



KCKPS Boundary Process:

Boundary Analysis Committee Meeting #3

July 17, 2025



AGENDA

❑ Boundary Process Overview and Past Meeting(s) Recap	10 Min
❑ Current Data Packet	10 Min
❑ Committee Discussion: ▪ Board of Education Update ▪ High School Boundary	60 Min
❑ Next Steps	10 Min

Purpose of Meeting #3:

- ✓ Focus and prioritize High School strategies to investigate
- ✓ Discuss revisions to boundary scenario to right-size district inventory
- ✓ Participate in discussions to begin refining boundary scenarios for future meetings

RSP Quick Facts:

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

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

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

RSP Planning Team:

Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Certified Education Facilities Professional (CEFP)

Ginna Wallace, Planner

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

RSP Recent Projects:

Kansas City Public Schools (Missouri)

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

Piper Unified School District 203

- *Enrollment Analysis, 2024/25*

Lawrence Unified School District 497

- *Enrollment Analysis, 2024/25*

Our Partners:



Part 1:

Boundary Process Overview and Board Charge

Talking Points:

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

Process Visual

Process Start: Spring 2025

Process End: December 2025

Meeting Overview:

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

Establishing a Clear Framework for the Process:

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

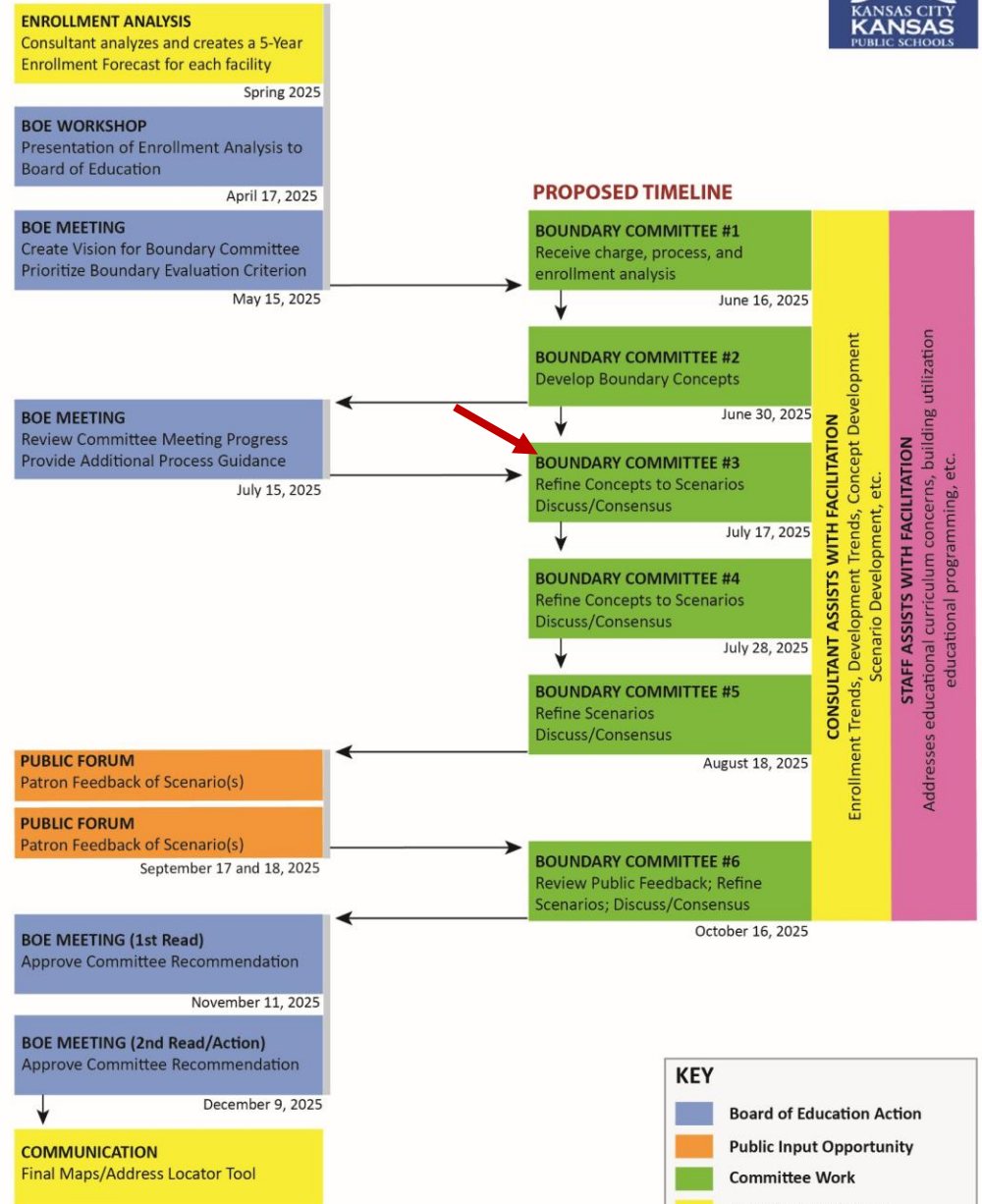
A well-defined process fosters transparency, accountability, and efficiency in decision-making.

RSP Role as Facilitator:

- ☐ Provide data analytics to utilize in process
- ☐ Guide discussion and keep conversations on-task
- ☐ Lead committee activities to consider new ideas, compare differences, build consensus, etc.

There may be **tough conversations** needed at meetings to move the school district in the direction **best for students and to meet BOE objectives**. RSP is not advocating for or against any decision but **facilitating** the work of this committee.

PROPOSED COMPREHENSIVE BOUNDARY PROCESS 2024/25 School Year



Process Objectives and Solutions

Focus: Comprehensive Approach

Key Objectives:

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

Solution: Adjustment to all feeders to achieve objectives

Guiding Principles (BOE Guidance May 25, 2025)

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

Specific Challenges to Address:

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

Other Considerations (not limited to):

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

Process Boundary Criteria

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

BOE Guidance May 25, 2025

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

Source: RSP & Associates, Social Pinpoint May 2025

- 1

Feeder System

 - This factor addresses the ability for entire schools to cohort forward between grade levels
 - Where possible, boundaries should be aligned between grade levels to enable an entire elementary feeding a middle school and an entire middle school feeding a high schools
- 2

Projected Enrollment/ Building Utilization

 - Considers building utilization, student enrollment, staffing needs and the educational program(s)
 - Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building
- 3

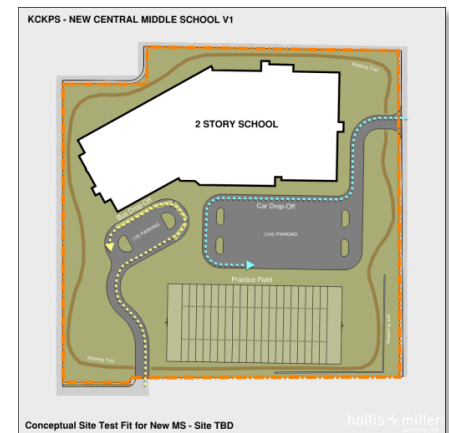
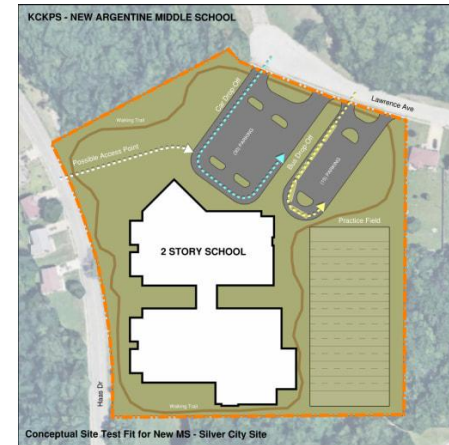
Transportation Considerations

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

2024 Bond Projects

Bond Projects:

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



Source: District Administration

School Closure Procedure

72-1431. School buildings, closing; procedure; administrative review, when; state board of education advisory determinations; reconsideration of action.

(a) As used in this section, "school building" means any building or structure operated or maintained by the board of education of a unified school district.

(b) The board of education of any unified school district, by adoption of a resolution, **may close any school building at any time the board determines** that the building should be closed to improve the school system of the unified school district. The **board of education may close more than one school building in one resolution**. A resolution adopted pursuant to this section shall require a majority vote of the members of the board of education and shall require no other approval.

(c) Prior to adopting a resolution closing any school building, the board of education **shall call and hold a hearing on the proposal**. The notice of such hearing shall include the reasons for the proposed closing, the name of any affected school building and the name of any school building to which the involved students shall be reassigned. Such notice also shall include the time, date and place of the public hearing to be held on the proposal. Such notice shall be published at least once each week for two consecutive weeks in a newspaper of general circulation in the school district. The last publication shall be **at least 10 but not more than 20 days prior to the date of the public hearing**.

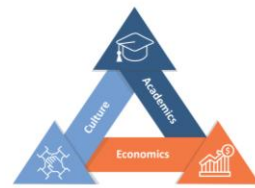
(d) At any such hearing, the board shall **hear testimony as to the advisability of the proposed closing**, and a representative of the board shall present the board's proposal for such closing. Following the public hearing, or any continuation of such hearing, and after considering all of the testimony and evidence presented or submitted at the public hearing, the board shall determine whether the school building should be closed to improve the school system of the unified school district.

(e) The state board of education **shall conduct an administrative review** of a resolution adopted pursuant to this section **if the state board receives a request for administrative review signed by at least 5% of the registered voters** of such school district who are dissatisfied with such resolution not later than 45 days after the adoption of such resolution. Such request shall be made in such form and manner as prescribed by the state board of education. Upon receipt of any such request, the state board of education shall review the resolution to determine the reasonableness thereof. Not later than 45 days after receipt of any such request, the state board shall issue an advisory determination to the school district that states whether the school district's resolution is reasonable under the totality of the circumstances. Such advisory determination may include recommendations regarding modifying or rescinding the resolution. If the state board receives more than one request for administrative review on the same school district resolution, the state board may dismiss any requests received after the initial request or combine such requests with the initial request.

