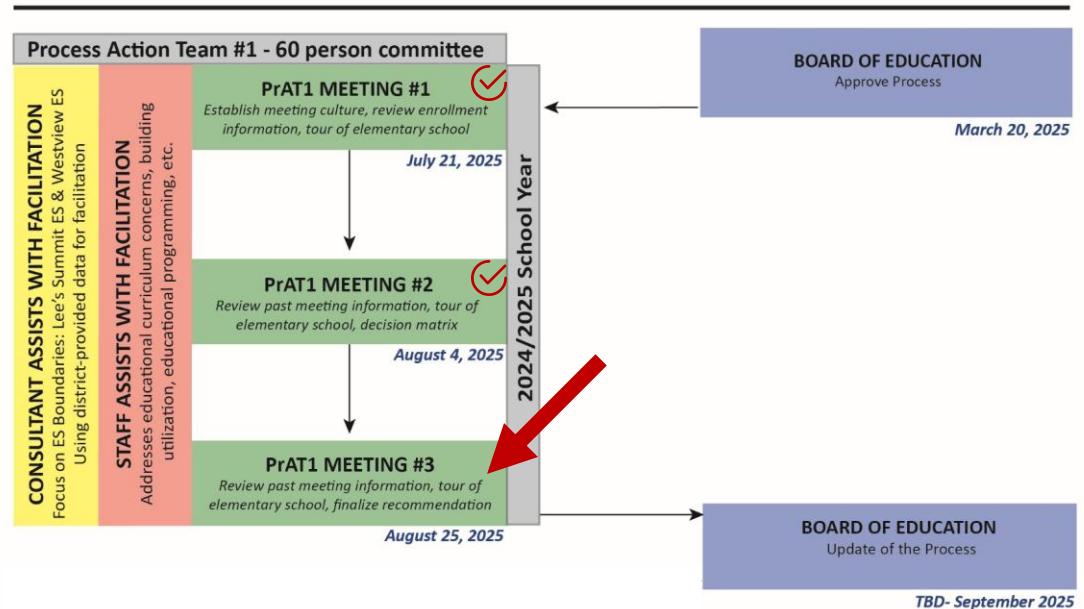
❑ 3 PrAT #1 Meetings

❑ 2 Board Meetings

## PrAT #1 Membership:

Approximately 60 representatives of  
parents, staff members, administration:

- 20 parents from each elementary school and 10 at large residents
  - 5 staff from each school
  - 5 district staff members



Updated June 2, 2025

# PrAT#1: Meeting Agendas (Final) (Updated 07/24/25)

---

## 1. Meeting One at Lee's Summit Elementary

- Introductions (Assistant Superintendent of Human Resources: Dr. David Carlson and RSP)
- Choose Co-Chair and Scribe
- Ground Rules/Tasks/Goals of Committee/Review Charter
- Facts/Background for Enrollment Outlook
- Committee Activity: Building Tour (Lee's Summit Principal: Tracy Sanders)
- Group Activity: Create Pros and Deltas of Lee's Summit ES
- Take Away Information/Homework: Enrollment Outlook, Building Capacity, Utility Costs, Bond Implications, Student Experience

## 2. Meeting Two at Westview Elementary

- Introductions (Assistant Superintendent of Elementary Education: Dr. Heather Kenney, Facility Director: Kyle Gorrell, and RSP)
- Committee Activity: Building Tour (Westview Principal: Dave Boulden)
- Group Activity: Create Pros and Deltas of Westview ES
- Committee Discussion: Consolidation of Two Schools
- Take Away Information/Homework: Develop themes from Pros and Deltas to create a decision matrix

## 3. Meeting Three at Mason Elementary

- Introductions (Assistant Superintendent of Human Resources: Dr. David Carlson and RSP)
- Committee Activity: Building Tour (Mason Principal: Ashley Imming)
- Committee Discussion: Scenario/Option
- Group Activity: Discuss Pros and Deltas of Scenario/Option
- Take Away Information/Homework: Final Recommendation to Board of Education

# Process Logistics

---

- **Meeting Framework:** Meetings will be posted meetings that are open to the public
- **Agenda Development:** External Consultant (RSP)
- **Facilitation of Meetings:** External Consultant (RSP)
- **Maintaining Records:** Minutes will be taken following the format of the agenda for each meeting (District)
- **Decision-Making Process:** Decisions will be made through consensus of those members who are present
- **Channels of Communication:** The team will designate a person to take minutes which will be provided to the board of education via the board secretary
- **Norms:** The team members will determine norms at the first meeting
- **Timeframe:** The PrAT #1 will conclude work and make a recommendation to the board of education within the 2025 Calendar year, and that will successfully conclude the work for the team and the project

# Parking Lot

---

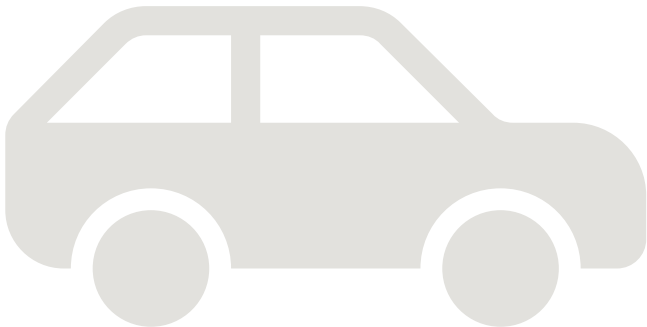
**Purpose:** Place to put questions to be answered at a future date. Use the sticky notes/cards to send questions/comments for future discussion.

If you have any questions about any of the forecasted enrollment materials, please write them on a sticky note and place it in the Parking Lot. The District or RSP will communicate questions back to Applied Economics.

## Items that go in Parking Lot:

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

Important: The Parking Lot is not meant to be over-loaded with requests that are outside of this process' scope. Please be mindful of RSP and administrators when adding items to the Parking Lot.



# Lee's Summit 2024-27 Strategic Plan (CSIP):

---

## ❑ **Strategic Goal #1:**

The LSR7 School District will ensure student growth and achievement through access to high-quality, personalized educational opportunities.

## ❑ **Strategic Goal #2:**

The LSR7 School District will foster a responsive, inclusive, safe, and caring student environment.

## ❑ **Strategic Goal #3:**

The LSR7 School District will maintain high-quality systems and structures to provide effective and efficient district operations.

## ❑ **Strategic Goal #4:**

The LSR7 School District will cultivate meaningful partnerships with both internal and external stakeholders.

## ❑ **Strategic Goal #5:**

The LSR7 School District will recruit and retain a high-quality diverse workforce and maintain a focus in creating an environment in which supported adults serve students well.



# PrAT #1: Charter Charge

**Charge to the Team:** Analyze building data and enrollment trends at both Lee's Summit Elementary and Westview Elementary to make a recommendation on the next steps to the board of education.

**Tasks:** Review demographic data, trends, district standards and MSIP standards  
Review all options for the two elementary buildings moving (K-5). Those may include, but are not limited to:

- ☐ Keeping the building boundaries as is
- ☐ Consolidating to one elementary building
- ☐ Re-boundary via a new boundary team
- ☐ Closure and re-boundary to multiple sites

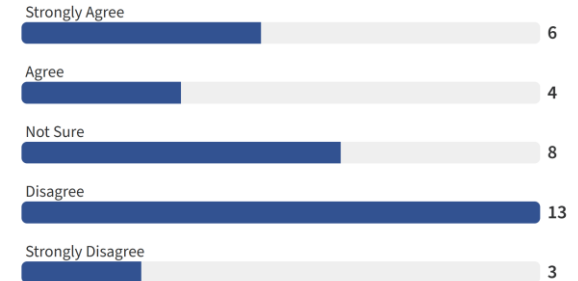
**Goal:** Make a recommendation to the Board of Education on the best option for the two buildings with specific regard to the **2025 Bond** that is data-driven and student-centered. The recommendation will not include staffing or future use of facilities if a building is vacated, as those have other processes and teams assigned.

# Meeting 1 Recap

- Meeting 1 took place at Lee's Summit Elementary
- Committee participated in:
  - Introduction Activities
  - Data Discovery
  - Building Tour
  - Small and Large Group Discussion
  - Polling Activities
  - Final Consensus Building Survey
- There was general committee consensus on:
  - Enrollment will not decrease at Lee's Summit and Westview elementary schools
  - Combination of Lee's Summit and Westview elementary schools is NOT supported

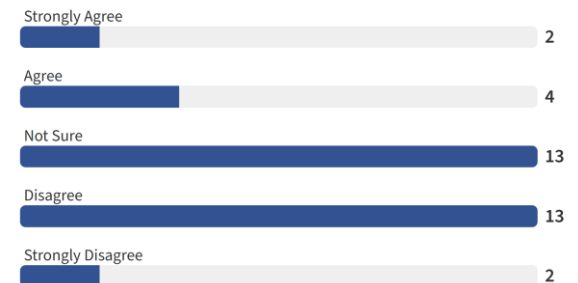
I agree that Lee's Summit Elementary's enrollment will continue to decrease in the future.

34



I agree that Westview Elementary's enrollment will continue to decrease in the future.

34



I agree that combining Lee's Summit and Westview elementary schools into a new building will improve students' academic and personal experience.

33



# Parking Lot Responses for District Action (Part 1)

| Response                                                                                                                                                                                                                                                  | Action / Response                                                                                                                                                                                                                                                                                                       |      |      |                      |                      |                        |                        |                        |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|----------------------|----------------------|------------------------|------------------------|------------------------|------------------------|
| Can LSE & WVE CFMP committee members here highlight their results from the session? Proposed options on a view                                                                                                                                            | Some time can be provided for a brief overview of CFMP for LSE and WVE.                                                                                                                                                                                                                                                 |      |      |                      |                      |                        |                        |                        |                        |
| Can LSE support 3 classes per grade level in the current space? How many can WVE hold?                                                                                                                                                                    | LSE: No; WVE: has a program capacity of 411 students                                                                                                                                                                                                                                                                    |      |      |                      |                      |                        |                        |                        |                        |
| Can we see how the city's zoning map of residential to commercial property use at single family homes coincide with boundaries?                                                                                                                           | The district's boundaries exceed the city limits of LS. District requesting city to assist with the portions of the district that exist within the city limits of LS.                                                                                                                                                   |      |      |                      |                      |                        |                        |                        |                        |
| Can we see the LSE & WVE CFMP recs? And the District's executive summary?                                                                                                                                                                                 | <a href="#">LINK</a>                                                                                                                                                                                                                                                                                                    |      |      |                      |                      |                        |                        |                        |                        |
| Can you provide the numbers we're discussing regarding the bond I feel some may not know the decision tree for bond allocation if mother school takes the bond money, the cost to renovate both schools separately and the cost to consultate the schools | To be presented in packet.                                                                                                                                                                                                                                                                                              |      |      |                      |                      |                        |                        |                        |                        |
| Could we have home schooling estimates or percentages? Ideally this would be in the LSE/WVE boundaries, but I feel it's hard to understand our public numbers with just this data plus the enrollment in local public schools.                            | We do not know or keep track of private school or home school students                                                                                                                                                                                                                                                  |      |      |                      |                      |                        |                        |                        |                        |
| Do most elementaries have stages in the district?                                                                                                                                                                                                         | <a href="#">LINK</a>                                                                                                                                                                                                                                                                                                    |      |      |                      |                      |                        |                        |                        |                        |
| How do enrollment numbers change throughout the year?                                                                                                                                                                                                     | <table> <tr> <td>WVE:</td><td>LSE:</td></tr> <tr> <td>August: 263 students</td><td>August: 199 students</td></tr> <tr> <td>December: 265 students</td><td>December: 211 students</td></tr> <tr> <td>Last Day: 266 students</td><td>Last Day: 212 students</td></tr> </table>                                            | WVE: | LSE: | August: 263 students | August: 199 students | December: 265 students | December: 211 students | Last Day: 266 students | Last Day: 212 students |
| WVE:                                                                                                                                                                                                                                                      | LSE:                                                                                                                                                                                                                                                                                                                    |      |      |                      |                      |                        |                        |                        |                        |
| August: 263 students                                                                                                                                                                                                                                      | August: 199 students                                                                                                                                                                                                                                                                                                    |      |      |                      |                      |                        |                        |                        |                        |
| December: 265 students                                                                                                                                                                                                                                    | December: 211 students                                                                                                                                                                                                                                                                                                  |      |      |                      |                      |                        |                        |                        |                        |
| Last Day: 266 students                                                                                                                                                                                                                                    | Last Day: 212 students                                                                                                                                                                                                                                                                                                  |      |      |                      |                      |                        |                        |                        |                        |
| How does small staffing impact students? Shared Admin & Specials? ELL?                                                                                                                                                                                    | Small staffing impacts the number of staff assigned to the building. Currently, both specials' teams (at WVE and LSE) travel. There is an assistant principal split between both buildings. There are many positions within all of our schools that travel such as: math specialist, librarian, OT, PT, EL, therapists. |      |      |                      |                      |                        |                        |                        |                        |
| How many students use ESL services? How will that be impacted when there are suddenly more students needing those services?                                                                                                                               | Last school year there were 19 at LSE and 21 at WVE. Staffing would be adjusted based on ratios in accordance with our current procedures for all schools in the district.                                                                                                                                              |      |      |                      |                      |                        |                        |                        |                        |

**NOTE:** Questions/comments in the Parking Lot will continue to be reviewed and addressed. For the most up-to-date responses from the District and RSP, please refer to the live [Parking Lot Responses](#) Google Sheet.

