



KEYSTONE
POLICY CENTER

27J SCHOOLS BOUNDARY CHANGES COMMUNITY ENGAGEMENT SESSIONS

COMPREHENSIVE REPORT

FEBRUARY 2026

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EXECUTIVE SUMMARY

BACKGROUND

The [Center for Education](#) at [Keystone Policy Center](#) (KPC) was hired to support 27J Schools and the district's Facilities Planning Advisory Committee (FPAC) with engaging the community in discussions on boundary map changes related to the opening of a new middle school and high school in the 2027-2028 school year. The focus of these 90-minute sessions was to start with the FPAC's values and then identify participants' values as they relate to boundary map changes and to view and indicate their level of agreement with eight proposed maps. More broadly, hosting these sessions was an attempt by 27J leaders to re-engage the community in decision-making processes, rebuilding trust with the district.

PARTICIPANTS

Participant data for the three sessions is outlined below. KPC used MentiMeter, an online polling software as its primary data collection tool—the percent of participants who logged in and voted on this software is provided in parentheses after the attendance figure. In total, 239 people participated in the session's polling exercises. The total number of people attending was greater than the number of polltakers across the three sessions. Below is data representing those who took the poll.

- Prairie View High School: 94 (90%)
- Riverdale Ridge High School: 78 (64%)
- Brighton High School: 67 (91%)

KEY THEMES

FPAC VALUES

With regards to the FPAC's top values, below is a list of the values averaging their rankings and point allocations on MentiMeter. More information on the average scores for each value can be found in the 'Combined Data' section of the report.

1. Keeping neighborhoods together
2. Balancing enrollment with site capacity
3. Minimizing future boundary changes
4. Minimizing safety barriers
5. Minimizing bus transportation

ADDITIONAL VALUES

Participants were asked to provide additional values using MentiMeter. Most of what was provided aligned with the additional values that were identified by FPAC. Emerging categories included athletics, class size, community and culture, continuity, equity, programming, and safety. More details can be found in the Combined Data Section.

SUMMARY

Based on the strong turnout, this was a successful endeavor for 27J Schools, FPAC, and the community. Engagement in these sessions demonstrated strong participation overall and helped surface a clear opportunity for future outreach beyond boundary mapping for emerging issues in the coming years. While non-native English-speaking parents were underrepresented—four participants—this insight provides a strong indicator for future opportunities for more intentional, ongoing engagement strategies, including sustained outreach to Spanish-speaking families who represent 17% of the district community.

PARTICIPANT VALUES

VALUES POLLING

FPAC VALUES

Participants were asked to indicate which values are most important, from the five used by the FPAC. A limitation was that the Prairie View High School data used a different MentiMeter poll format, asking participants to rank the values, rather than allocate 100 points. The following list ranks from highest to lowest when combining the Brighton High School and Riverdale Ridge High School sessions, with the average number of points assigned, out of 100 allocated. The PVHS ranked data aligns with this combined data. To see more specific data for each school, see Appendices A-C.

1. Keeping neighborhoods together (23 points)
2. Balancing enrollment with site capacity (22)
3. Minimizing future boundary changes (19)
4. Minimizing safety barriers (17)
5. Minimizing bus transportation (11)