(f) Upon receipt of an advisory determination issued pursuant to subsection (e), including any advisory determination that the resolution is reasonable, the board of education of such school district shall reconsider such resolution. In reconsidering such resolution, the board of education shall hold a public hearing in accordance with the provisions of subsections (c) and (d) and may approve, modify and approve or rescind such resolution upon the conclusion of such hearing.

(g) No resolution adopted pursuant to this section shall be effective until the **45-day time period** provided under subsection (e) has elapsed without a request for administrative review.

Process Understanding



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

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

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

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

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

Understanding Building Efficiency

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

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

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

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

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

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

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

Optimal Utilization: 85-95%

Meeting 1 Recap:

Meeting Summary:

- Committee received overview of Enrollment Analysis
- Committee participated in discussion on building efficiency, utilization, and boundary challenges
- Committee provided input on major challenges/opportunities when considering ways to right-set district
- Committee Input:
 - Zones need more students at different levels; pull from adjacent zones
 - Blending of cultures with any change
 - Impact of bussing (how many students require bussing)
 - Providing diversity in each building
 - Consider how specific program impact student movement (ROTC program at the Washington HS, IARC program at Argentine MS)
- RSP to provide/investigate for future meetings:
 - State of Kansas policy for closing/repurposing a school
 - **Number of drop out students (District will Provide)**
 - Connect with Wyandotte Housing Authority for rehabilitation housing projects (Chalet Manor adding more family units)
 - **Methodology of how MS has a number of students (See Enrollment Report for model methodology)**
 - New development at about 86th and State Street – captured in Enrollment Analysis (5 Year Development)
- District to provide/investigate for future meetings
 - The intra-district conditions for approval
 - Capacity clarity is needed about class size, staffing, and building capacity
- Potential Plan Ideas:
 - Potential repurposing of T.A. Edison to an early childhood center on the south side
 - Potential repurposing of Schlagle HS for the district office
 - Potential consolidation between Lindbergh and Eugene Ware
 - Potential consolidation between Stony Point North and Stony Point South

Meeting 2 Recap:

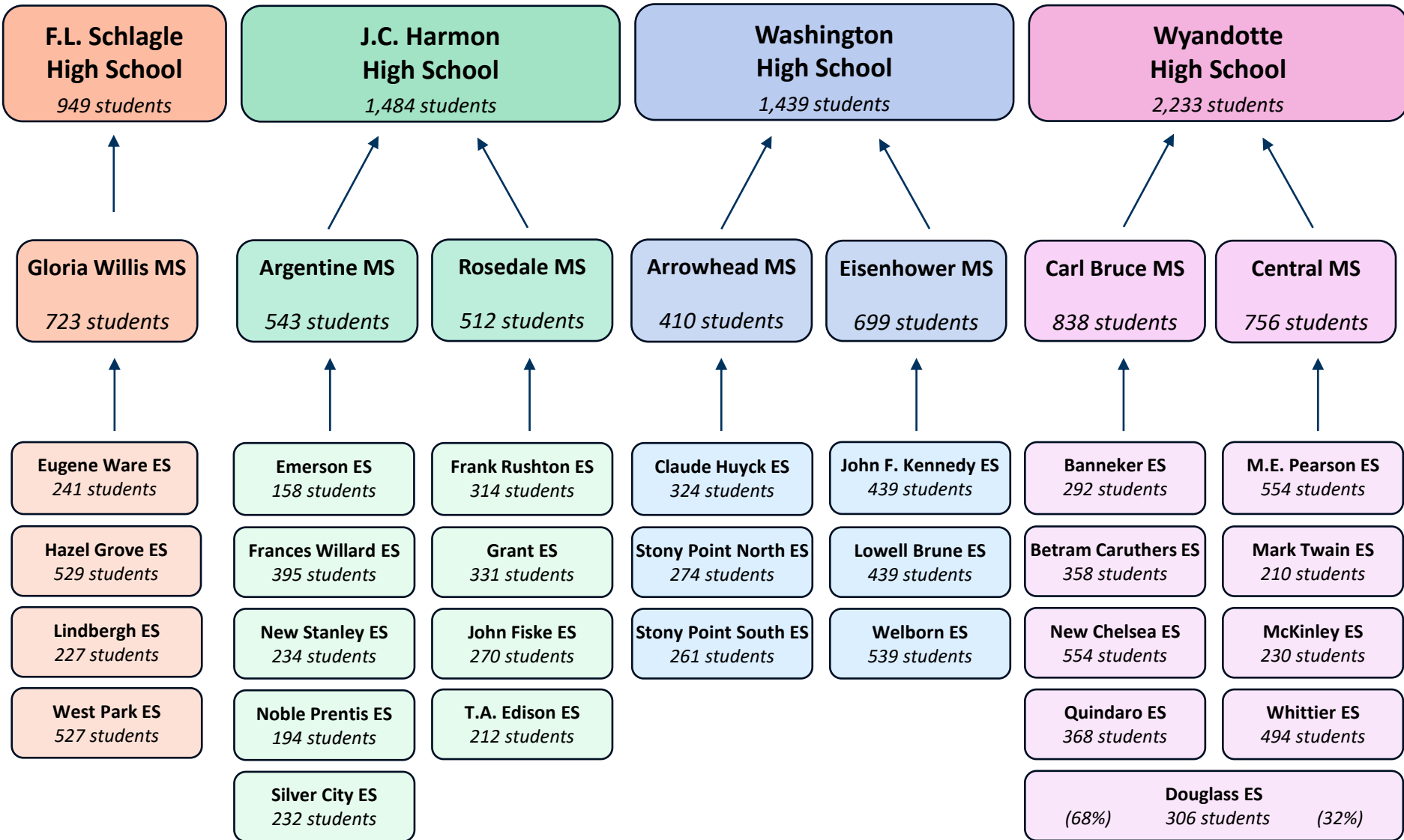
Meeting Summary:

- Committee received overview of Enrollment Analysis
- Committee received first draft of boundary concept
- Committee Input:
 - Ideally repurpose New Stanley Elementary over Emerson Elementary in Harmon Feeder
 - Small tweaks to some attendance zones that may align better with not being south of an interstate
 - Generally positive comments to improve efficiency of buildings, but more adjustments may be necessary
 - Plan to leave Eugene Ware and Lindbergh attendance boundaries in place to allow for future Facility Master Plan consolidation
 - Explore ways to improve feeder alignment (ideally, avoiding Hazel Grove/Eisenhower split)
 - Consider how transportation (busing, after-school care, routing, etc.) is impacted by the concept plan
- District to provide/investigate for future meetings
 - Information on how capacity was determined for each school
 - Dual Language Future (Currently at Francis and New Stanley)
 - Operating cost savings for each building closed
 - Number of drop out students (District will Provide)

Part 2:

Current Data Packet

Kansas City Kansas Public Schools



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

Past Enrollment by Grade

KANSAS SCHOOL DISTRICT - Dept of Education

Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12		
														Total	Change	% Change
2014/15	1,857	1,863	1,798	1,807	1,724	1,626	1,585	1,553	1,460	1,717	1,441	1,220	1,014	20,665	249	1.2%
2015/16	1,764	1,827	1,847	1,796	1,799	1,671	1,539	1,565	1,560	1,667	1,398	1,232	1,130	20,795	130	0.6%
2016/17	1,641	1,732	1,787	1,796	1,765	1,788	1,597	1,532	1,558	1,794	1,475	1,237	1,082	20,784	-11	-0.1%
2017/18	1,796	1,671	1,708	1,770	1,823	1,762	1,728	1,609	1,547	1,949	1,490	1,250	1,121	21,224	440	2.1%
2018/19	1,692	1,747	1,644	1,723	1,742	1,797	1,706	1,730	1,586	1,690	1,668	1,319	1,157	21,201	-23	-0.1%
2019/20	1,722	1,705	1,784	1,645	1,726	1,782	1,728	1,721	1,733	1,805	1,504	1,377	1,251	21,483	282	1.3%
2020/21	1,501	1,639	1,599	1,680	1,539	1,641	1,646	1,671	1,662	1,752	1,630	1,351	1,248	20,559	-924	-4.3%
2021/22	1,629	1,566	1,616	1,590	1,637	1,521	1,597	1,627	1,645	1,932	1,593	1,455	1,219	20,627	68	0.3%
2022/23	1,471	1,648	1,515	1,590	1,553	1,598	1,430	1,531	1,592	1,801	1,573	1,410	1,281	19,993	-634	-3.1%
2023/24	1,412	1,525	1,644	1,523	1,556	1,535	1,491	1,455	1,517	1,757	1,558	1,408	1,257	19,638	-355	-1.8%
2024/25	1,608	1,501	1,542	1,678	1,591	1,586	1,489	1,501	1,493	1,804	1,503	1,455	1,369	20,120	482	2.5%

Source: Kansas Department of Education and Kansas City Public Schools (2010/11 to 2023/24)