# Parking Lot Responses for District Action (Part 2)

| Response                                                                                                                                                                                                          | Action / Response                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How will the decision be presented to the Board?                                                                                                                                                                  | A summary document outlining the recommendation of the PrAT will be presented in writing to the board of education.                                                                                                          |
| I think while it's important not to live in the past -> sharing why we are here and the process behind it. I don't think a lot of people know what has happened since Nov. 1st                                    | <a href="#">LINK</a>                                                                                                                                                                                                         |
| It's important to know how we "got" here. In regards to the non-transparency given to LSE staff and families                                                                                                      | <a href="#">LINK</a>                                                                                                                                                                                                         |
| Please no name calling. "Racist" is not appropriate to call a school                                                                                                                                              | Referred this comment/concern to the Compliance Officer, Dr. Wilson, and referred the situation to Policy AC.                                                                                                                |
| Posting PrAT on District                                                                                                                                                                                          | Completed.                                                                                                                                                                                                                   |
| PrAT meetings posted publicly for charter. This meeting was NOT posted publicly by the District.                                                                                                                  | Completed.                                                                                                                                                                                                                   |
| RSP & Associates needs to fully understand how we got here, what the Board approved and why the PrAT is representative of who is on it                                                                            | David Carlson and RSP were specifically selected as they were not a part of the initial process and decision. The team of stakeholders will be making the recommendation based on the data provided and discussion, not RSP. |
| Standard dedication of population study- year after year, how correct have they been?                                                                                                                             | Dr. Carlson has been provided the past five studies or presentations.                                                                                                                                                        |
| What are the budget estimates as they relate to LSE/WVE? I understand the bond funds are separate to other budgetary expenses                                                                                     | <a href="#">LINK</a>                                                                                                                                                                                                         |
| What are the impacts of consolidation on Title 1 students?                                                                                                                                                        | Funding for students in a Title I Part A Building will be consolidated in the new building. The building is still responsible for crafting a Title I plan based on the needs of the students                                 |
| What are the LME costs associated with the CFMP recommendations in relation to all possible PrAT recommendations? Could we receive that for our decision-making sessions to determine which options to recommend? | <i>Response in progress</i>                                                                                                                                                                                                  |
| What are the values of the District?                                                                                                                                                                              | <a href="#">LINK</a>                                                                                                                                                                                                         |

**NOTE:** Questions/comments in the Parking Lot will continue to be reviewed and addressed. For the most up-to-date responses from the District and RSP, please refer to the live [Parking Lot Responses](#) Google Sheet.

# Parking Lot Responses for District Action (Part 3)

| Response                                                                                                                                                                                                             | Action / Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What does the research say about the success/efficiency of a larger Title 1 school?                                                                                                                                  | This varies based on implementation quality, demographics, and needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| What if there isn't a consensus at the end of the 3rd meeting?                                                                                                                                                       | An additional meeting can be scheduled to complete the work if needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| What is the charter of the LSR7 Elementary Enrollment PrAT? When does that PrAT meet?                                                                                                                                | <a href="#">LINK</a> ; The elementary enrollment PrAT meets Nov. 5, Nov. 19 and Dec. 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| What is the capacity of the buildings being reviewed?                                                                                                                                                                | LSE has a program capacity of 322, with 85% program capacity of 274.<br>WVE has a program capacity of 483, with 85% program capacity of 411.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Why is everyone so negative                                                                                                                                                                                          | We cannot speak for individuals. It might be because change that impact community schools are historically challenging. Community members have concerns about the impacts on their school community.                                                                                                                                                                                                                                                                                                                                                                                   |
| Why is this group following the same path as the CFMP? Values us numbers need a better path.                                                                                                                         | The PrAT is being directed by the PrAT charter.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Will there be any discussion or information shared about the unique needs and supports of students in Title 1 buildings & how that may impact them if they are in a larger building/ further from walkable resources | Administrators are responsible for understanding the needs of their school population. Administrators conduct a building needs assessment which provides information for the supports students need which is included in the schools Title I plan.                                                                                                                                                                                                                                                                                                                                     |
| Would like more info on Title 1. I want to know more about what makes a Title 1 school and what implications there would be when combining 2 Title 1 Schools                                                         | Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides supplemental financial assistance to school districts for children from low-income families. Its purpose is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps by allocating federal funds for education programs and services. If two Title IA schools combine, the funding allocation for students will follow them into the combined school. |

**NOTE:** Questions/comments in the Parking Lot will continue to be reviewed and addressed. For the most up-to-date responses from the District and RSP, please refer to the live [Parking Lot Responses](#) Google Sheet.

# Parking Lot Responses for RSP Action

| Response                                                                                                                                                                                                             | Action / Response                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What data will we be looking at to make this decision? - School size impact on education - What personal impacts teachers & community make on education                                                              | Demographic data, trends, district standards, and MSIP standards.                                                                                                                                  |
| Could we add a "neutral" option alongside the "not sure" for questions. One implies a negative response, the other implies a lack of confidence in capably answering the question given the data or context provided | Will see how to integrate this option into questions                                                                                                                                               |
| Are we getting copies of everyone's post meeting survey?                                                                                                                                                             | Yes                                                                                                                                                                                                |
| How does the vote work?                                                                                                                                                                                              | The last meeting the committee will select which option they most prefer, provide comments to that best option and after discussion have a second selection of the options                         |
| I don't feel like the polling's are a true measurement of opinion as LSE outnumbered WVE.                                                                                                                            | When there is not an equal representation of any group it naturally will be influenced by the majority - the hope of the group is to think for all students not just their current elementary zone |
| If RSP was hired in March, did RSP do their own demographic research in that time, or did they just copy and paste Applied Economics research?                                                                       | RSP is a full-service school planning firm providing enrollment demographic analysis - this option was not selected by the district                                                                |
| The tours aren't necessarily a good use of time. I'd rather hear from principals and teachers about the school pros and deltas.                                                                                      | At the 2nd meeting, more time will be allocated toward group discussion                                                                                                                            |
| Tour the school before the meeting                                                                                                                                                                                   | Tours likely will happen at the meeting because of limited time for administration to be at the building before or after the meeting                                                               |
| What is the process for this group?                                                                                                                                                                                  | Work toward a consensus based on the Board Charter for PRAT #1                                                                                                                                     |
| What will final recommendations be in terms of its physical form? Memo, Document, formal report, slide presentation, etc.?                                                                                           | Likely in a slide presentation                                                                                                                                                                     |
| When will we discuss the real issues of consolidation? If we only have three meetings, building tours are not giving us enough information.                                                                          | Meeting #2 will integrate more information for the discussion of consolidation                                                                                                                     |

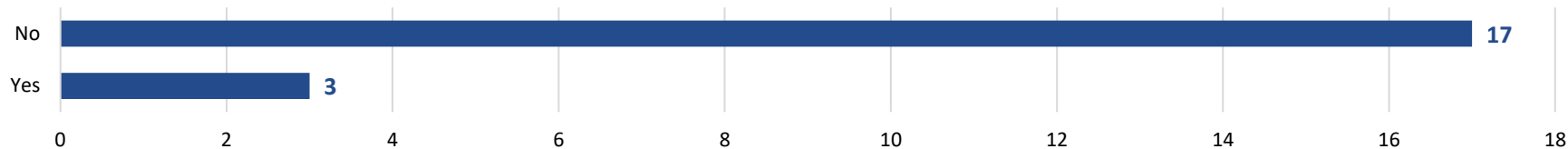
**NOTE:** Questions/comments in the Parking Lot will continue to be reviewed and addressed. For the most up-to-date responses from the District and RSP, please refer to the live [Parking Lot Responses](#) Google Sheet.

# Meeting 1 Exit Ticket Results:

| Deltas (-)                                                                              | Tally if repeated | Pros (+)                                                        | Tally if repeated |
|-----------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------|-------------------|
| No dedicated maker space (but do create within library)                                 |                   | Location (close to down town and connection)                    | 19                |
| Racist image in gym (Gorilla & person of color together)                                | 2                 | Accessible / one level                                          | 11                |
| Smell of mildew                                                                         | 7                 | History/heritage displayed                                      | 1                 |
| Building needs some TLC/ Maintenance                                                    | 6                 | Character / History of Building                                 | 9                 |
| Gym small- Limited number of spectators                                                 | 1                 | Center of Community (Community Room) - Pantry - Church          | 32                |
| Limited parking                                                                         | 8                 | Updated spaces                                                  | 7                 |
| No stage                                                                                | 3                 | Well-maintained                                                 | 4                 |
| HVAC issues / noise (humming))                                                          | 12                | "Good/Welcoming" feeling                                        | 8                 |
| Open cabinets/ storage is unlocked                                                      |                   | Health room / Shower in Nurse's office / washer and dryer       | 3                 |
| Need for natural light / Windowless classrooms                                          | 5                 | Small class size (20 per classroom)                             | 13                |
| Staff lounge needs TLC / more space                                                     | 10                | Small groups/Individual Instruction (teaching the whole child)  | 7                 |
| Roof / leaks                                                                            | 8                 | Clubs/After School activities                                   | 2                 |
| Not enough space / no room to grow / no empty rooms or intervention spaces              | 4                 | Kids can walk before/after school                               | 16                |
| Small classrooms                                                                        | 5                 | Focus on trauma-informed care                                   | 2                 |
| Small cafeteria                                                                         |                   | Library                                                         | 9                 |
| Changes to building will be community wide                                              |                   | Safety                                                          | 4                 |
| Location is congested                                                                   | 1                 | Less staff needed to maintain the building                      |                   |
| Limited exposure to programing a larger building can offer                              |                   | Offers services to vulnerable population                        | 2                 |
| Limited storage                                                                         | 9                 | "Neighborhood" / community school feel                          | 8                 |
| Need to improve playground safety / limit visual access                                 |                   | Staff at the building are great / achieve goals / know the kids | 6                 |
| No outdoor classroom                                                                    |                   | Gym                                                             | 5                 |
| Need more collaborative space                                                           | 1                 | Large teachers lounge                                           |                   |
| Safety of drop off / pick up (no bus lane, need a cross walk for 2nd street, congested) | 6                 | Large classrooms                                                | 1                 |
| Church uses the school (want sepration of church and school)                            | 1                 | School pride                                                    |                   |
| Older specials rooms (no accostic tiles in music room)                                  | 1                 | Size of school                                                  |                   |
| Electrical panels / access in the classrooms                                            |                   | Most classrooms have windows                                    | 1                 |
| Small number of staff                                                                   |                   | Plenty of bathrooms                                             | 2                 |
| Shared space for special programming (ELL / SPED)                                       |                   | Aspire room (use to accomodate growing enrollment)              |                   |
| Staff shared between buildings (ELL / Specials / Admin)                                 |                   | Technology                                                      |                   |
| Library is small                                                                        |                   | Art room / Music room updates                                   | 3                 |
| Small enterence                                                                         |                   | Cafeteria space                                                 | 1                 |
| Dated restrooms                                                                         |                   | Student opportunities                                           |                   |
| Too much carpet                                                                         |                   | Good intervention spaces                                        | 1                 |
| Older desks and chairs                                                                  |                   | General design / flow of building                               |                   |
| Walking field trips are a liability                                                     |                   | Access to sensory walk                                          |                   |
| Ceiling tiles have holes in them                                                        | 1                 |                                                                 |                   |
| No tornado shelter                                                                      |                   |                                                                 |                   |
| Negitve outcomes of integrating 2 title one schools                                     |                   |                                                                 |                   |

# Meeting 1 Social Pinpoint Survey Results

I agree that Lee's Summit Elementary and Westview Elementary should be combined.