*Note: student data does not include Bridges Program

Enrollment Grade Change

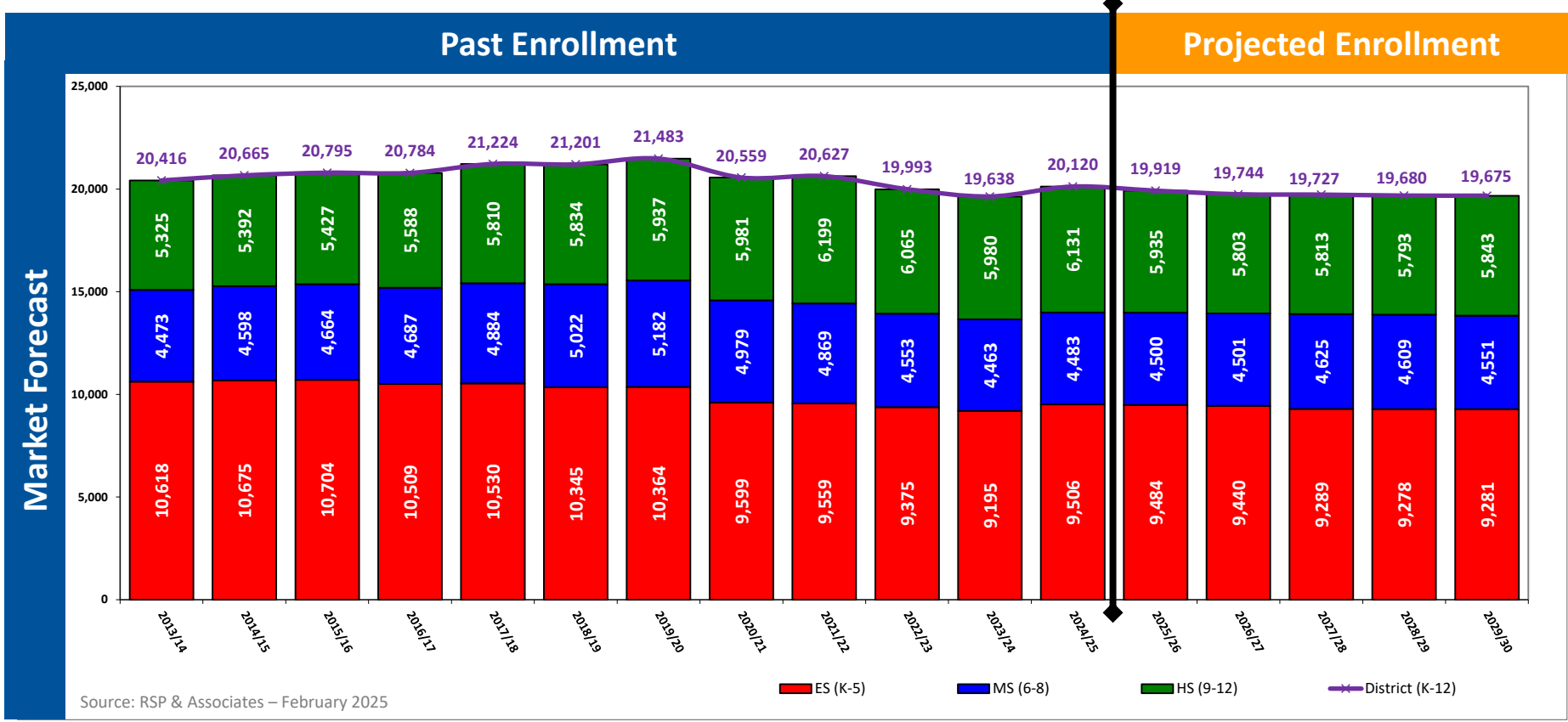
From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2014/15	2015/16	-30	-16	-2	-8	-53	-87	-20	7	207	-319	-209	-90	130	0.6%
2015/16	2016/17	-32	-40	-51	-31	-11	-74	-7	-7	234	-192	-161	-150	-11	-0.1%
2016/17	2017/18	30	-24	-17	27	-3	-60	12	15	391	-304	-225	-116	440	2.1%
2017/18	2018/19	-49	-27	15	-28	-26	-56	2	-23	143	-281	-171	-93	-23	-0.1%
2018/19	2019/20	13	37	1	3	40	-69	15	3	219	-186	-291	-68	282	1.3%
2019/20	2020/21	-83	-106	-104	-106	-85	-136	-57	-59	19	-175	-153	-129	-924	-4.3%
2020/21	2021/22	65	-23	-9	-43	-18	-44	-19	-26	270	-159	-175	-132	68	0.3%
2021/22	2022/23	19	-51	-26	-37	-39	-91	-66	-35	156	-359	-183	-174	-634	-3.1%
2022/23	2023/24	54	-4	8	-34	-18	-107	25	-14	165	-243	-165	-153	-355	-1.8%
2023/24	2024/25	89	17	34	68	30	-46	10	38	287	-254	-103	-39	482	2.5%
3-Year Average		54.0	-12.7	5.3	-1.0	-9.0	-81.3	-10.3	-3.7	202.7	-285.3	-150.3	-122.0	-169.0	-0.8%
3-Year Weighted Average		65.7	-1.3	15.3	16.5	2.5	-73.8	2.3	8.5	224.5	-267.8	-137.0	-99.5	17.0	0.1%

Source: Kansas Department of Education and Kansas City Public Schools (2010/11 to 2023/24)

Observations:

- There is a total 20,120 students in the District this year (K-12)
- Enrollment increased by 482 students from last year
- Graduating senior class is smaller than the incoming Kdg class which tends to increase total enrollment
- 2024/25 K-12 cohort changes averaged +11 students; this is the first **positive cohort change** seen since before 2006/07

Past, Current, & Future Enrollment



Observations:

- Enrollment Change – Overall enrollment forecasted to be about 19,675 students by 2029/30 (**decreasing to stable enrollment**)
 - **District** decreases by about 445 students (-2.2%) (Annual Range: -3.0% to +1.3% a year)
 - **Elementary** decreases by about 225 students (-2.4%) (Annual Range: -1.6% to -0.1% a year)
 - **Middle School** increases by about 68 students (+1.5%) (Annual Range: -1.3% to +2.8% a year)
 - **High School** decreases by about 288 students (-4.7%) (Annual Range: -3.2% to +0.2% a year)
- Enrollment increase experienced in 2024/25 has strongly impacted enrollment projections; enrollment trends should be continually monitored to determine if the 2024/25 cohort growth is an anomaly this year

Enrollment by Feeder Overview

Reflects updated numbers; Sumner Academy students pulled out of home residing.

Current Boundary Outlook

Feeders	Levels	Reside Enrollment		Capacity	Capacity Utilization	
		2024/25	2029/30		2024/25	2029/30
F.L. Schlagle	ES	1,524	1,443	1,727	88%	84%
	MS	698	752	848	82%	89%
	HS	839	886	1,512	55%	59%
	Total	3,061	3,081	4,087	75%	75%
J.C. Harmon	ES	2,340	2,404	3,582	65%	67%
	MS	1,006	1,087	1,850	54%	59%
	HS	1,264	1,160	1,578	80%	74%
	Total	4,610	4,651	7,010	66%	66%
Washington	ES	2,276	2,205	3,091	74%	71%
	MS	1,060	976	1,517	70%	64%
	HS	1,157	1,183	1,440	80%	82%
	Total	4,493	4,364	6,048	74%	72%
Wyandotte	ES	3,366	3,229	4,866	69%	66%
	MS	1,547	1,566	1,700	91%	92%
	HS	1,998	1,744	2,184	91%	80%
	Total	6,911	6,539	8,750	79%	75%
Other	Total	1,052	1,053	1,300	81%	81%
Total	ES	9,506	9,281	13,266	72%	70%
	MS	4,481	4,551	5,915	76%	77%
	HS	6,133	5,843	8,014	77%	73%
	Total	20,120	19,675	27,195	74%	72%

Source: RSP & Associates, LLC - April 2025 Updated 07/17/2025

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

School Utilization Legend

	Over 100% School Capacity
	Under 70% School Capacity

F.L. Schlagle Feeder
☐ All elementary and middle school are adequately utilized (between 70-100%)
↓ Schlagle HS enrollment is under-utilized with less than 900 students projected

J.C. Harmon Feeder
↓ Under-utilization at Emerson, Frances Willard, Frank Rushton, Grant, New Stanley, Noble Prentis, Sliver City, T.A. Edison, Argentine and Rosedale schools

Washington Feeder
↓ Under-utilization: Lowell Brune, Stoney Point North, Stony point South, Arrowhead, and D.D. Eisenhower schools

Wyandotte Feeder
↓ Under-utilization: Banneker, Douglass, Mark Twain, McKinley, and Quindaro schools
↑ **Wyandotte High is 734-1,159 students greater than other high schools**

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

Sumner Academy 9-12 Enrollment: Students by Boundary:

2022/23 Student Data:

HS Transfers (9-12)	Student Transfer Attending School:							Net Change
Student Boundary Residing School:	F.L. Schlagle	J.C. Harmon	Sumner Academy	Washington	Wyandotte	Fairfax Learning Center	Transfer Out Total	
F.L. Schlagle		11	120	35	31	9	206	-101
J.C. Harmon	15		210	30	37	19	311	-219
Sumner Academy								860
Washington	30	18	296		14	19	377	-270
Wyandotte	60	63	234	42		17	416	-334
Fairfax Learning Center								64
Transfer In Total	105	92	860	107	82	64	1,310	

Source: KCKPS and RSP

2023/24 Student Data:

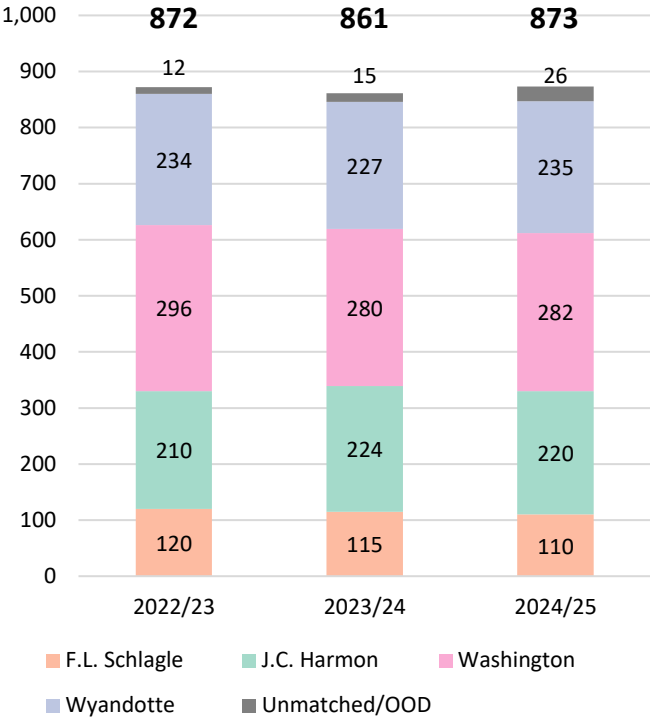
HS Transfers (9-12)	Student Transfer Attending School:							Net Change
Student Boundary Residing School:	F.L. Schlagle	J.C. Harmon	Sumner Academy	Washington	Wyandotte	Fairfax Learning Center	Transfer Out Total	
F.L. Schlagle		12	115	29	17	10	183	-105
J.C. Harmon	10		224	27	30	13	304	-224
Sumner Academy								846
Washington	39	15	280		16	19	369	-274
Wyandotte	29	53	227	39		24	372	-309
Fairfax Learning Center								66
Transfer In Total	78	80	846	95	63	66	1,228	

Source: KCKPS and RSP

2024/25 Student Data:

HS Transfers (9-12)	Student Transfer Attending School:							Net Change
Student Boundary Residing School:	F.L. Schlagle	J.C. Harmon	Sumner Academy	Washington	Wyandotte	Fairfax Learning Center	Transfer Out Total	
F.L. Schlagle		13	110	28	21	6	178	-108
J.C. Harmon	7		220	20	28	8	283	-199
Sumner Academy								847
Washington	33	15	282		14	13	357	-261
Wyandotte	30	56	235	48		25	394	-331
Fairfax Learning Center								52
Transfer In Total	70	84	847	96	63	52	1,212	

Source: KCKPS and RSP



Source: KCKPS and RSP (Only HS transfers included)

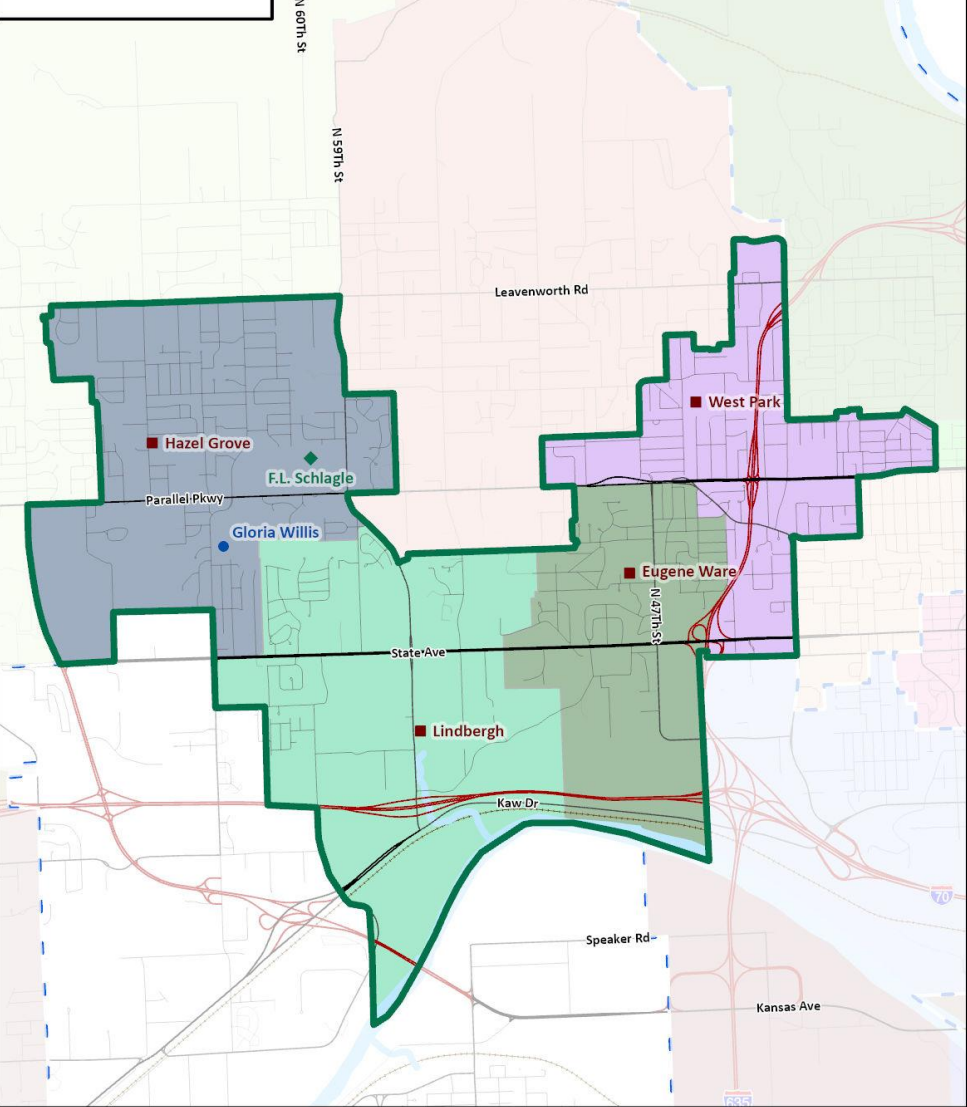
- Sumner Academy has historically enrolled about 870 high school students (MS students not captured in tables)
 - Schlagle HS: Contributes about 15%
 - Harmon HS: Contributes about 25%
 - Washington HS: Contributes about 33%
 - Wyandotte HS: Contributed about 27%

Main Takeaway: About 850 students are pulled out of their boundaries for Sumner Academy and about 60 students are pulled out their boundaries for Fairfax. Each of the other high schools pull between 60-100 students some students from other high schools (relatively low net change).

F.L. Schlagle High Feeder: Fact Sheet

Below 70% Utilization
Greater than 100% Utilization

F.L. Schlagle High Feeder Schools:



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

Feeder Schools:	Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Eugene Ware ES	312	240	247	236	236	235	75.3%
Hazel Grove ES	592	527	535	532	541	539	91.0%
Lindbergh ES	265	225	224	211	206	211	79.6%
West Park ES	558	522	491	480	469	458	82.1%
Elementary Total	1,727	1,514	1,497	1,459	1,452	1,443	83.6%
Gloria Willis MS	848	720	714	773	758	752	88.7%
Middle School Total	848	720	714	773	758	752	88.7%
F.L. Schlagle HS	1,512	827	845	850	864	886	58.6%
Feeder Total:	4,087	3,061	3,056	3,082	3,074	3,081	75.4%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

- Sumner Academy students NOT included in middle and high school projections:
- Over the past 3 years, an average of 115 students (12.5%) have transferred out of F.L. Schlagle HS and into Sumner Academy
 - F.L. Schlagle HS residing students contribute around 11% of Sumner Academy students

Feeder Fast Facts:

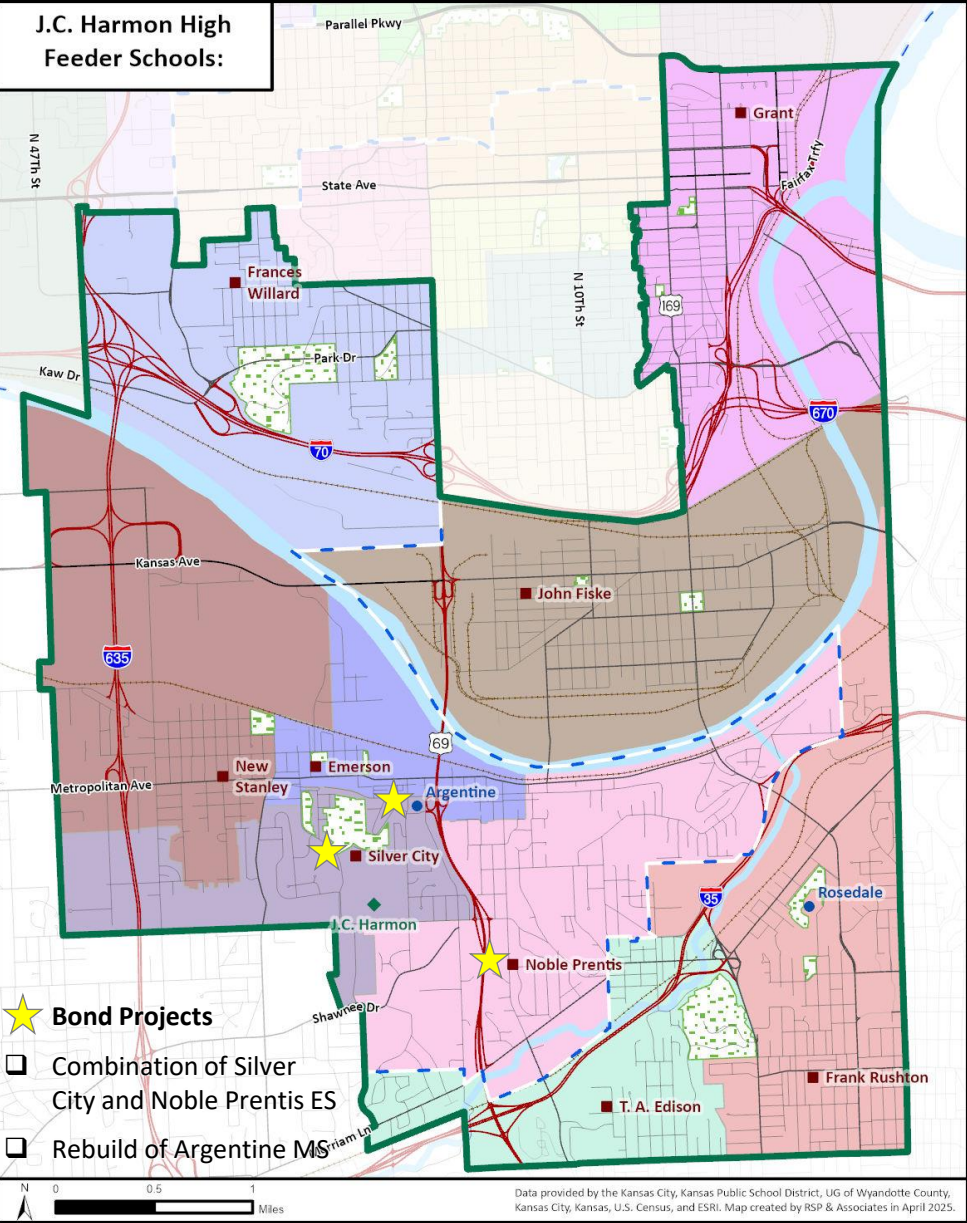
- 2029/30 Total Enrollment: 3,018
- 2029/30 Total Capacity Utilization: 75%
- Four Elementary Schools; One Middle School
- All elementary and middle schools are utilized between 70-100%, but F.L. Schlagle HS decreases below 70% utilization