## Main Takeaway of Open-Ended Questions:

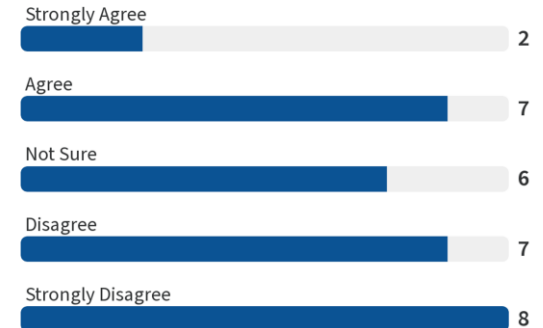
The responses heavily leaned toward **concerns and opposition**, with limited support for the combination. Even among those noting potential benefits, most expressed **uncertainty** or **reservations** about implementation and impact. A recurring theme was the **value of small schools and strong community ties**, which many fear would be lost in the combination.

| Summary of Disadvantages:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summary of Advantages:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Loss of Community and Identity</b></p> <ul style="list-style-type: none"><li>○ Concerns about losing school identity, local traditions, and tight-knit community ties.</li><li>○ Disruption of long-standing relationships among students, staff, and families; emotional toll on community from a school closure.</li></ul> <p><b>Impact on Students and Families</b></p> <ul style="list-style-type: none"><li>○ Increased class sizes and decreased individualized learning.</li><li>○ Trauma and displacement due to changes in school environment and routines.</li><li>○ Concern over increased travel distances and loss of walkability, especially for LSE students.</li></ul> <p><b>Equity and Student Support</b></p> <ul style="list-style-type: none"><li>○ Fear that consolidating Title I and non-Title I students may reduce necessary supports</li><li>○ Reduced ability to serve disadvantaged students effectively</li></ul> <p><b>Logistical and Operational Concerns</b></p> <ul style="list-style-type: none"><li>○ Uncertainty over how the building would be adapted</li><li>○ Potential overcrowding in a large combined school</li><li>○ Difficulty in combining school cultures and maintaining engagement</li></ul> <p><b>Loss of Trust in Process</b></p> <ul style="list-style-type: none"><li>○ Distrust in the district’s transparency and community engagement and lack of clear communication</li></ul> | <p><b>Facilities &amp; Infrastructure Improvements</b></p> <ul style="list-style-type: none"><li>○ Opportunity for a safer, updated, and more modern facility</li><li>○ An updated space could support better teaching environments.</li></ul> <p><b>Operational Efficiencies</b></p> <ul style="list-style-type: none"><li>○ More efficient use of staff and resources</li><li>○ Potential cost savings and budget benefits for the district.</li></ul> <p><b>Academic and Staff Collaboration</b></p> <ul style="list-style-type: none"><li>○ Possibility for better staff collaboration and specialization</li><li>○ Combining staff knowledge and expertise</li></ul> <p><b>Future Planning</b></p> <ul style="list-style-type: none"><li>○ Avoids closing schools unexpectedly later; proactive consolidation</li><li>○ Opens opportunity to incorporate ideas from both schools into one facility</li></ul> |

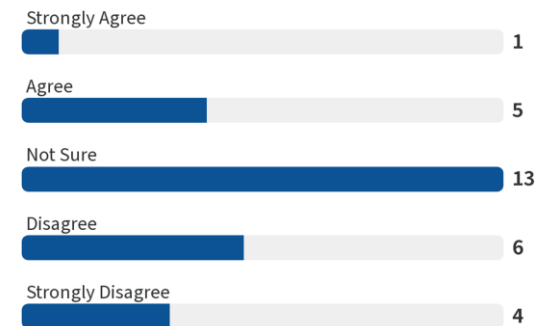
# Meeting 2 Recap

- Meeting 2 took place at Westview Elementary
- Committee participated in:
  - Introduction Activities
  - Data Discovery
  - Building Tour
  - Small and Large Group Discussion
  - Polling Activities
  - Final Consensus Building Survey
- There was general committee consensus on:
  - Enrollment will not decrease at Lee's Summit and Westview elementary schools
  - Combination of Lee's Summit and Westview elementary schools is NOT supported

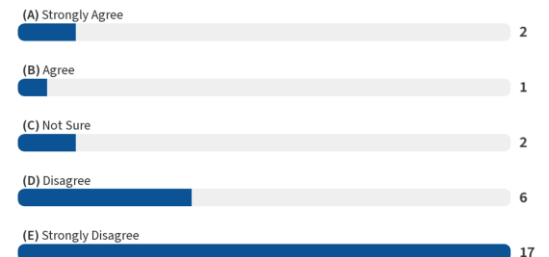
I agree that Lee's Summit Elementary's enrollment will continue to decrease in the future. 30



I agree that Westview Elementary's enrollment will continue to decrease in the future. 29



I agree that combining Lee's Summit and Westview elementary schools into a new building will improve students' academic and personal experience. 28



# Parking Lot Responses for District Action

| Response                                                                                                                       | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Request: Decision-making process for the district that led to the district to the decision to consolidate                      | The process involved the review of enrollment data and enrollment projections as well as available financial resources. Based on this data, a recommendation was developed that would ensure full time educational services for all students during the school day as well as providing the district design standards for the most students possible with available resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| How/what is the makeup of the District enrollment PrAT? How/who was invited? And when? And by whom?                            | The committee make-up and selection process was guided by the Prat Charter approved by the Board of Education on Jan. 16, 2025. The charter called for the committee to be made up of up to 20 LSE parents, 20 WVE parents, 10 at large/non-active parents of students in LSE or WVE boundaries, 5 LSE staff, 5 WVE staff and the LSE principal, WVE principal as well as three specific administrators: Kyle Gorrell, Heather Kenney, and David Carlson. The district held an application process for all non-admin spots that was promoted in district newsletters as well as shared directly with LSE and WVE communities in parent emails. A total of 44 individuals applied: 13 LSE parents, 5 LSE staff, 11 WVE parents and 3 WVE staff as well as 12 at-large/non active parents--- ten of those applicants were selected during a public lottery on Feb. 10, as the "at-large et. al" category is the only one in which interest exceeded available spots. All other applicants were automatically invited to the process. This brought the total number of non-admin participants to 42. Excluding admin, 55 percent of the group (23 people) are associated with LSE, while 35 percent (15) are associated with WVE, 11 percent (4) are from other schools. All members of the committee were notified of their selection on Feb. 10 by the Public Relations Department. |
| What are the options for the vote?                                                                                             | "The team members will determine the options. The charter for the PrAT identifies options that may include, but are not limited to:-Keeping the building boundaries as is-Consolidating to one elementary building-Re-boundary via a new boundary team-Closure and re-boundary to multiple sites"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| What are the number of Pre-K students for each school?                                                                         | Neither school has a Pre-K program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| What are the increases in building costs should all of the LSE students were bussed to WVE?                                    | Currently 8 buses serve the two attendance areas. 5- WVE and 3 -LSE. We will not add any buses and may be able to decrease one (1) bus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| What emotional issues are associated with bussing students that walked to school?                                              | We are not familiar with emotional issues being attributed to students riding a bus versus walking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 15-25 students/teacher -- what does the district see as optimal?                                                               | The district utilizes the DESE standards. K-2 classrooms may have up to 25 students per class. Grades 3 and 4 may have up to 27 students per class and 5th grade may have up to 30 students per class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Will we be looking into the impacts of closures on actual students to make the decision? Or are we just worried about numbers? | We consider the impact on all of our student when making decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

# Parking Lot Responses for District Action

| Response                                                                                                                                               | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Will we be looking into the impacts of closures on actual students to make the decision? Or are we just worried about numbers?                         | We consider the impact on all of our student when making decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| What is the average size of each school (acreage) and how many students in these schools?                                                              | <a href="#">Link</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Did the CAC see and have time to review full budgets for each project that way up for recommendation for the bond?                                     | The CAC met seven (7) times. The first meeting was in May 2024 with the final meeting in November 2024.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Can you please provide a summary of how this group was made (and therefore why there may be appear to be representation)?                              | The committee make-up and selection process was guided by the Prat Charter approved by the Board of Education on Jan. 16, 2025. The charter called for the committee to be made up of up to 20 LSE parents, 20 WVE parents, 10 at large/non-active parents of students in LSE or WVE boundaries, 5 LSE staff, 5 WVE staff and the LSE principal, WVE principal as well as three specific administrators: Kyle Gorrell, Heather Kenney, and David Carlson. The district held an application process for all non-admin spots that was promoted in district newsletters as well as shared directly with LSE and WVE communities in parent emails. A total of 44 individuals applied: 13 LSE parents, 5 LSE staff, 11 WVE parents and 3 WVE staff as well as 12 at-large/non active parents--- ten of those applicants were selected during a public lottery on Feb. 10, as the "at-large et. al" category is the only one in which interest exceeded available spots. All other applicants were automatically invited to the process. This brings the total number of non-admin participants to 42. Excluding admin, 55 percent of the group (23 people) are associated with LSE, while 35 percent (15) are associated with WVE, 11 percent (4) are from other schools. All members of the committee were notified of their selection on Feb. 10 by the Public Relations Department. |
| I think it's important that Dr. Buck stated multiple times he made this proposal on enrollment data alone -- not other reason (not budgetary or other) | Student enrollment data is a primary factor in decision making.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Are other schools making significant concessions within this bond improvement plan?                                                                    | The Building Work Groups as well as the CFMP committee requested that projects be selected and done in full rather than reducing scope of projects to add other buildings. The chosen projects will be completed to the established scope within the established budget.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# Parking Lot Responses for District Action

| Response                                                                                                                                                                                                                                                               | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When is the district looking to re-boundary in the future?                                                                                                                                                                                                             | The CFMP will annually review the demographic study, enrollment and enrollment projections as well as consider the thresholds that will be developed this semester and make a recommendation to the superintendent regarding potential future changes to facility use and boundaries.                                                                                                                                                                              |
| Why do we not look at or consider what other districts did like Shawnee Mission in the 90s and Independence over the last five years? Shawnee Mission closed schools, then 10 years later, they had to rebuild. Independence is keeping them open to avoid rebuilding. | We collaborate with other Districts and shared learned experiences. There are many factors involved in these decisions that vary the decision-making process. These factors include but are not limited to, demographics, existing building conditions, District budget, and long-term enrollment projections.                                                                                                                                                     |
| If we need a 4th or 5th meeting, can we put these on calendars before the third meeting? If not, can we review at the third meeting?                                                                                                                                   | We do not expect to need additional meetings to complete the work, but will add dates as needed.                                                                                                                                                                                                                                                                                                                                                                   |
| When looking at test score, where do LSE and WVE sit? If both schools are historically on the lower end, why are we okay with keeping on with the status quo? Maybe a change is needed.                                                                                | The percentage of students who met the achievement target - Spring NWEA Math - MLE 55.1%, WVE 69.2%, LSE 53.8%, and the district was 73.5%. Spring NWEA Reading - MLE 53.3%, WVE 65.7%, LSE 56.3%, and the district was 71.9%.                                                                                                                                                                                                                                     |
| How much money has been spent in the last five years in maintenance at LSE?                                                                                                                                                                                            | 5 Years of Utilities - \$276,305.39 (Water/Sewer, Trash, Electric, and Natural Gas), 5 Years of Custodial Services (Human Resources and Supplies) - \$717,036.56. This would not include any capital projects related to maintenance from the facilities department. Kyle Gorrell would need to supply that information.                                                                                                                                           |
| Would it be possible to view data (academic, discipline, etc.) for Meadowlane Elementary compared to WVE and LSE to see if larger Title 1 Building in district has any impact on student performance?                                                                  | "The percentage of students who met the achievement target - Spring NWEA Math - MLE 55.1%, WVE 69.2%, LSE 53.8%, and the district was 73.5%. Spring NWEA Reading - MLE 53.3%, WVE 65.7%, LSE 56.3%, and the district was 71.9%. Discipline infractions - MLE 129, WVE 77, LSE 44"                                                                                                                                                                                  |
| Can it be confirmed that combining LSE and WVE will be the fifth largest elementary school in the district and the largest Title 1 school?                                                                                                                             | Enrollment numbers shift over time and it would depend on what year a potential consolidation would occur, however a consolidated school would be smaller or around the same size as Cedar Creek, Mason, Underwood, and Summit Pointe.                                                                                                                                                                                                                             |
| Could we have the city of Lee's Summit traffic study for the NW Ward Road renovation? This should be a public document.                                                                                                                                                | From the City: Due to the proposed scope of work for the Ward Road Project, current conditions and surrounding built environment, the project did not include a formal traffic study. However, the consultant and Staff did collect traffic volume, speed, classifications and crash data. Ward Road, as proposed, has ample capacity available to support a substantial increase in traffic volumes that may occur with the conceptual changes to the WVE campus. |
| Do we have a traffic study for this proposed consolidation at Westview Elementary? Particularly looking at peak AM traffic and peak PM traffic.                                                                                                                        | When asked, City of LS officials did not have any concern about the additional traffic of a combined LSE and WVE.                                                                                                                                                                                                                                                                                                                                                  |
| Could we have the site plan for the proposed Westview consolidated school? An early version was provided to the CFMP.                                                                                                                                                  | This plan was developed for pricing only and will change through the design process involving staff feedback. <a href="#">LINK</a>                                                                                                                                                                                                                                                                                                                                 |

# Parking Lot Responses for District Action

| Response                                                                                                                                                                                                                                                                             | Action                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Can the demographer re-project on the latest WVE and LSE enrollment figures presented in PrAT #2 meeting?                                                                                                                                                                            | The time needed for a demographic study would not align with the meeting schedule. Future changes can be included in future bond projects.                                                                                                                                                                               |
| Even though enrollment is increasing it is not increasing in our attendance areas. It is increasing in areas that are developing.                                                                                                                                                    | A generally accurate statement.                                                                                                                                                                                                                                                                                          |
| What is the data on families who qualify for Head Start is Lee's Summit? Would we have enough families who qualify for Head Start?                                                                                                                                                   | The district receives a head start grant for 68 students district-wide.                                                                                                                                                                                                                                                  |
| LSE has no open classrooms. Was the district's intent for it to be a small building? Why are we not studying districts around us with similar concerns?                                                                                                                              | NKC consolidated Lakewood Elementary (188) and Winnwood Elementary (246) into Greenway Elementary this fall. Other district are conducting demographic studies to address similar issues.                                                                                                                                |
| When looking up research articles, how old are they? Please make sure they less than 5 years old.                                                                                                                                                                                    | We will be sure to include dates for research articles.                                                                                                                                                                                                                                                                  |
| How much does it cost to maintain LSE? Utilities? Maintenance?                                                                                                                                                                                                                       | 5 Years of Utilities - \$276,305.39 (Water/Sewer, Trash, Electric, and Natural Gas), 5 Years of Custodial Services (Human Resources and Supplies) - \$717,036.56. This would not include any capital projects related to maintenance from the facilities department. Kyle Gorrell would need to supply that information. |
| I'm concerned about not having the support system/people necessary to provide the services they get in the two smaller schools - counselors/focus room teachers. What is the district's plan for this? What is the number of staff in similar buildings (Prairie View, Meadow Lane)? | Staffing is based on student enrollment. For example, PVE, which has a school enrollment over 500 students has 1.5 Interventionists and 1.5 school counselors.                                                                                                                                                           |
| Can you bring in the demographer to explain their process and answer questions? It would answer lots of questions.                                                                                                                                                                   | No, we are not planning to have the demographer join our meeting. We do have the demographic reports from past years from the meeting #1 parking lot. The demographer will be returning this year to update the demographic study and the findings will be available on BoardDocs.                                       |
| At least two elementary schools will have trailers this coming 24/25 school year. Why are we thinking about combining schools/closing when other schools need trailers?                                                                                                              | A mobile unit has been added at one elementary for additional classroom space due to housing an assigned special program.                                                                                                                                                                                                |

# Parking Lot Responses for District Action

| Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If these two school combine, the specials teachers will have 24 classes, which within the range of the number of classes they are expected to teach. However, this gives the teachers two options: teach 8 classes each day (with 6 preps) or teach 6 classes each day with each time block being a class and a third. For these combined schools, it would be 25-33 kids. While this is considered acceptable, it is much more than what is asked from other teachers, particularly middle and high school teachers. | 24 sections is considered a full caseload for special teachers at the elementary level.                                                                                                                                                                                                                                                                                                                                                                                                         |
| What does the proposed projects increase WVE capacity to if the building is already at 55%?                                                                                                                                                                                                                                                                                                                                                                                                                           | The new capacity will be 552 which is the same as Mason and the new prototype being built for Greenwood and Hazel Grove.                                                                                                                                                                                                                                                                                                                                                                        |
| What year was each building built and when did they receive their last major remodel? PLE: ? WVE: ? LSE: ? MLE: ?                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">Link</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Could the district please provide specific examples or case studies that explain the impact of combining two title 1 schools? Specifically, the impact it has on the student.                                                                                                                                                                                                                                                                                                                                         | The district is not aware of a study that examines specifically school consolidation specific to schools that receive Title I funds. There is research out of the University of Arkansas (2021) that reviewed the impact of the district consolidation of 59 small school districts as a result of Arkansas Act 60 in the 2004-05 school year. Findings were that "consolidation had either a null or small positive effects on the achievement of students whose districts were consolidated." |
| If all but one elementary is declining and eight buildings are at 65% capacity or less and declining... why are these two buildings the ones on the table?                                                                                                                                                                                                                                                                                                                                                            | The CFMP will annually review the demographic study, enrollment and enrollment projections as well as consider the thresholds that will be developed this semester and make a recommendation to the superintendent regarding potential future changes to facility use.                                                                                                                                                                                                                          |
| Can the CFMP submissions from PLE, WVE, MLE, and LSE be provided along with the final proposed bond projects (i.e. what was asked V.S> what was chosen; because that led to this)? And print please                                                                                                                                                                                                                                                                                                                   | <a href="#">CFMP Submission - LSE, PLE and WVE</a> MLE was not considered for the 2025 bond phase.                                                                                                                                                                                                                                                                                                                                                                                              |
| Map 11 - why do they have big changes- there are zero homes there. If this is wrong, what could be right on this map?                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">CAC Bond Project Recommendation</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Request: Enrollment data as graphs to show trends long term. Numbers make trends harder to see and difficult to have confidence in.                                                                                                                                                                                                                                                                                                                                                                                   | Not certain of the question. Map 11 shows projections of growth from 2028-2034. Some of the areas projected to add students do not currently have homes, but are projected to by 2033.                                                                                                                                                                                                                                                                                                          |
| Both schools had equal opportunity to sign up for this committee. LSE was able to fill their spots, WVE was not. My hope is that LSE is not looked down upon for simply filling the slots needed.                                                                                                                                                                                                                                                                                                                     | <a href="#">LINK to Data for enrollment trends &amp; projections WVE/LSE</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Per the norms and charge of the group, we plan to work as a collaborative team for the future of these two schools.                                                                                                                                                                                                                                                                                                                                                                             |

# Parking Lot Responses for RSP Action

| Response                                                                                                                                                                                                                        | Action                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The question for the vote needs to include "closure of LSE and consolidation of LSE and WVE." It should not just state "consolidation of LSE and WVE" and "remain as separate schools." It needs to include the word "closure." | Meeting #3 will have more specifics to a recommendation to ensure full understanding of what is being sent to the Board.                                                                                                              |
| "Consensus" -- This word is being used often tonight. What do we mean by consensus vote?                                                                                                                                        | Consensus implies that you understand the reason for making the decision and can accept and support the decision. While you may not like the decision, you can live with that outcome, or you can/will support it. (refer to page 45) |
| Can you please make a copy of the presentation for each team member?                                                                                                                                                            | If time allows for print production of 40 copies this can be accommodated. Otherwise, it will be posted for viewing or download on the Social Pinpoint landing page for this project.                                                 |
| What is social pinpoint?                                                                                                                                                                                                        | Social PinPoint is a platform to provide access to content and feedback. Platform has been shared via presentations (QR Codes) and emails at each meeting.                                                                            |
| Spending the last 30+ mins of the meeting reading the parking lot slides didn't feel like an efficient use of our limited time, could the sheets file just be re-shared ahead of time?                                          | The parking lot is a part of the facilitation process that provides the committee members with asking more detailed questions and so it is critical to everyone having their voice heard to go over each of the items.                |

# Meeting 2 Exit Ticket Results:

| Deltas (-)                                                                                                 | Tally if repeated | Pros (+)                                                                                  | Tally if repeated |
|------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------|-------------------|
| Kitchen/cafeteria (small, more prep space needed, renovation needed)                                       | 18                | Lots of windows (lots of natural light)                                                   | 13                |
| Transportation (bus lanes, limited parking, car-rider pick up lane, outdoor lighting, traffic limitations) | 13                | Large classrooms (consistent in size)                                                     | 10                |
| Inefficient/confusing layout (odd to get to gym, confusing hallways, ADA access)                           | 8                 | Art and music rooms (large)                                                               | 9                 |
| Two levels (noise disruption to lower classrooms, behavior challenge, ADA)                                 | 6                 | Staff lounges/work rooms (designated spaces for moms to pump, separation from copy rooms, | 6                 |
| Water damage/leakage (moldy smells, one classroom with major issues, dehumidifier)                         | 6                 | Gym (mid-size compared to other buildings, can hold assemblies and events)                | 5                 |
| Bathrooms (need updates, odor, located in classroom, no common bathroom downstairs)                        | 4                 | Individual restrooms in K-2 classrooms                                                    | 5                 |
| Mobile classrooms                                                                                          | 3                 | Community feeling; supplied and supported by community                                    | 4                 |
| Narrow stairwells (visibility problem as students are split above and below)                               | 3                 | Large areas for growth and expansion                                                      | 4                 |
| No sidewalks; Downtowners cannot walk to school (distance from LSE students)                               | 3                 | Large hallways                                                                            | 4                 |
| Busy road outside (highway noise, 1-way)                                                                   | 2                 | Library (beautiful space, large open concept)                                             | 4                 |
| Looks dated and dark                                                                                       | 2                 | Updated furniture and flooring                                                            | 4                 |
| No ramp or elevator downstairs                                                                             | 2                 | Welcoming school feel (tile art in front hall)                                            | 4                 |
| Security challenges                                                                                        | 2                 | Elevator                                                                                  | 3                 |
| Big building                                                                                               |                   | Large building size (lots of classrooms)                                                  | 3                 |
| Big front office space                                                                                     |                   | Offices (large, big front office)                                                         | 3                 |
| Carpet needs to go                                                                                         |                   | Character (color, flair, teachers, school pride/traditions)                               | 2                 |
| Classroom layout-wall separating backpacks from classroom supervision issue                                |                   | Large play ground and school park                                                         | 2                 |
| Classrooms are small to average in size                                                                    |                   | Protected and secure entrances                                                            | 2                 |
| Does not have community feel like LSE (not a community school)                                             |                   | Storage in all classrooms                                                                 | 2                 |
| Egresses                                                                                                   |                   | Two levels (good for large number of kids)                                                | 2                 |
| Lack of collaborative space for kids                                                                       |                   | Younger grades separates from older grades                                                | 2                 |
| Lots of refresh for ceiling tiles needed                                                                   |                   | Below ground space for safety                                                             |                   |
| No on-site shower                                                                                          |                   | Conference room                                                                           |                   |
| Noise from HVAC in library                                                                                 |                   | Dedicated special areas                                                                   |                   |
| Out of date areas in teacher prep zones                                                                    |                   | Family atmosphere                                                                         |                   |
| Separation of grades                                                                                       |                   | HVAC seems to work well                                                                   |                   |
| Sight-lines in kindergarten classrooms                                                                     |                   | Kitchen staff make magic happen                                                           |                   |
| Somewhat sterile feel (cold/cinder blocks)                                                                 |                   | Open entry                                                                                |                   |
| Staff lounges/work rooms (too small, lacking amenities)                                                    |                   | Rugs with mascot                                                                          |                   |
| Very low ceilings                                                                                          |                   | School layout (student pass through on hallway)                                           |                   |
|                                                                                                            |                   | School pride/traditions                                                                   |                   |