Facility Planning Thoughts:

- ☐ Adequate ES and MS utilization
- ☐ Opportunity to increase HS utilization by distributing students from a different HS boundary

J.C. Harmon High Feeder: Fact Sheet

Below 70% Utilization
Greater than 100% Utilization



Feeder Schools:	Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Emerson ES	244	156	156	146	140	137	56.1%
Frances Willard ES	595	395	399	379	373	373	62.7%
Frank Rushton ES	500	340	338	343	351	356	71.2%
Grant ES	398	326	322	367	383	386	97.0%
John Fiske ES	375	277	299	293	280	282	75.2%
New Stanley ES	343	232	225	226	230	215	62.7%
Noble Prentis ES	275	199	206	205	194	192	69.8%
Silver City ES	440	232	243	242	243	244	55.5%
T. A. Edison ES	412	219	221	219	219	217	52.7%
Elementary Total	3,582	2,376	2,409	2,420	2,413	2,402	67.1%
Argentine MS	950	513	503	521	533	550	57.9%
Rosedale MS	900	495	522	528	553	537	59.7%
Middle School Total	1,850	1,008	1,025	1,049	1,086	1,087	58.8%
J.C. Harmon HS	1,578	1,227	1,148	1,151	1,163	1,160	73.5%
Feeder Total:	7,010	4,611	4,582	4,620	4,662	4,649	66.3%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

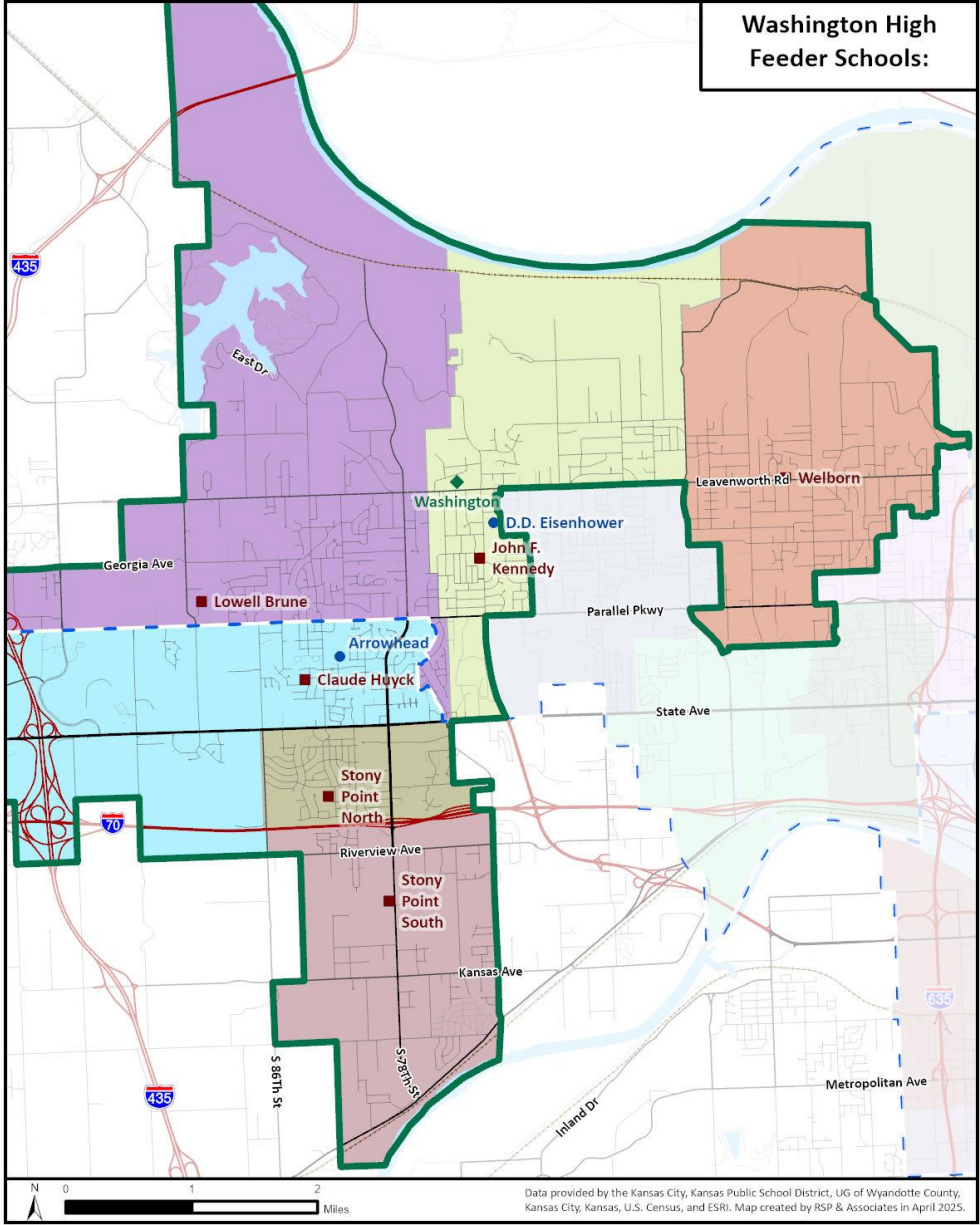
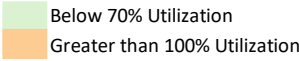
Summer Academy students NOT included in middle and high school projections:

- Over the past 3 years, an average of **218 students** (14.5%) have transferred out of J.C. Harmon HS and into Sumner Academy
- J.C. Harmon HS students contribute around 21% of Sumner Academy students

- Feeder Fast Facts:**
- 2029/30 Total Enrollment: 4,649
 - 2029/30 Total Capacity Utilization: 66.3%
 - Nine Elementary Schools; Two Middle Schools
 - Most elementary and middle schools (8) are **under-utilized**

- Facility Planning Thoughts:**
- Opportunity to improve ES utilization by reducing buildings
 - Under-utilization at MS level will likely continue
 - Adequate HS utilization

Washington High Feeder: Fact Sheet



Feeder Schools:	Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Claude Huyck ES	375	318	313	307	322	352	93.9%
John F. Kennedy ES	485	436	443	449	458	454	93.6%
Lowell Brune ES	558	430	404	388	380	376	67.4%
Stony Point North ES	650	284	282	272	276	278	42.8%
Stony Point South ES	465	248	237	221	227	225	48.4%
Welborn ES	558	539	537	514	517	519	93.0%
Elementary Total	3,091	2,255	2,216	2,151	2,180	2,204	71.3%
Arrowhead MS	662	372	363	372	347	347	52.4%
D.D. Eisenhower MS	855	683	690	671	658	629	73.6%
Middle School Total	1,517	1,055	1,053	1,043	1,005	976	64.3%
Washington HS	1,440	1,102	1,116	1,154	1,152	1,183	82.2%
Feeder Total:	6,048	4,412	4,385	4,348	4,337	4,363	72.1%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

- Sumner Academy students NOT included in middle and high school projections:
- Over the past 3 years, an average of **286 students** (20%) have transferred out of Washington HS and into Sumner Academy
 - Washington HS students contribute to around 27% of Sumner Academy students

Feeder Fast Facts:

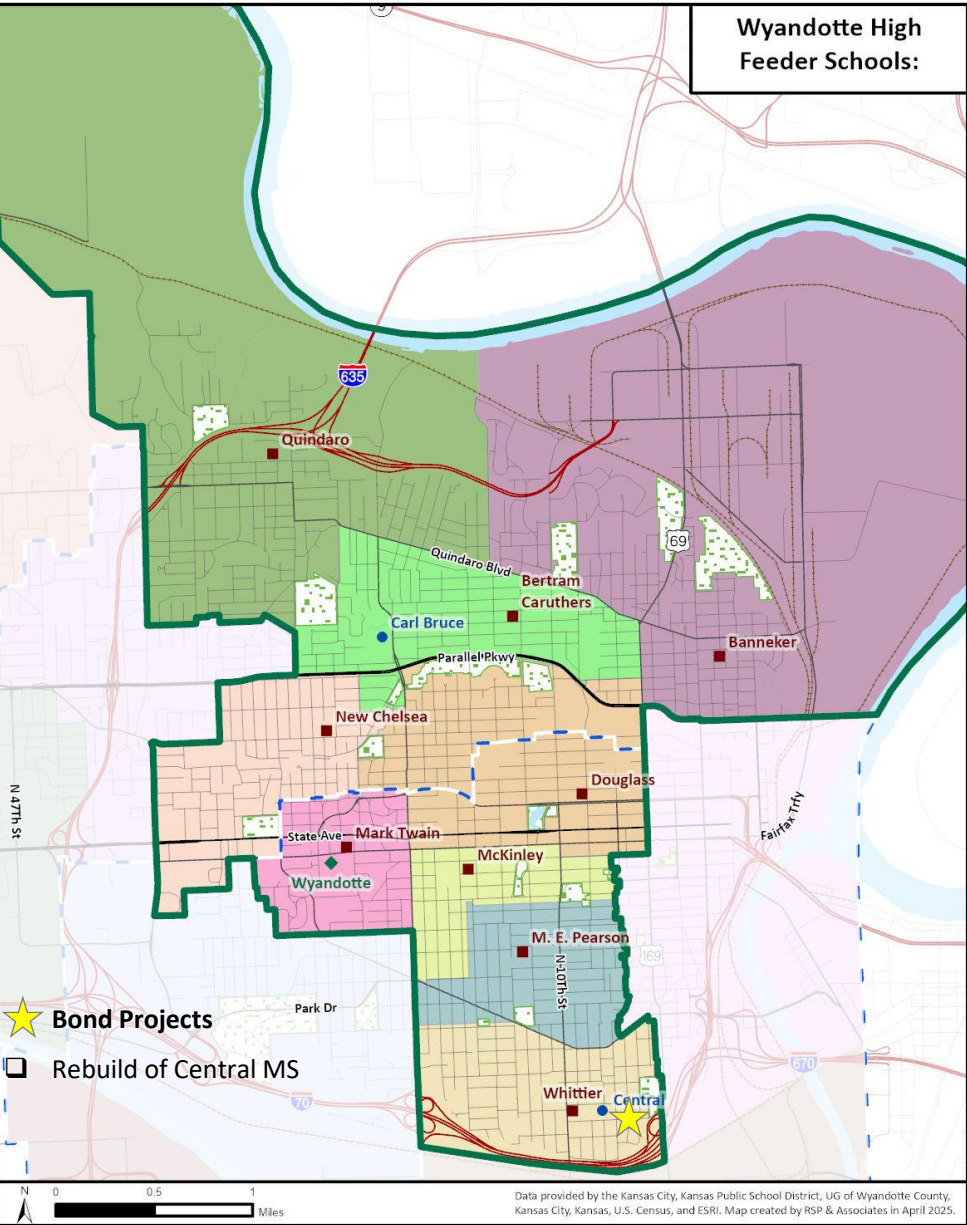
- 2029/30 Total Enrollment: 6,821
- 2029/30 Total Capacity Utilization: 78%
- Nine Elementary Schools; Two Middle Schools
 - Three elementary schools and one middle school is **under-utilized**

Facility Planning Thoughts:

- ☐ Opportunity to improve ES utilization by reducing buildings
- ☐ Under-utilization at MS level will likely continue
- ☐ Adequate HS utilization with the distribution of Sumner Academy students out of Washington boundary

Wyandotte High Feeder: Fact Sheet

Below 70% Utilization
Greater than 100% Utilization



Feeder Schools:	Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
Banneker ES	555	304	301	313	319	322	58.0%
Bertram Caruthers ES	500	358	357	354	362	363	72.6%
Douglass ES	580	298	297	284	278	276	47.6%
M. E. Pearson ES	720	551	555	572	574	581	80.7%
Mark Twain ES	341	210	193	182	179	172	50.4%
McKinley ES	348	227	223	212	199	198	56.9%
New Chelsea ES	644	553	548	504	507	503	78.1%
Quindaro ES	576	366	370	367	347	345	59.9%
Whittier ES	602	470	473	469	467	469	77.9%
Elementary Total	4,866	3,337	3,317	3,257	3,232	3,229	66.4%
Carl Bruce MS	850	835	831	891	896	884	104.0%
Central MS	850	712	708	699	694	682	80.2%
Middle School Total	1,700	1,547	1,539	1,590	1,590	1,566	92.1%
Wyandotte HS	2,184	1,910	1,826	1,786	1,746	1,744	90.6%
Feeder Total:	8,750	6,794	6,682	6,633	6,568	6,539	74.7%

Source: RSP & Associates – February 2025
Note: Total projections may vary slightly from Enrollment Analysis due to rounding at the student and building level.

Sumner Academy students NOT included in middle and high school projections:

- Over the past 3 years, an average of 232 students (10.6%) have transferred out of Wyandotte HS and into Sumner Academy
- Wyandotte HS students contribute to around 22% of Sumner Academy students

Feeder Fast Facts:

- 2029/30 Total Enrollment: 6,821
- 2029/30 Total Capacity Utilization: 78%
- Nine Elementary Schools; Two Middle Schools
 - Five elementary schools are **under-utilized**
 - One middle school is **over-utilized**

Facility Planning Thoughts:

- ❑ Opportunity to improve ES utilization by reducing buildings
- ❑ Requires student re-distribution at MS level
- ❑ Wyandotte HS utilized at greatest rate with capacity in other high schools to be more efficiently utilized

Facility Conditions

2023 Facility Study from Hollis + Miller Architects:

Scores that are less than 59.9 (Poor or Unsatisfactory condition) are highlighted in **red font**.

○ **SCORING:**

- 90-100: Like New / Excellent Condition
No to minimal physical / infrastructure needs; facility new or well maintained
- 80-90: Good Condition
Minimal physical / infrastructure needs; facility is Satisfactorily Maintained
- 70-80: Fair Condition
Moderate physical / infrastructure needs; maintenance required
- 60-70: Poor Condition
Major physical / infrastructure needs; significant maintenance required
- 0-59: Unsatisfactory Condition;
*Significant physical/infrastructure and maintenance required
Facility should be considered for significant improvements/renovation and/or for future replacement*

○ **SCORING CONSIDERATIONS:**

- Buildings within the District range from 3 to 105 years old
- Facility Scores range from 47% up to 98% (51% variance)

Scores do not always correlate with age of building for various reasons: Recent / Major Renovations & Additions, Initial Construction Type / Limitations, Site Constraints – some of these are limiting factors that cannot be changed without additional land expansion or relocation of facility, Programmatic/Functional Learning Environment Opportunities Vary, Other

Source: Hollis + Miller [Facility Master Plan 2023](#)

School	Grade	Year Built	Assessment Score
Frank Rushton	ES	2016	92.79
Lowell Brune	ES	2020	91.25
West Park	ES	2020	90.98
Welborn	ES	2019	88.33
Hazel Grove	ES	2013	86.62
Mark Twain	ES	2013	82.78
McKinley	ES	2014	76.47
New Chelsea	ES	2000	75.27
TA Edison	ES	1954	74.56
John Fiske	ES	1983	72.76
Grant	ES	1956	70.01
Stony Point North	ES	1958	66.81
Claude Huyck	ES	1965	66.35
Douglass	ES	1963	65.91
Quindaro	ES	1974	64.76
Frances Willard	ES	1956	64.26
Bertram Caruthers	ES	1962	63.06
Eugene Ware	ES	1949	61.63
John F Kennedy	ES	1965	59.69
Stony Point South	ES	1974	59.32
Whittier	ES	1991	58.92
Silver City	ES	1970	58.82
Noble Prentis	ES	1949	58.29
M.E. Pearson	ES	1975	54.55
Banneker	ES	1972	53.67
Lindbergh	ES	1950	51.3
Emerson	ES	1959	48.08
New Stanley	ES	1923	46.77
Gloria Willis	MS	2019	98.45
Carl B Bruce	MS	2020	94.61
Arrowhead	MS	1964	65.07
Eisenhower	MS	1973	61.29
Rosedale	MS	1927	61.13
Central	MS	1915	57.08
Argentine	MS	1930	55.3
F.L. Schlagle	HS	1973	66.5
Wynadotte	HS	1936	63.11
J.C Harmon	HS	1973	59.15
Washington	HS	1931	58.21
Sumner Academy	Sign.	1939	66.26
Bridges	ECC	1971	58.67
Alfred Fairfax Axademy	ECC	1924	43.11

Elementary Facility Score (Hollis + Miller)

FACILITY SCORES

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Banneker ES	Bertram Caruthers ES	Claude Huyck ES	Douglass ES	Emerson ES	Eugene Ware ES	Frances Willard ES
1. Building Site, Landscaping etc.	5.75	6.50	7.00	5.25	5.25	5.75	6.25
2. Building Structure & Exterior Envelope	10.40	11.20	11.20	12.00	10.40	9.60	10.40
3. Building Systems / Maintainability	12.67	13.33	13.33	16.67	8.67	15.33	14.00
4. Interior Environment/ Maintainability	13.85	15.03	15.81	15.00	12.77	15.95	14.61
5. Accessibility, Environmental & Safety	9.00	13.00	15.00	13.00	9.00	11.00	15.00
6. Future Ready Learning Environments	2.00	4.00	4.00	4.00	2.00	4.00	4.00
OVERALL TOTAL	53.67	63.06	66.35	65.91	48.08	61.63	64.26

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Frank Rushton ES	Grant ES	Hazel Grove ES	John F Kennedy ES	John Fiske ES	Lindbergh ES	Lowell Brune ES
1. Building Site, Landscaping etc.	7.75	6.75	8.50	5.50	6.25	4.75	9.25
2. Building Structure & Exterior Envelope	19.20	12.80	16.80	12.00	13.60	7.20	16.00
3. Building Systems / Maintainability	20.00	18.00	20.00	14.67	18.67	13.33	20.00
4. Interior Environment/ Maintainability	19.84	15.46	18.32	14.52	15.25	12.02	20.00
5. Accessibility, Environmental & Safety	20.00	13.00	17.00	11.00	15.00	10.00	20.00
6. Future Ready Learning Environments	6.00	4.00	6.00	2.00	4.00	4.00	6.00
OVERALL TOTAL	92.79	70.01	86.62	59.69	72.76	51.30	91.25