# Part 2: Baseline of Understanding

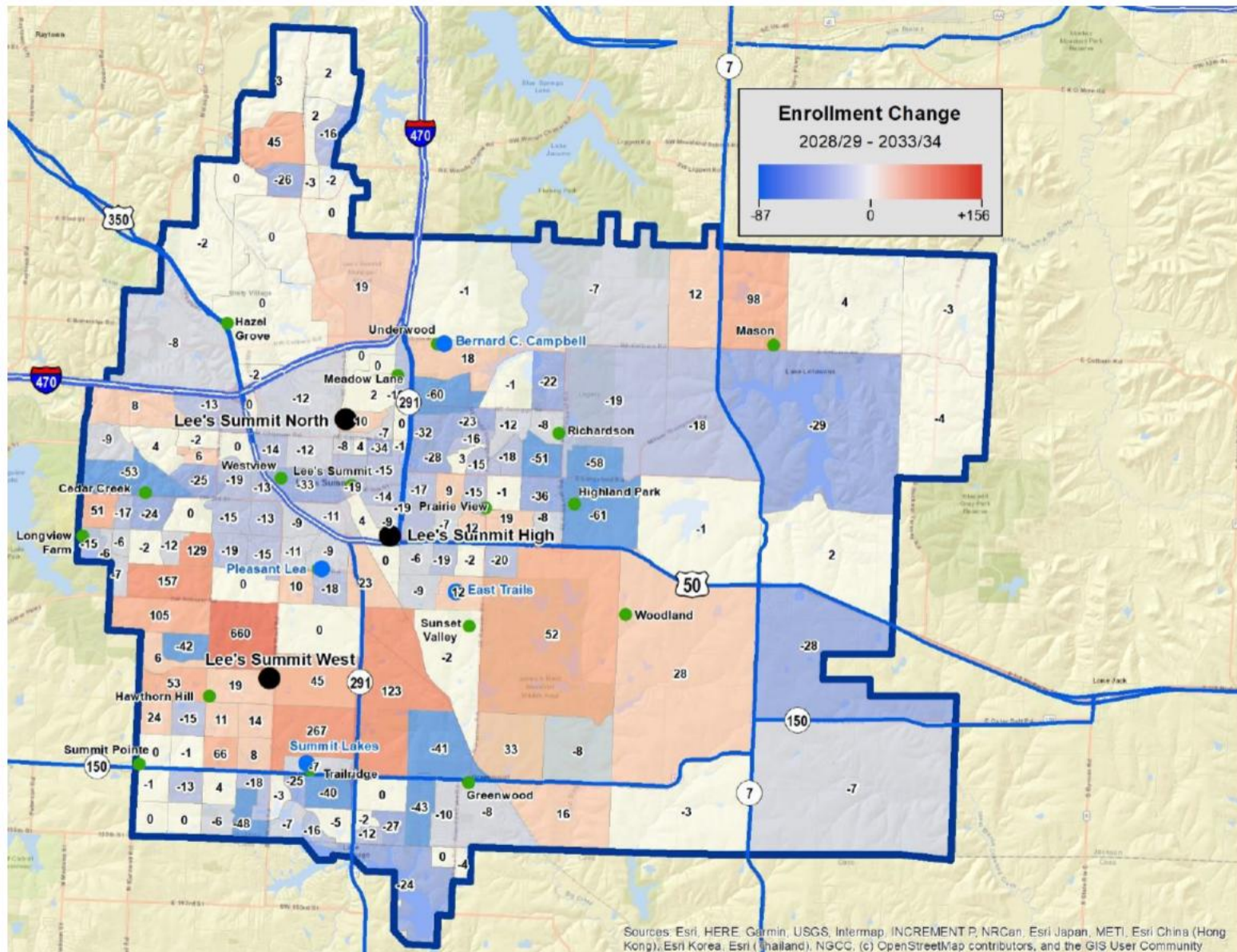
Map from District Website.  
<https://resources.finalsite.net/images/v1632507379//sr7org/bi1nqjbrhagg7ktw24co/2021-22-Elementary-Boundary-Map.pdf>

- [illegible]



# MAP 11

## ENROLLMENT CHANGE: 2028/29 – 2033/34



Applied Economics: Demographic & Enrollment Analysis 2023/24 Update

**Disclaimer: The District did not do a full report in 2024/25.  
The latest projection map available is from the 2023/24 report.**

TABLE 16  
ACTUAL AND PROJECTED ENROLLMENT BY SCHOOL

| Attendance Area                                               | Attendance Area |          | School  |         |         |         | Projected |         |         |         |         |            | Change   |         |         |        |
|---------------------------------------------------------------|-----------------|----------|---------|---------|---------|---------|-----------|---------|---------|---------|---------|------------|----------|---------|---------|--------|
|                                                               | 2023/24         | '23 Diff | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25   | 2025/26 | 2026/27 | 2027/28 | 2028/29 | ...2033/34 | Buildout | '23-'28 | '28-'33 | '33-BO |
| Kindergarten to 5th Grade Enrollment by Elementary School (1) |                 |          |         |         |         |         |           |         |         |         |         |            |          |         |         |        |
| Cedar Creek Elementary                                        | 450             | 25       | 504     | 520     | 506     | 475     | 484       | 497     | 499     | 498     | 477     | 432        | 485      | 2       | -45     | 52     |
| Greenwood Elementary                                          | 335             | -9       | 391     | 389     | 332     | 326     | 325       | 323     | 326     | 314     | 305     | 277        | 332      | -21     | -28     | 55     |
| Hawthorn Hill Elementary                                      | 392             | 9        | 476     | 477     | 400     | 401     | 425       | 430     | 467     | 505     | 554     | 955        | 2,386    | 153     | 401     | 1,431  |
| Hazel Grove Elementary                                        | 345             | -1       | 365     | 385     | 337     | 344     | 352       | 349     | 345     | 342     | 325     | 303        | 931      | -19     | -22     | 628    |
| Highland Park Elementary                                      | 413             | 29       | 581     | 564     | 460     | 442     | 404       | 379     | 377     | 363     | 344     | 320        | 368      | -98     | -24     | 48     |
| Lee's Summit Elementary                                       | 241             | -26      | 228     | 225     | 220     | 215     | 213       | 205     | 199     | 195     | 189     | 146        | 139      | -26     | -43     | -7     |
| Longview Farm Elementary                                      | 390             | 15       | 473     | 461     | 407     | 405     | 420       | 443     | 485     | 518     | 546     | 690        | 1,071    | 141     | 145     | 381    |
| Mason Elementary                                              | 531             | -26      | 498     | 524     | 484     | 505     | 517       | 530     | 535     | 552     | 549     | 556        | 738      | 44      | 7       | 183    |
| Meadow Lane Elementary                                        | 502             | -46      | 548     | 496     | 450     | 456     | 463       | 462     | 456     | 453     | 445     | 408        | 398      | -11     | -37     | -10    |
| Pleasant Lea Elementary                                       | 321             | 11       | 469     | 412     | 348     | 332     | 330       | 330     | 335     | 325     | 325     | 291        | 563      | -7      | -34     | 272    |
| Prairie View Elementary                                       | 609             | -14      | 734     | 678     | 567     | 595     | 599       | 598     | 610     | 601     | 605     | 555        | 543      | 10      | -50     | -13    |
| Richardson Elementary                                         | 363             | 64       | 542     | 493     | 434     | 427     | 405       | 389     | 371     | 365     | 364     | 352        | 381      | -63     | -12     | 29     |
| Summit Pointe Elementary                                      | 540             | -1       | 545     | 567     | 534     | 539     | 552       | 580     | 602     | 622     | 626     | 596        | 1,113    | 87      | -30     | 517    |
| Sunset Valley Elementary                                      | 292             | 12       | 420     | 374     | 303     | 304     | 308       | 307     | 310     | 323     | 319     | 296        | 389      | 15      | -23     | 93     |
| Trailridge Elementary                                         | 425             | 2        | 577     | 541     | 455     | 427     | 403       | 389     | 397     | 415     | 437     | 599        | 1,147    | 10      | 163     | 548    |
| Underwood Elementary                                          | 517             | -11      | 536     | 561     | 511     | 506     | 490       | 480     | 463     | 435     | 434     | 425        | 565      | -72     | -10     | 140    |
| Westview Elementary                                           | 298             | -28      | 345     | 334     | 285     | 270     | 263       | 260     | 271     | 253     | 242     | 196        | 186      | -28     | -45     | -10    |
| Woodland Elementary                                           | 419             | -1       | 430     | 454     | 415     | 418     | 416       | 413     | 385     | 368     | 361     | 400        | 1,134    | -57     | 39      | 734    |
| R-7 Online Academy                                            | 0               | 27       | 0       | 281     | 54      | 27      | 23        | 19      | 16      | 13      | 9       | 0          | 0        | -18     | -9      | 0      |
| Other                                                         | 57              | -31      | 19      | 16      | 18      | 26      | 27        | 28      | 29      | 30      | 31      | 36         | 50       | 5       | 5       | 14     |
| Sub Total ***                                                 | 7,440           | 0        | 8,681   | 8,752   | 7,520   | 7,440   | 7,419     | 7,411   | 7,479   | 7,490   | 7,486   | 7,835      | 12,920   | 46      | 349     | 5,085  |
| 6th to 8th Grade Enrollment by Middle School (2) *            |                 |          |         |         |         |         |           |         |         |         |         |            |          |         |         |        |
| Bernard Campbell Middle Sch                                   | 1,072           | -8       | 987     | 949     | 1,062   | 1,064   | 1,041     | 1,090   | 1,089   | 1,107   | 1,087   | 941        | 1,350    | 23      | -146    | 409    |
| Pleasant Lea Middle School                                    | 957             | -34      | 967     | 958     | 929     | 923     | 926       | 960     | 925     | 935     | 925     | 823        | 976      | 2       | -103    | 153    |
| Summit Lakes Middle School                                    | 1,075           | -45      | 933     | 915     | 1,008   | 1,030   | 973       | 979     | 980     | 1,047   | 1,108   | 1,422      | 2,937    | 78      | 314     | 1,515  |
| East Trails Middle School                                     | 962             | 76       | 0       | 0       | 980     | 1,038   | 1,060     | 1,135   | 1,170   | 1,175   | 1,173   | 1,029      | 1,618    | 135     | -144    | 589    |
| Other                                                         | 27              | 11       | 10      | 13      | 22      | 38      | 35        | 31      | 34      | 32      | 40      | 52         | 51       | 2       | 12      | -1     |
| Sub Total ***                                                 | 4,093           | 0        | 2,897   | 2,835   | 4,001   | 4,093   | 4,035     | 4,195   | 4,198   | 4,295   | 4,333   | 4,266      | 6,932    | 240     | -67     | 2,666  |
| 9th to 12th Grade Enrollment by High School *                 |                 |          |         |         |         |         |           |         |         |         |         |            |          |         |         |        |
| Lee's Summit High School                                      | 1,931           | -16      | 1,818   | 1,870   | 1,872   | 1,915   | 1,937     | 1,916   | 1,918   | 1,904   | 1,914   | 1,825      | 2,659    | -1      | -89     | 835    |
| Lee's Summit North High Sch                                   | 2,032           | -85      | 1,851   | 1,923   | 1,958   | 1,947   | 1,953     | 1,898   | 1,913   | 1,940   | 1,926   | 1,855      | 2,554    | -21     | -71     | 700    |
| Lee's Summit West High Sch                                    | 1,960           | -32      | 2,085   | 1,994   | 1,945   | 1,928   | 1,937     | 1,955   | 1,983   | 2,020   | 2,033   | 2,425      | 4,712    | 105     | 392     | 2,288  |
| Other                                                         | 68              | 133      | 177     | 173     | 170     | 201     | 201       | 201     | 201     | 201     | 201     | 201        | 201      | 0       | 0       | 0      |
| Sub Total ***                                                 | 5,991           | 0        | 5,931   | 5,960   | 5,945   | 5,991   | 6,027     | 5,970   | 6,015   | 6,065   | 6,074   | 6,305      | 10,127   | 83      | 231     | 3,822  |
| K to 12th Grade Total ***                                     | 17,524          | 0        | 17,509  | 17,547  | 17,466  | 17,524  | 17,481    | 17,576  | 17,692  | 17,850  | 17,893  | 18,406     | 29,979   | 369     | 513     | 11,573 |

Source: Applied Economics, 2023.

\* Includes students enrolled at all campuses including Summit Ridge Academy and Summit Technology Academy.

(1) Was K-6th through 2021/22 (2) Was 7-8 through 2021/22 \*\*\* Totals may not add due to rounding.

Source 3

# 2024/25 Projections

## ATTEND

| Attendance Area                                           | Actual  |         |         | Projected |         |         |         |         |            | Change  |         |         |
|-----------------------------------------------------------|---------|---------|---------|-----------|---------|---------|---------|---------|------------|---------|---------|---------|
|                                                           | 2022/23 | 2023/24 | 2024/25 | 2025/26   | 2026/27 | 2027/28 | 2028/29 | 2029/30 | ...2033/34 | '22-'24 | '24-'29 | '29-'33 |
| Kindergarten to 5th Grade Enrollment by Elementary School |         |         |         |           |         |         |         |         |            |         |         |         |
| Cedar Creek Elementary                                    | 506     | 475     | 488     | 509       | 521     | 516     | 498     | 495     | 463        | -18     | 7       | -32     |
| Greenwood Elementary                                      | 332     | 326     | 299     | 292       | 288     | 266     | 251     | 236     | 225        | -33     | -63     | -11     |
| Hawthorn Hill Elementary                                  | 400     | 401     | 442     | 456       | 493     | 544     | 614     | 682     | 1,044      | 42      | 240     | 362     |
| Hazel Grove Elementary                                    | 337     | 344     | 324     | 317       | 310     | 301     | 282     | 283     | 273        | -13     | -41     | -10     |
| Highland Park Elementary                                  | 460     | 442     | 406     | 387       | 390     | 382     | 375     | 372     | 354        | -54     | -34     | -18     |
| Lee's Summit Elementary                                   | 220     | 215     | 204     | 191       | 187     | 184     | 180     | 176     | 161        | -16     | -28     | -15     |
| Longview Farm Elementary                                  | 407     | 405     | 400     | 412       | 443     | 470     | 496     | 514     | 651        | -7      | 114     | 137     |
| Mason Elementary                                          | 484     | 505     | 513     | 537       | 547     | 560     | 574     | 583     | 640        | 29      | 70      | 57      |
| Meadow Lane Elementary                                    | 450     | 456     | 433     | 419       | 398     | 372     | 359     | 333     | 324        | -17     | -100    | -9      |
| Pleasant Lea Elementary                                   | 348     | 332     | 345     | 346       | 353     | 338     | 341     | 329     | 311        | -3      | -16     | -18     |
| Prairie View Elementary                                   | 567     | 595     | 611     | 606       | 615     | 587     | 584     | 562     | 540        | 44      | -49     | -22     |
| Richardson Elementary                                     | 434     | 427     | 402     | 384       | 371     | 358     | 355     | 347     | 345        | -32     | -55     | -2      |
| Summit Pointe Elementary                                  | 534     | 539     | 537     | 543       | 530     | 526     | 511     | 473     | 481        | 3       | -64     | 7       |
| Sunset Valley Elementary                                  | 303     | 304     | 308     | 310       | 321     | 326     | 314     | 306     | 292        | 5       | -2      | -14     |
| Trailridge Elementary                                     | 455     | 427     | 414     | 406       | 416     | 439     | 465     | 500     | 637        | -41     | 86      | 137     |
| Underwood Elementary                                      | 511     | 506     | 507     | 504       | 487     | 465     | 467     | 463     | 461        | -4      | -44     | -2      |
| Westview Elementary                                       | 285     | 270     | 265     | 276       | 289     | 281     | 276     | 274     | 233        | -20     | 9       | -41     |
| Woodland Elementary                                       | 415     | 418     | 419     | 422       | 403     | 393     | 392     | 394     | 431        | 4       | -25     | 37      |
| R-7 Online Academy                                        | 54      | 27      | 34      | 30        | 30      | 30      | 30      | 30      | 30         | -20     | -4      | 0       |
| Other                                                     | 18      | 26      | 17      | 18        | 19      | 20      | 21      | 22      | 26         | -1      | 5       | 4       |
| Sub Total ***                                             | 7,520   | 7,440   | 7,368   | 7,365     | 7,411   | 7,358   | 7,386   | 7,377   | 7,922      | -152    | 9       | 545     |

### Main Takeaway:

- The 2023/24 Applied Economics report forecasted Lee’s Summit enrollment to be 213 students in 2024/25. Actual enrollment in 2024/25 was **204 students** (enrollment came in under-forecast by 9 students)
- The 2023/24 Applied Economics report forecasted Westview enrollment to be 263 students in 2024/25. Actual enrollment in 2024/25 was **265 students** (enrollment came in over-forecast by 2 students)

Source <sup>2</sup>

| 2024-25 Building Capacity |                  |                  |                                |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
|---------------------------|------------------|------------------|--------------------------------|--|--------------------|-----------------|------------------|----------------------|--------------------------|-------------------------------------------|--------------------|-----------------------------|-------------------------------------|
| Building                  | 23-24 Enrollment | 24-25 Enrollment | FY24 to FY25 Enrollment Change |  | % Program Capacity | Design Capacity | Program Capacity | 85% Program Capacity | Total Classroom Sections | Classroom Sections Used K-5 Gen Ed, 24-25 | Administrative Use | Available Enrollment to 85% | Space change from Design Capacity   |
| Elementary                |                  |                  |                                |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| Cedar Creek               | 475              | 488              | 13                             |  | 88.4%              | 644             | 552 [1]          | 469                  | 28                       | 23                                        |                    | -19                         | 1 Life Skills / 4 CLASS             |
| Greenwood                 | 326              | 300              | -26                            |  | 59.3%              | 506             | 506              | 430                  | 22                       | 15                                        |                    | 130                         |                                     |
| Hawthorn Hill             | 401              | 443              | 42                             |  | 74.1%              | 644             | 598              | 508                  | 28                       | 21                                        |                    | 65                          | 2 Life Skills / Cross Cat           |
| Hazel Grove               | 344              | 329              | -15                            |  | 68.1%              | 483             | 483              | 411                  | 21                       | 17                                        |                    | 82                          |                                     |
| Highland Park             | 442              | 405              | -37                            |  | 73.4%              | 644             | 552              | 469                  | 28                       | 20                                        |                    | 64                          | 2 CLASS, 1 Cross Cat, 1 Life Skills |
| Lee's Summit              | 215              | 203              | -12                            |  | 63.0%              | 322             | 322              | 274                  | 14                       | 12                                        |                    | 71                          |                                     |
| Longview Farm             | 405              | 400              | -5                             |  | 62.1%              | 644             | 644              | 547                  | 28                       | 19                                        |                    | 147                         |                                     |
| Mason                     | 505              | 512              | 7                              |  | 92.8%              | 552             | 552              | 469                  | 24                       | 24                                        |                    | -43                         |                                     |
| Meadow Lane               | 456              | 430              | -26                            |  | 77.9%              | 552             | 552              | 469                  | 24                       | 22                                        |                    | 39                          |                                     |
| Pleasant Lea              | 332              | 345              | 13                             |  | 60.0%              | 644             | 575              | 489                  | 28                       | 18                                        |                    | 144                         | 2 SEB / Art                         |
| Prairie View              | 595              | 601              | 6                              |  | 68.8%              | 1,127           | 874              | 743                  | 49                       | 27                                        |                    | 142                         | 7 Pre-K / 3 Online / 504            |
| Richardson                | 427              | 402              | -25                            |  | 83.2%              | 644             | 483              | 411                  | 28                       | 20                                        |                    | 9                           | 1 Life Skills / 6 CLASS             |
| Summit Pointe             | 539              | 533              | -6                             |  | 82.8%              | 644             | 644              | 547                  | 28                       | 26                                        |                    | 14                          |                                     |
| Sunset Valley             | 304              | 309              | 5                              |  | 51.7%              | 644             | 598              | 508                  | 28                       | 16                                        |                    | 199                         | 2 SEB                               |
| Trailridge                | 427              | 415              | -12                            |  | 64.4%              | 644             | 644              | 547                  | 28                       | 20                                        |                    | 132                         |                                     |
| Underwood                 | 506              | 505              | -1                             |  | 78.4%              | 644             | 644              | 547                  | 28                       | 24                                        |                    | 42                          |                                     |
| Westview                  | 270              | 265              | -5                             |  | 54.9%              | 483             | 483              | 411                  | 21                       | 14                                        |                    | 146                         |                                     |
| Woodland                  | 418              | 421              | 3                              |  | 65.4%              | 644             | 644              | 547                  | 28                       | 21                                        |                    | 126                         |                                     |
| R7 Online Academy         | 27               | 23               | -4                             |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| Other                     | 26               | 16               | -10                            |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| <b>Total</b>              | <b>7,440</b>     | <b>7,345</b>     | <b>-95</b>                     |  | <b>70.97%</b>      | <b>11,109</b>   | <b>10,350</b>    | <b>8,798</b>         | <b>483</b>               | <b>359</b>                                |                    | <b>1,453</b>                |                                     |
| Middle                    |                  |                  |                                |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| Bernard Campbell          | 1064             | 1036             | -28                            |  | 86.3%              | 1,200           | 1,200            | 1,020                |                          |                                           |                    |                             |                                     |
| East Trails               | 1038             | 1047             | 9                              |  | 87.3%              | 1,200           | 1,200            | 1,020                |                          |                                           |                    |                             |                                     |
| Pleasant Lea              | 923              | 899              | -24                            |  | 74.9%              | 1,200           | 1,200            | 1,020                |                          |                                           |                    |                             |                                     |
| Summit Lakes              | 1030             | 998              | -32                            |  | 83.2%              | 1,200           | 1,200            | 1,020                |                          |                                           |                    |                             |                                     |
| Other                     | 38               | 29               | -9                             |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| <b>Total</b>              | <b>4,093</b>     | <b>4,009</b>     | <b>-84</b>                     |  | <b>83.5%</b>       | <b>4,800</b>    | <b>4,800</b>     | <b>4,080</b>         |                          |                                           |                    |                             |                                     |
| High                      |                  |                  |                                |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| Lee's Summit              | 1,915            | 1,936            | 21                             |  | 84.5%              | 2,290           | 2,290            | 1,947                |                          |                                           |                    |                             |                                     |
| Lee's Summit North        | 1,947            | 1,891            | -56                            |  | 81.5%              | 2,321           | 2,321            | 1,973                |                          |                                           |                    |                             |                                     |
| Lee's Summit West         | 1,929            | 1,962            | 33                             |  | 88.2%              | 2,224           | 2,224            | 1,890                |                          |                                           |                    |                             | 4 Mobile Classrooms @ 28 x 85%      |
| Other                     | 201              | 172              | -29                            |  |                    |                 |                  |                      |                          |                                           |                    |                             |                                     |
| <b>Total</b>              | <b>5,992</b>     | <b>5,961</b>     | <b>-31</b>                     |  | <b>87.2%</b>       | <b>6,835</b>    | <b>6,835</b>     | <b>5,810</b>         |                          |                                           |                    |                             |                                     |
| <b>District Total</b>     | <b>17,525</b>    | <b>17,315</b>    | <b>-210</b>                    |  | <b>78.8%</b>       | <b>22,744</b>   | <b>21,985</b>    | <b>18,687</b>        |                          |                                           |                    |                             |                                     |

Source: Lee's Summit R-7 School District; table provided by district administration August 2025

# Bond Project Funding Outlook

|                            |                  |          |  |                                                      |                  |  |                           |                  |
|----------------------------|------------------|----------|--|------------------------------------------------------|------------------|--|---------------------------|------------------|
| Available Funds            | \$311,500,000.00 |          |  | Total Spend                                          | \$309,900,000.00 |  | Proposed Total            | \$121,500,000.00 |
|                            |                  |          |  | Recommended Projects                                 | Estimated Cost   |  | Secondary Projects Ranked | Estimated Cost   |
|                            |                  |          |  | Maintenance and Repair                               | \$73,000,000.00  |  | Pleasant Lea Elem         | \$23,000,000.00  |
|                            |                  |          |  | Greenwood Elem (New School)                          | \$44,500,000.00  |  | Lee's Summit North        | \$26,500,000.00  |
| Remaining Available Funds  | \$1,600,000.00   |          |  | Hazel Grove Elem (New School)                        | \$44,500,000.00  |  | Equipment -Deferred       | \$32,000,000.00  |
|                            |                  |          |  | Equipment                                            | \$40,000,000.00  |  | Lee's Summit Elem         | \$18,000,000.00  |
| Project                    | Priority Project | % of CAC |  | Pleasant Lea Middle School (Addition and Renovation) | \$32,000,000.00  |  | MIC                       | \$22,000,000.00  |
| Hazel Grove Elem           | 41               | 95.35%   |  | Westview Elem (Addition and Renovation)              | \$28,700,000.00  |  |                           |                  |
| Westview Elem              | 41               | 95.35%   |  | Contingency                                          | \$10,000,000.00  |  |                           |                  |
| Pleasant Lea Middle School | 25               | 58.14%   |  | Land                                                 | \$10,000,000.00  |  |                           |                  |
| Pleasant Lea Elem          | 20               | 46.51%   |  | Safety and Security                                  | \$6,000,000.00   |  |                           |                  |
| Lee's Summit North         | 16               | 37.21%   |  | Miller Park (Addition and Renovation)                | \$6,000,000.00   |  |                           |                  |
| Miller Park                | 12               | 27.91%   |  | Classroom Furniture                                  | \$5,000,000.00   |  |                           |                  |
| Equipment - Deferred       | 5                | 11.63%   |  | HS BB and SB (LSN/LSW)                               | \$4,500,000.00   |  |                           |                  |
| HS BB and SB Fields        | 5                | 11.63%   |  | HS Soccer/Band Fields                                | \$4,500,000.00   |  |                           |                  |
| HS Soccer and Band Fields  | 4                | 9.30%    |  | Aerospace Hangar                                     | \$1,200,000.00   |  |                           |                  |
| Lee's Summit Elem          | 2                | 4.65%    |  |                                                      |                  |  |                           |                  |
| Missouri Innovation Campus | 1                | 2.33%    |  |                                                      |                  |  |                           |                  |

NOTE: This information is from the district.