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Mark Twain ES	McKinley ES	ME Pearson ES	New Chelsea ES	New Stanley ES	Noble Prentis ES	Quindaro ES
1. Building Site, Landscaping etc.	6.25	6.25	5.50	6.25	5.00	5.50	7.25
2. Building Structure & Exterior Envelope	16.00	15.20	11.20	14.40	11.20	12.80	12.00
3. Building Systems / Maintainability	18.67	18.67	12.00	18.00	12.00	15.33	14.00
4. Interior Environment/ Maintainability	18.86	15.35	9.85	14.62	11.57	11.66	14.51
5. Accessibility, Environmental & Safety	17.00	15.00	12.00	16.00	5.00	9.00	15.00
6. Future Ready Learning Environments	6.00	6.00	4.00	6.00	2.00	4.00	2.00
OVERALL TOTAL	82.78	76.47	54.55	75.27	46.77	58.29	64.76

FACILITY MASTER PLAN - ASSESSMENT SCORING							
	Silver City ES	Stony Point North ES	Stony Point South ES	TA Edison ES	Welborn ES	West Park ES	Whittier ES
1. Building Site, Landscaping etc.	6.00	5.75	5.75	6.25	10.00	8.50	5.50
2. Building Structure & Exterior Envelope	12.00	14.40	13.60	13.60	16.00	18.40	13.60
3. Building Systems / Maintainability	10.67	14.00	14.67	17.33	19.33	20.00	13.33
4. Interior Environment/ Maintainability	14.15	14.66	13.31	17.38	19.00	19.08	12.49
5. Accessibility, Environmental & Safety	14.00	14.00	10.00	14.00	18.00	19.00	12.00
6. Future Ready Learning Environments	2.00	4.00	2.00	6.00	6.00	6.00	2.00
OVERALL TOTAL	58.82	66.81	59.32	74.56	88.33	90.98	58.92

Source: Hollis + Miller [Facility Master Plan 2023](#)

Secondary Facility Score (Hollis + Miller)

FACILITY SCORES

FACILITY MASTER PLAN - ASSESSMENT SCORING							
School	Argentine MS	Arrowhead MS	Carl B Bruce MS	Central MS	Eisenhower MS	Gloria Willis MS	Rosedale MS
1. Building Site, Landscaping etc.	4.25	6.00	9.75	4.50	5.50	9.50	5.75
2. Building Structure & Exterior Envelope	12.80	11.20	19.20	13.60	15.20	19.20	12.80
3. Building Systems / Maintainability	14.67	15.33	18.00	12.00	11.33	20.00	13.33
4. Interior Environment/ Maintainability	12.58	15.54	18.66	12.98	12.26	19.75	13.25
5. Accessibility, Environmental & Safety	7.00	13.00	19.00	10.00	13.00	20.00	12.00
6. Future Ready Learning Environments	4.00	4.00	10.00	4.00	4.00	10.00	4.00
OVERALL TOTAL	55.30	65.07	94.61	57.08	61.29	98.45	61.13
SCHOOL SCORE RANKING	SCORE	YEAR	FACILITY AGE: 2000 – Current Facilities (2) 1960 – 1979 Facilities (2) Pre 1960 Facilities (3)				
Gloria Willis MS	98.45	2019					
Carl B Bruce MS	94.61	2020					
Arrowhead MS	65.07	1964					
Eisenhower MS	61.29	1973					
Rosedale MS	61.13	1927					
Central MS	57.08	1915					
Argentine MS	55.30	1930					

FACILITY SCORES

FACILITY MASTER PLAN - ASSESSMENT SCORING					
School	Harmon HS	Schlagle HS	Sumner Academy	Washington HS	Wyandotte HS
1. Building Site, Landscaping etc.	6.00	5.75	5.75	6.25	6.00
2. Building Structure & Exterior Envelope	11.20	12.80	10.40	11.20	12.80
3. Building Systems / Maintainability	11.33	15.33	17.33	14.00	15.33
4. Interior Environment/ Maintainability	14.62	12.62	13.78	13.76	12.98
5. Accessibility, Environmental & Safety	12.00	14.00	13.00	9.00	12.00
6. Future Ready Learning Environments	4.00	6.00	6.00	4.00	4.00
OVERALL TOTAL	59.15	66.50	66.26	58.21	63.11
SCHOOL SCORE RANKING	SCORE	YEAR	FACILITY AGE: 1970's Facilities (2) 1930's Facilities (3)		
Schlagle HS	66.50	1973			
Sumner Academy	66.26	1939			
Wyandotte HS	63.11	1936			
Harmon HS	59.15	1973			
Washington HS	58.21	1931			

Source: Hollis + Miller [Facility Master Plan 2023](#)

Part 3:

Committee Discussion

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

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

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

Text to Number: 22333

Message Body: RSPMeeting

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

Helpful Hints:

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

Board of Education Update

Overview of Board Discussion:

- ☐ Continue to analyze enrollment, geography, and capacity to address inefficiency in the district
- ☐ Consider strategies to increase Schlagle High School enrollment
- ☐ Consider strategies to decrease Wyandotte High School enrollment

Current: High School Boundaries:	Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,512	827	845	850	864	886	54.7%	55.9%	56.2%	57.1%	58.6%
J.C. Harmon HS	1,578	1,227	1,148	1,151	1,163	1,160	77.8%	72.8%	72.9%	73.7%	73.5%
Sumner Academy (8-12)	1,200	1,052	1,051	1,055	1,051	1,053	87.7%	87.6%	87.9%	87.6%	87.8%
Washington HS	1,440	1,102	1,116	1,154	1,152	1,183	76.5%	77.5%	80.1%	80.0%	82.2%
Wyandotte HS	2,184	1,910	1,826	1,786	1,746	1,744	87.5%	83.6%	81.8%	79.9%	79.9%
High School Total:	7,914	6,125	5,989	6,002	5,983	6,031	77.4%	75.7%	75.8%	75.6%	76.2%

Source: RSP & Associates

6/25/2025

High School Fast Fact Sheet

F.L. Schlagle HS	Average of 115 students attend Sumner Academy	- Four feeder elementary schools - One feeder middle school
J.C. Harmon HS	Average of 218 students attend Sumner Academy	- Nine feeder elementary schools - Two feeder middle schools
Sumner Academy	Pulls enrollment from entire district	Receiving improvements and additions with 2024 Bond Projects
Washington HS	- Average of 286 students attend Sumner Academy - Houses ROTC program	- Six feeder elementary schools - Two feeder middle schools
Wyandotte HS	- Average of 232 students attend Sumner Academy - Largest building with highest enrollment	- Nine feeder elementary schools - Two feeder middle schools

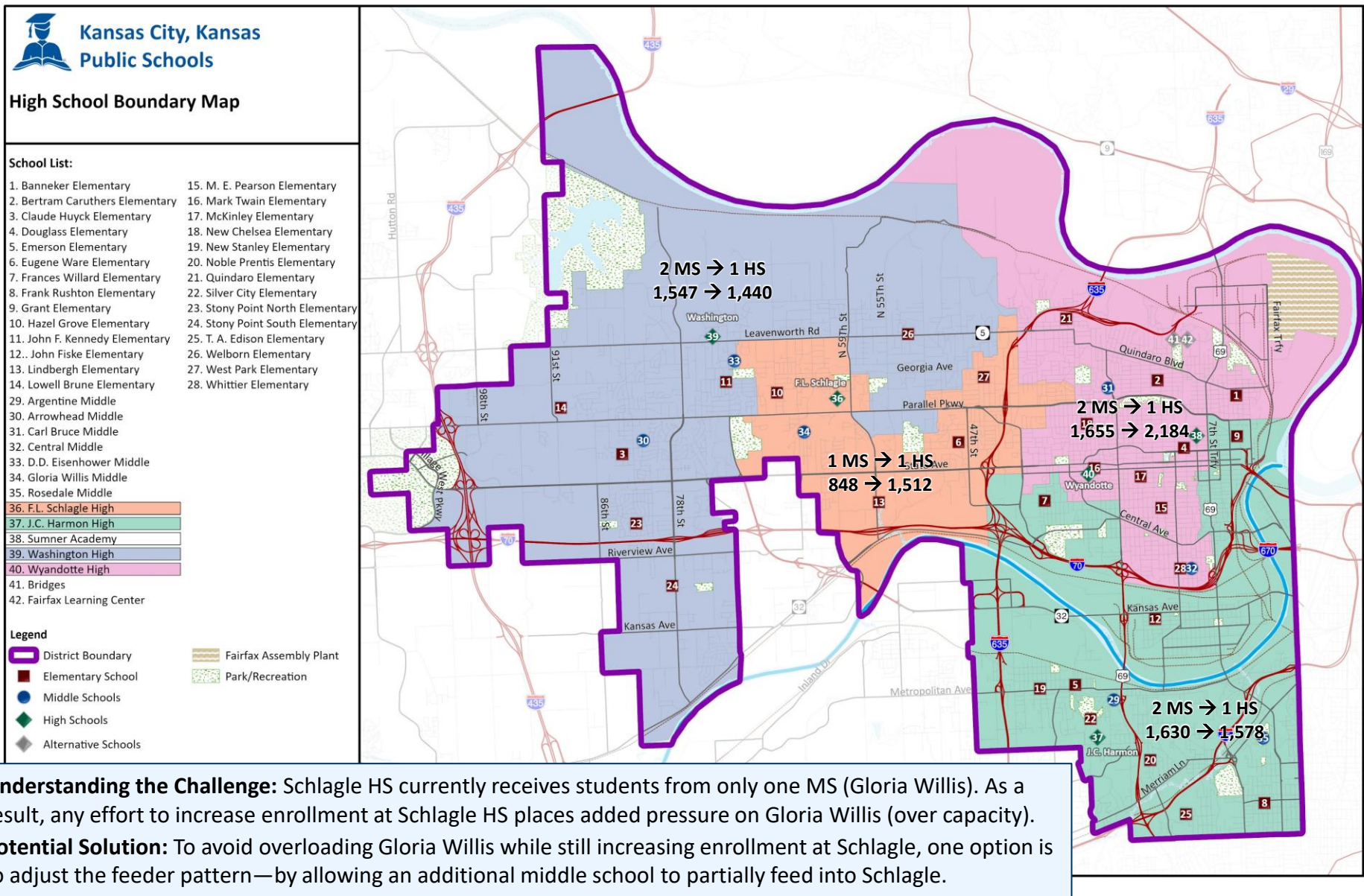
Task #1: Discuss High School Challenges & Solutions