# Discussion of School Facilities and Student Learning

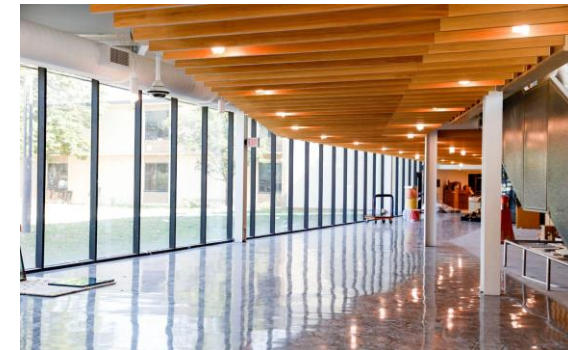
## GOALS

- Provide high-quality service and programming for our students.
- Provide both LSE and WVE students a Future Ready Learning environment.
  - Flexible and adaptable
  - Technology upgrades
  - Space that enhances collaboration and communication
  - Personalized learning environments
  - Active and engaging spaces
  - Natural lighting and ergonomic furniture

## ADMINISTRATION RECOMMENDATIONS:

- Fully renovate Westview Elementary using Bond 2025 funds (\$28.7M)
- Combine Lee's Summit and Westview Elementary attendance areas and open renovated school building in fall 2027 or 2028
- Form a committee of stakeholders to repurpose Lee's Summit Elementary
- 4-section elementary (Dr. Carlson)

| Grades                                                                                                                          | Class Sizes                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Grades: K-2 <sup>nd</sup>                                                                                                       | 25                                                                                             |
| Grades: 3-4 <sup>th</sup>                                                                                                       | 27                                                                                             |
| Grades: 5-6 <sup>th</sup>                                                                                                       | 30                                                                                             |
| Grades: 7-12 <sup>th</sup>                                                                                                      | 33                                                                                             |
| PK                                                                                                                              | 20                                                                                             |
| <ul style="list-style-type: none"><li>• Paradise Park / Legacy Park</li><li>• Blended Classrooms</li><li>• Head Start</li></ul> | <ul style="list-style-type: none"><li>6 or less</li><li>15 or less</li><li>Cap of 17</li></ul> |



# Part 3:

## Committee Activities

- Building Tour
- Handout to Record Tour Notes

# Activity 2: Mason ES Considerations

---

| Deltas (-) | Pros (+) |
|------------|----------|
|            |          |

## KEY QUESTIONS TO CONSIDER:

- ☐ What are the advantages and disadvantages of keeping current boundaries for each building?
- ☐ What are the advantages and disadvantages associated with consolidating the two schools into one building?
- ☐ What would be the potential impact on students, families, and staff if consolidation were recommended?

# Activity 2: Mason ES Considerations **Results**

| Deltas (-)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Pros (+)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Too much glass</li><li>• Too many ramps</li><li>• No character</li><li>• Feels departmentalized and grades separated</li><li>• Is there social services space?</li><li>• No privacy for behaviors</li><li>• Feels like a maze</li><li>• Cafeteria feels small</li><li>• There are some small desks- are these age appropriate?</li><li>• Hard for students/teachers not in class together to interact</li><li>• Too much freedom space</li><li>• Pod designs feel disjointed</li><li>• No walkability to community</li><li>• Noisier</li><li>• Are collaboration spaces used?</li><li>• Concerns for safety with all the glass</li></ul> | <ul style="list-style-type: none"><li>• Quiet/Calm- little background noise (infrastructure)</li><li>• Collaboration spaces- can serve kids where they are</li><li>• Sensory locations</li><li>• Positive set-up in nurse's office (isolation area for privacy, restroom connected, door connected to office)</li><li>• Restroom privacy with stalls</li><li>• ADA Access</li><li>• Repurposing of library to art</li><li>• Locker area in classrooms</li><li>• Storage seems ample</li><li>• Sightlines entrance/exit</li><li>• New gym</li><li>• Nice kitchen- updated and modern</li><li>• Car loop pick-up covered</li><li>• Cozy cave in hallways</li><li>• Quiet room spaces</li><li>• Recliner in teacher's lounge</li><li>• Related services have classroom spaces</li></ul> |

## KEY QUESTIONS TO CONSIDER:

- ☐ What are the advantages and disadvantages of keeping current boundaries for each building?
- ☐ What are the advantages and disadvantages associated with consolidating the two schools into one building?
- ☐ What would be the potential impact on students, families, and staff if consolidation were recommended?

# Activity 1: Building Tour

---

## **Tour Guide:**

Ashley Imming, Mason Elementary Principal



# Part 4: Next Steps

# Committee Progress

| Charter Tasks to Review: | Received                                                                            | Discussed                                                                           | Method                                        |
|--------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------|
| Demographic Data         |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |
| Trends                   |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |
| District Standards       |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |
| MSIP Standards           |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |

## Purpose of Meetings #1 and #2:

- ☐ Establish a common data foundation for the committee to ensure informed decision-making
- ☐ Create a shared experience through in-person tours of buildings, allowing members to see current conditions and opportunities firsthand
- ☐ Provide essential background information as outlined in the **PrAT #1 Charter**

## Purpose of Meeting #3:

- ☐ Engage in collaborative discussion with the goal of reaching consensus among committee members in alignment with the **PrAT #1 Charter**

# But what else...? Exploring Additional Ideas

---

The PrAT Charter outlines four main options for consideration:

1. **Keeping the building boundaries as is**
2. **Consolidating to one elementary building**
3. **Re-boundary via a new boundary team**
4. **Closure and re-boundary to multiple sites**

**But What Else Could Be Considered?**

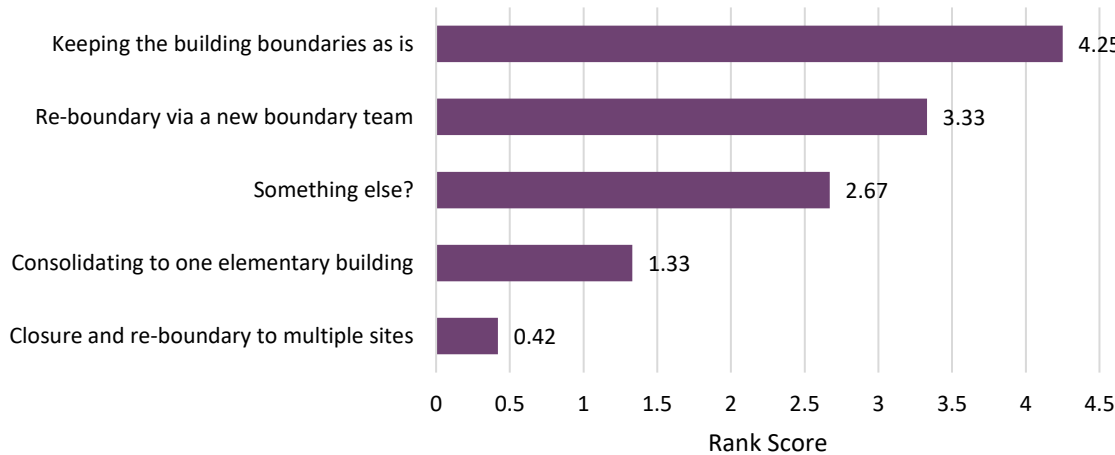
**Are there additional ideas or creative solutions we haven't yet explored?**

**Provided in Meeting #2 Social Pinpoint**

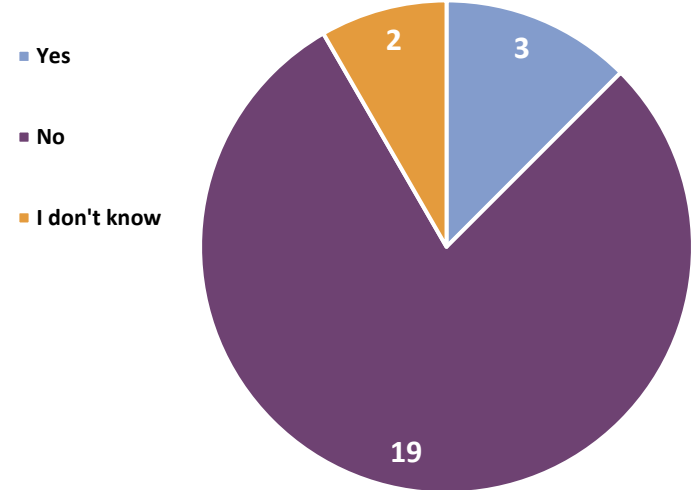
# Meeting #2 Survey Results

24 Total Survey Results

Rank the Top 3 Options from most to least supported:



I agree that Lee's Summit Elementary and Westview Elementary should be combined.



| Results from “Something Else” Vision Board:                                                                                                      | UPVOTES | DOWNVOTES |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| Engage with stakeholders in the Oldham Village East mixed-use project to discuss re-boundary of this future development into WVE & LSE areas     | 0       | 3         |
| Use funds for the renovation of both LSE and WVE for less money than the \$28.7m allocated. Use remainder for partial PLE reno per Bond reqs.    | 4       | 2         |
| Bring special programming sections (CLASS, Life Skills) back to LSE/WVE. This would also alleviate overcrowding                                  | 4       | 1         |
| Pre-k included into schools. Any empty rooms could be used for new education beyond arts and music such as green ideas or tech introduction      | 3       | 2         |
| Consolidate LSE and WVE to a renovated Westview and utilize LSE building for centralized Pre-K services                                          | 2       | 13        |
| Bringing Pre-K students back to LSE & WVE                                                                                                        | 4       | 2         |
| Incorporate Special Programs (CLASS), incorporate Pre-K                                                                                          | 5       | 1         |
| Look to make the school district most efficient to keep the schools open. Reduce the top admin of school district to help the schools            | 3       | 1         |
| Keep LSE & WVE open as separate elementary schools & look for solution to increase enrollment or wait it out(special programs, PreK or wait)     | 2       | 1         |
| I think LSE and WVE should consolidate. LSE could be repurposed into a community resource building for the district.                             | 2       | 4         |
| Renovate both schools and leave the kids where they are. The 1 <sup>st</sup> priority should be the kids not what the building could be used for | 2       | 0         |

Source: Social Pinpoint Meeting #2 Activities; Platform closed August 21 at 5pm. Results digitized by RSP.

**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:**  
**Message Body:**

**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.

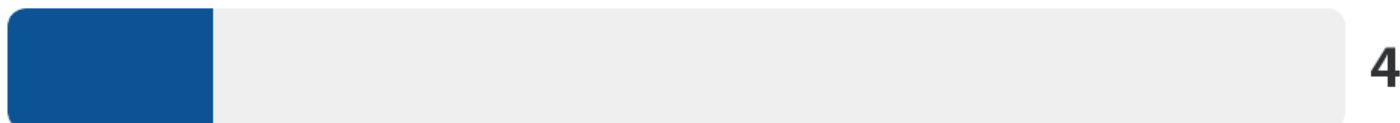
**Welcome to the Poll! Text in the thread A or B answering the following question: Were you in attendance at last meeting?**

 30

Yes



No



# Building Committee Consensus Preview

## Step 1:

- Take a vote on all options
  - Committee members are asked to choose only one option
- Discussion of pros of each option receiving votes

### NOTE:

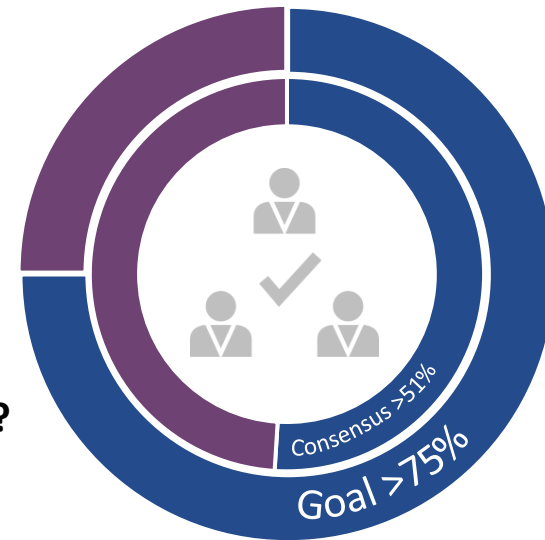
Committee member responses will determine if each step is needed for consensus and what edits are made to questions and responses, as well as discussion.

## Step 2:

- Rank your top three options
- Discussion of top two or three options (depending on responses)

## Step 3:

- Take a second vote the top three options from step 2
  - Committee members are asked to choose only one option
- Key Idea: **What is the option that you most support or can live with?**



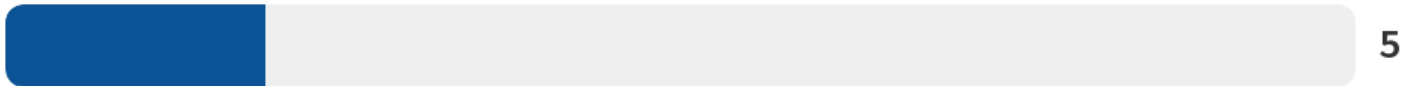
## Understanding Consensus:

Consensus implies that you understand the reason for making the decision and can accept or support or live with the decision. While you may not like the decision, you can accept or support or live with that outcome.

Consolidate to one elementary building.

✓ 31

A. Yes



5

B. No



26

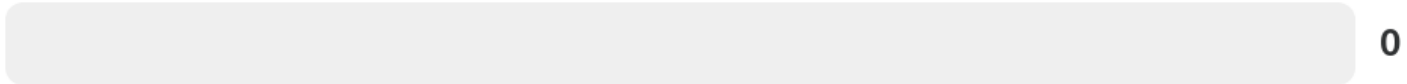
**Note:**

Committee requested this be the first question to set the stage for the specific content of the final recommendation

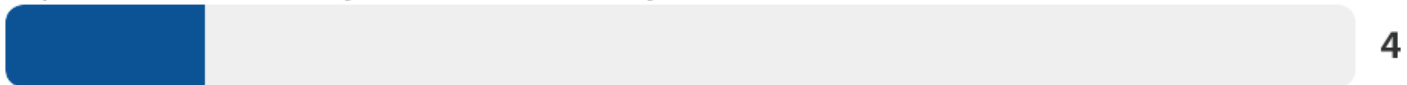
## Select the ONE option that you most support

31

Option 1: Keeping the building boundaries as is



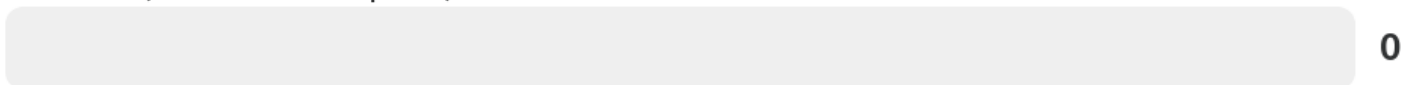
Option 2: Re-boundary via a new boundary team



Option 3: Renovate both schools with the original CFMP (committee request)



Option 4: Bring special programming options/Pre-K programming to both schools (committee request)



### Note:

Committee requested these four options to be considered

# Final Recommendation

---

Do not consolidate Lee's Summit Elementary and Westview Elementary (26 to 5) with the following items to consider:

- Honor recommendation/options presented in the original CFMP
- Consider new boundaries
- Conduct a new study that will provide an updated enrollment, demographics and new developments
- If budget cannot meet the original recommendations, allow for a change in scope- send back to schools for feedback

# Committee Process Completion

| Charter Tasks to Review: | Received                                                                            | Discussed                                                                           | Method                                        |
|--------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------|
| Demographic Data         |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |
| Trends                   |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |
| District Standards       |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |
| MSIP Standards           |  |  | <i>Presented at meeting<br/>Linked on SPP</i> |

**PrAT #1 Charter Tasks:** Review demographic data, trends, district standards and MSIP standards

Review all options for the two elementary buildings moving (K-5). Those may include, but are not limited to:

- ☐ Keeping the building boundaries as is
- ☐ Consolidating to one elementary building
- ☐ Re-boundary via a new boundary team
- ☐ Closure and re-boundary to multiple sites

The **ranked results** from the consensus activities will be shared with the Board as the conclusion of PrAT #1 Charter, along with the list of pros to provide both **quantitative and qualitative insights**.

Thank you all for your **collaboration and thoughtful** discussion throughout this process!

# Process Completion

Thank you for your participation in this process.

The district is targeting for the Board to receive the committee's recommendation at the **September 25<sup>th</sup>** Board Meeting.

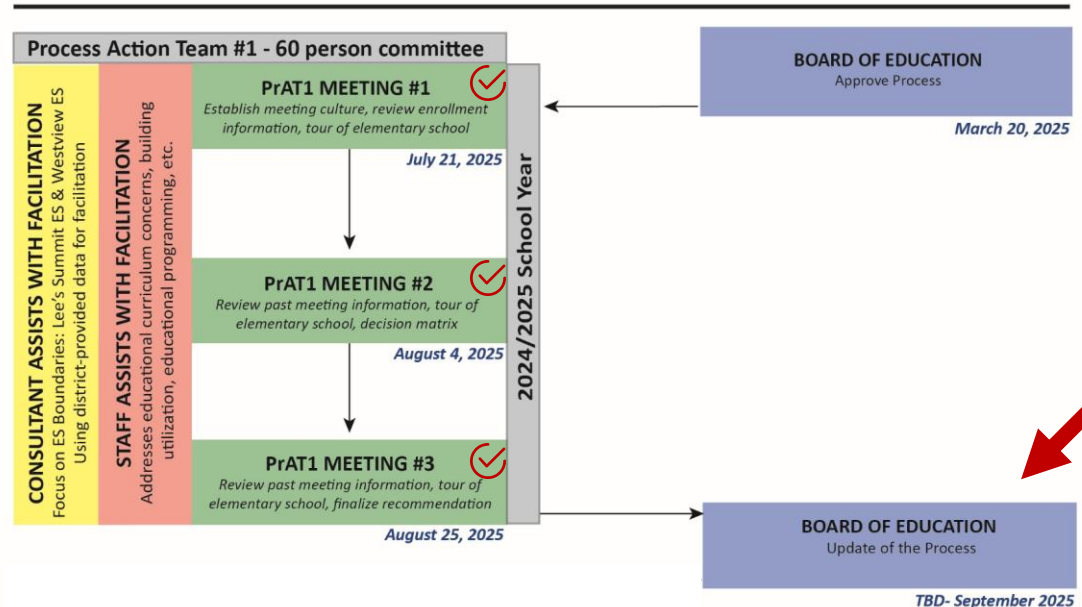


*Scan the QR to access the process webpage.*



Lee's Summit  
R-7 Schools

## CONSULTANT TO LEAD PROCESS ACTION ITEMS



### KEY

- Board of Education Action
- PrAT Work
- Consultant Assistance
- Staff Action

<https://rsp.mysocialpinpoint.com/lees-summit-schools>



Updated June 2, 2025

# Parking Lot Responses for District Action

| Response                                                                                                                                                                                                 | Action |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Could we have line items from CFMP recommendations, and the budgets associated with EACH line item?                                                                                                      |        |
| Consolidating would make the second most dense school. Student per sq. ft.                                                                                                                               |        |
| Everyone is so entitled- we are lucky the district is allowing us this opportunity to meet.                                                                                                              |        |
| A lot of people keep saying "we" "I" everyone is so focused on how they were wronged in this, they are missing the opportunity to give your child an updated, clean and amazing space to learn and grow. |        |
| Why is there so much connection being made to behavior and Title 1 schools? Are you making a connection between income and behavior?                                                                     |        |
| If the schools were consolidated to give all students equitable education, what would happen to the LSE building? Pre-K? Sell it? It would be a great community space to have.                           |        |

# Exit Ticket Results from Mason Elementary Tour

| Deltas (-)                                                                                            | Tally if repeated | Pros (+)                                                                                             | Tally if repeated |
|-------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------|-------------------|
| Glass walls/doors (safety, distracting, windows in hallway, bullet proof?)                            | 16                | Natural light (large and clean windows)                                                              | 15                |
| Size and layout of school (sprawling/confusing layout, too big and open, easy to get lost)            | 9                 | Collaborative and creative spaces (pod concept, cozy corner, flexibility of learning)                | 14                |
| Cafeteria (feels small, has long tables, is closed off)                                               | 6                 | Storage for kids (lockers in rooms, cubbies that mimic lockers)                                      | 9                 |
| Lack of community feeling and walkability to school                                                   | 5                 | Overall appearance (fancy, clean, modern, beautiful, "new car", comfortable, bright/cheery)          | 8                 |
| Lack of privacy for behavior (too much freedom)                                                       | 4                 | Designed spaces for different age groups (play spaces, maker spaces, LEGO wall, tinker, inspiration) | 7                 |
| Overall appearance (lacks charm, feels like a MS/HS, lacks character, all gray/plain, no family feel) | 4                 | Furniture options (updated, non-chair seating, tables on wheels, flexible seating)                   | 6                 |
| Security and safety concerns (multiple entrances to each space, no safe spaces, glass walls)          | 4                 | Teacher lounge (spacious, has recliners, appears nice, organized)                                    | 6                 |
| Building is too big (4-sections per grade is too big, overwhelming in size)                           | 3                 | Kitchen and cafeteria (large, updated)                                                               | 5                 |
| Concern about sound travel (noisy during class periods)                                               | 3                 | Large gym with stage (lots of room for events)                                                       | 4                 |
| Perception of inefficient use of creative/flexible spaces (too much open space)                       | 3                 | Large space for growth (lots of space, surplus of bathrooms, large classrooms)                       | 4                 |
| Separation of grade levels (departmentalized, challenge for multi-grade interaction)                  | 3                 | Lots of open/green space (secret garden/courtyard)                                                   | 4                 |
| Gym (small, bland/boring)                                                                             | 2                 | Library (very welcoming and open, good repurpose of space, amazing)                                  | 3                 |
| Water/plumbing concerns (Humidity and water leaks, basement plumbing, bad odor)                       | 2                 | Nurse's office (flexible spaces for seeing multiple students, isolation room)                        | 3                 |
| 5th grade student storage located outside classrooms without locks                                    |                   | Adequate and big parking lot                                                                         | 2                 |
| Carpet                                                                                                |                   | Bathroom stalls are private                                                                          | 2                 |
| Desks too small                                                                                       |                   | Prominent and evident front entrance (entry able to see all coming/going)                            | 2                 |
| Faculty breakroom (loud ice machine)                                                                  |                   | Sensory spaces (chairs, nooks)                                                                       | 2                 |
| Harmful language in library ("I'll eat you up")                                                       |                   | Art and music space are very creative                                                                |                   |
| Inconsistent size of classrooms                                                                       |                   | Car rider pick up is covered, safe, and has a sidewalk                                               |                   |
| It's not Lee's Summit Elementary                                                                      |                   | Classroom organized by grades                                                                        |                   |
| One bathroom per two classrooms                                                                       |                   | Interventionist room top notch                                                                       |                   |
| Pod design feels uneven - some are more cohesive/private than others                                  |                   | Large cabinet with clothes and needs                                                                 |                   |
| Rooms with 24 desks were full                                                                         |                   | One big circle                                                                                       |                   |
| Seems like students could easily become another "fish in the pond"                                    |                   | Repurposing of older spaces                                                                          |                   |
| Social services is lacking                                                                            |                   | Tall ceilings                                                                                        |                   |
| Some areas feel dark, small, and untouched by recent renovation (cafeteria, kitchen)                  |                   | Updated carpet                                                                                       |                   |
| Stairs                                                                                                |                   | Wall holes for younger grades                                                                        |                   |
| Too many ramps                                                                                        |                   |                                                                                                      |                   |

## General Notes:

- Can we acknowledge that this exercise still doesn't address any of the community concerns about student academic and emotional outcomes? No one is concerned about how pretty the building is.
- Can we acknowledge this building serves a much different demographic than LSE/WVE?
- Please make WVE future ready!