Focus: High School Enrollment Balance

Challenges to Address	☐ Need more students in Schlagle High School	☐ Need less students in Wyandotte High School
Obstacles to Overcome	✓ Challenge with only one middle school (Gloria Willis) feeding Schlagle HS (limits feeder) ✓ District investing in Sumner Academy (program to maintain as currently used)	✓ Geography; boundary surrounding by natural dividers
Potential Starting Point Solutions	1. Add additional students to Schlagle HS by expanding boundary (splits feeder) – <i>presented at meeting 2</i> 2. Change Schlagle HS to serving grades 6-12th grade • Increases enrollment and reduced Gloria Willis enrollment • Greater opportunity to pull students out of Wyandotte HS boundary 3. Repurpose Schlagle High School for district-wide programming • Pull specialized programs out of those schools • Results in no boundary (like Sumner Academy) 4. Schlagle and Washington becoming paired schools (one boundary) • One school serves grades 9-10th • One school serves grades 11-12th	1. Reduce Wyandotte HS boundary by reassigning an ES from the feeder schools – <i>presented at meeting 2</i> 2. Reduce enrollment by programming shifts
Key Questions	Is changing how Schlagle HS currently operates and is programmed palatable to committee?	What is the ideal enrollment for Wyandotte HS? 1,600? 1,700? 1,800?

NOTE: **Solution #1** is explored in Concept 1 (presented last meeting and tonight)

Current – High School Boundary Map



Understanding the Challenge: Schlagle HS currently receives students from only one MS (Gloria Willis). As a result, any effort to increase enrollment at Schlagle HS places added pressure on Gloria Willis (over capacity).

Potential Solution: To avoid overloading Gloria Willis while still increasing enrollment at Schlagle, one option is to adjust the feeder pattern—by allowing an additional middle school to partially feed into Schlagle.

Concept 1 – High School Boundary Map

Placeholder for Concept 1 Map

Current V.S. Concept Projections:

Current: High School Boundaries:	Capacity	2025/26	2026/27	2027/28	2028/29	2029/30	2025/26	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,512	827	845	850	864	886	54.7%	55.9%	56.2%	57.1%	58.6%
J.C. Harmon HS	1,578	1,227	1,148	1,151	1,163	1,160	77.8%	72.8%	72.9%	73.7%	73.5%
Sumner Academy (8-12)	1,200	1,052	1,051	1,055	1,051	1,053	87.7%	87.6%	87.9%	87.6%	87.8%
Washington HS	1,440	1,102	1,116	1,154	1,152	1,183	76.5%	77.5%	80.1%	80.0%	82.2%
Wyandotte HS	2,184	1,910	1,826	1,786	1,746	1,744	87.5%	83.6%	81.8%	79.9%	79.9%
High School Total:	7,914	6,125	5,989	6,002	5,983	6,031	77.4%	75.7%	75.8%	75.6%	76.2%

Source: RSP & Associates

6/25/2025

Concept 1: High School Boundaries:	Capacity	2026/27	2027/28	2028/29	2029/30	2026/27	2027/28	2028/29	2029/30
F.L. Schlagle HS	1,512	1,091	1,084	1,074	1,094	72.2%	71.7%	71.0%	72.4%
J.C. Harmon HS	1,578	1,158	1,155	1,157	1,157	73.4%	73.2%	73.3%	73.3%
Sumner Academy (8-12)	1,200	894	898	894	896	74.5%	74.8%	74.5%	74.7%
Washington HS	1,440	1,055	1,088	1,091	1,122	73.3%	75.6%	75.8%	77.9%
Wyandotte HS	2,184	1,616	1,594	1,580	1,580	74.0%	73.0%	72.3%	72.3%
High School Total:	7,914	5,817	5,825	5,803	5,854	73.5%	73.6%	73.3%	74.0%

Source: RSP & Associates

6/25/2025

Note: Total Projections may vary between Concept and Current tables due to rounding at the student and building level. And the manual movement of Sumner Academy students.

School Utilization Legend

Over 100% School Capacity

Under 70% School Capacity

Disclaimer:
Projections based on reside enrollment with current Sumner students pulled out and placed at Sumner Academy (number held constant).

Observations:

- Current Boundaries:
 - Under-utilization at Schlagle HS
 - Wyandotte HS enrollment starts at 1,900 students but is forecasted to decrease over the next five years to 1,700 students
- Concept Boundaries (starts in 2026/27 to illustrate no changes would be made for the 2025/26 school year):
 - Wyandotte HS is reduced to around 1,600 students residing in the boundary
 - Schlagle HS increased to around 1,100 students residing in the boundary
 - All high schools are between 70-79% utilized

Task #1:

Discussion Topic: **High School Boundaries**

○ Available Resources for Discussion:

- Enrollment Projection Tables – Review expected enrollment patterns and trends by high school.
- Large Format Maps – Analyze current and proposed high school boundary layouts, geographic distribution, and feeder patterns.
- Past Meeting Materials – Reference previous input, guiding principles, and community priorities to inform discussion.

○ Time Allotted:

- 30 minutes for small group review and discussion

○ Group Reporting:

- At the conclusion of the discussion period, each table will share a brief summary of their key observations, challenges identified, and any recommendations or questions that emerged.

Part 4:

Next Steps

Next Steps

Next Meeting: Monday, July 28, 2025

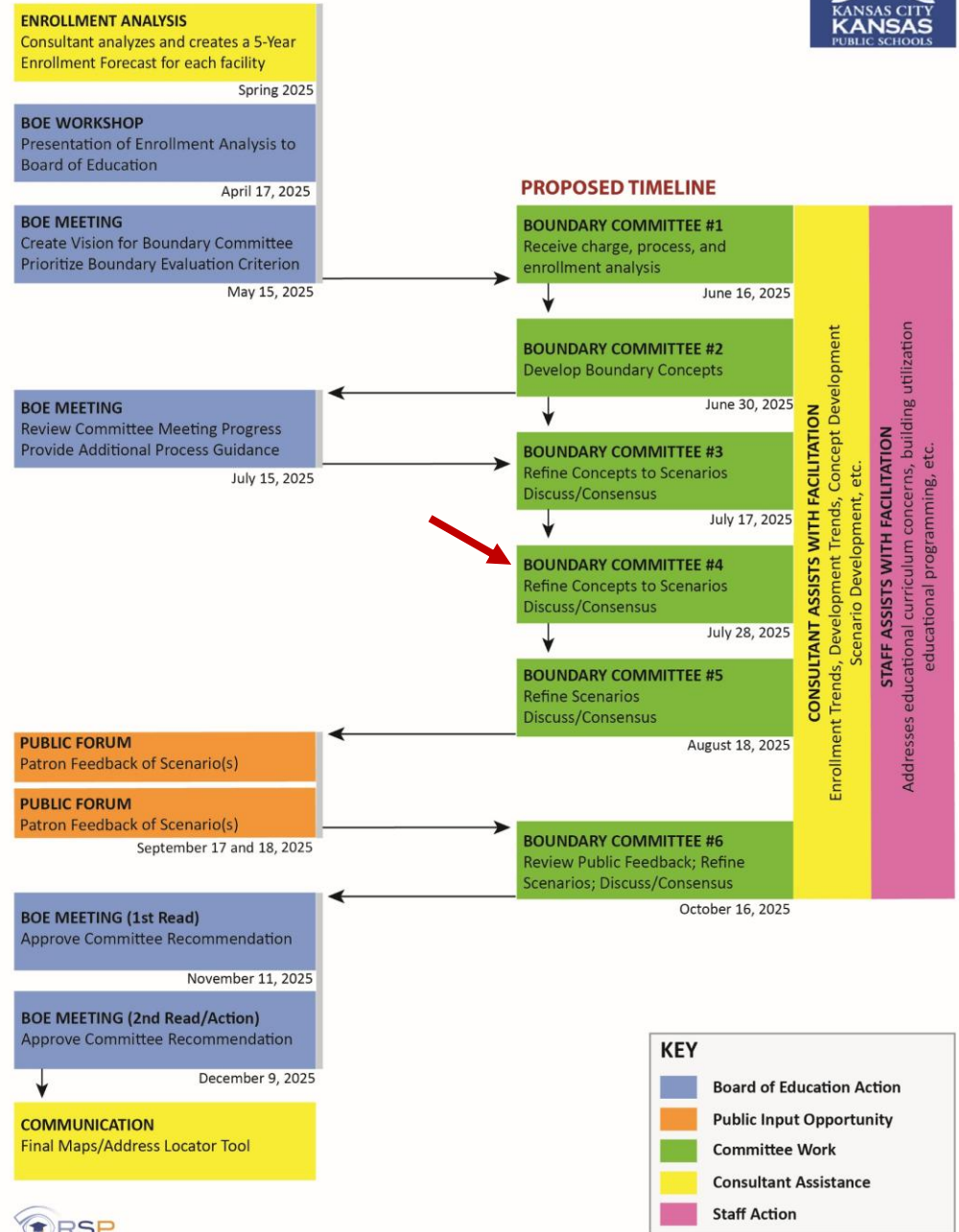
Committee Responsibilities:

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

RSP Responsibilities:

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

PROPOSED COMPREHENSIVE BOUNDARY PROCESS 2024/25 School Year



Access Material Via Social Pinpoint

RSP will utilize Social Pinpoint platform throughout the process:

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

Scan the QR code to access Meeting #3 materials.



<https://rsp.mysocialpinpoint.com/kck-boundary-process/boundary-meeting-3>