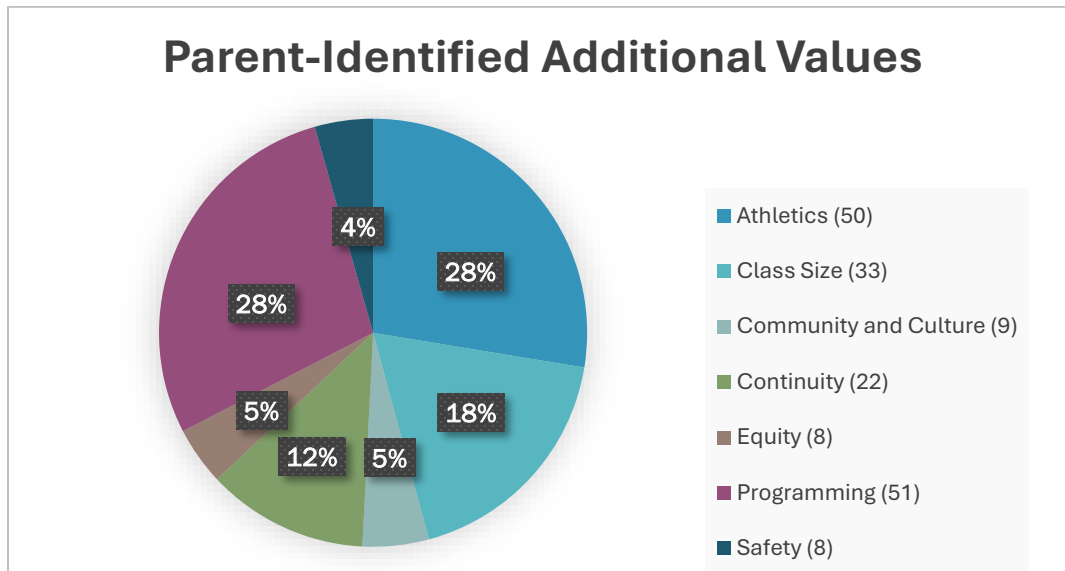
Keeping neighborhoods together and balancing enrollment were the top two choices at all three sessions, followed closely by minimizing future boundary changes and minimizing safety barriers. Minimizing bus transportation appeared to be far less of a concern.

ADDITIONAL VALUES

Participants provided ample information via MentiMeter to express thoughts on their additional values. The table below highlights the additional values related to boundary changes. Some of the issues raised by attendees speak to district administration decisions and processes, rather than values within the scope of FPAC's boundary work.

Athletics	Changes to classification, CHSAA impacts, breaking up teammates, etc.
Class Size	Ensuring equitable student-to-teacher ratios, and enrollment/capacity balance.
Community and Culture	Addressing the impacts of boundary map changes, including intentional transition practices and (re)building culture and community.
Continuity	Impacts to siblings, classmates, friends, feeder pattern from MS to HS, effective transition into new schools.
Equity	Unintended impacts to accessing new facilities, high-quality staff, and programming. Checking for disproportionality in terms of race, socioeconomic status, and more.
Programming	Ensuring opportunities are equal. Examples include college prep, AP courses, concurrent enrollment, CTE, STEM, extracurriculars, clubs, GT, and special education.
Safety	Concerns around impacts to school safety, bullying, and other disruptions.

The table below quantifies the additional value participants raised, with athletics, programming, and class size the top values. Keystone facilitators provided a few examples to prompt discussion, including athletics, instructional programming, and continuity, but did not provide much detail beyond that.

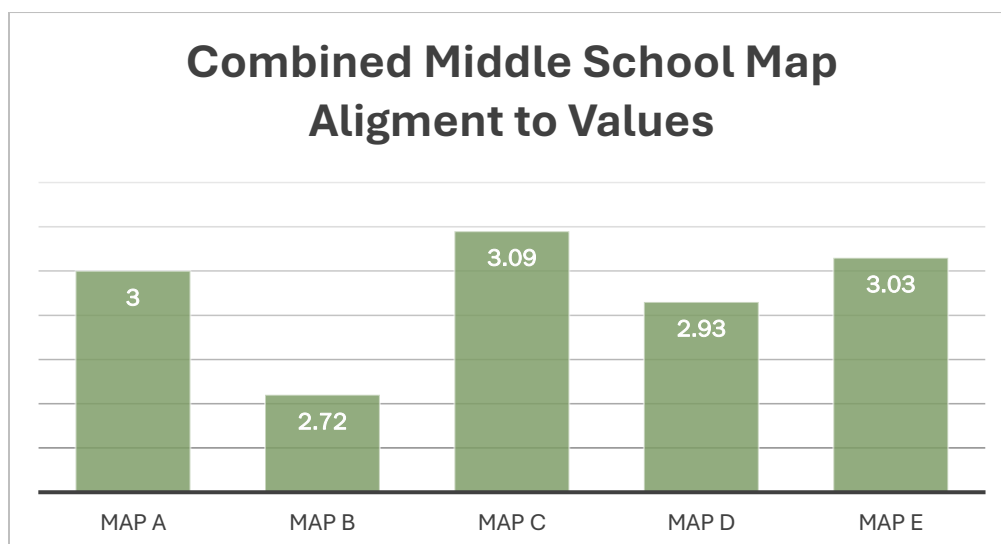


BOUNDARY MAP SCALE SCORES

Middle and high school boundary map scale scores were weighted to provide an accurate average across all session participants.

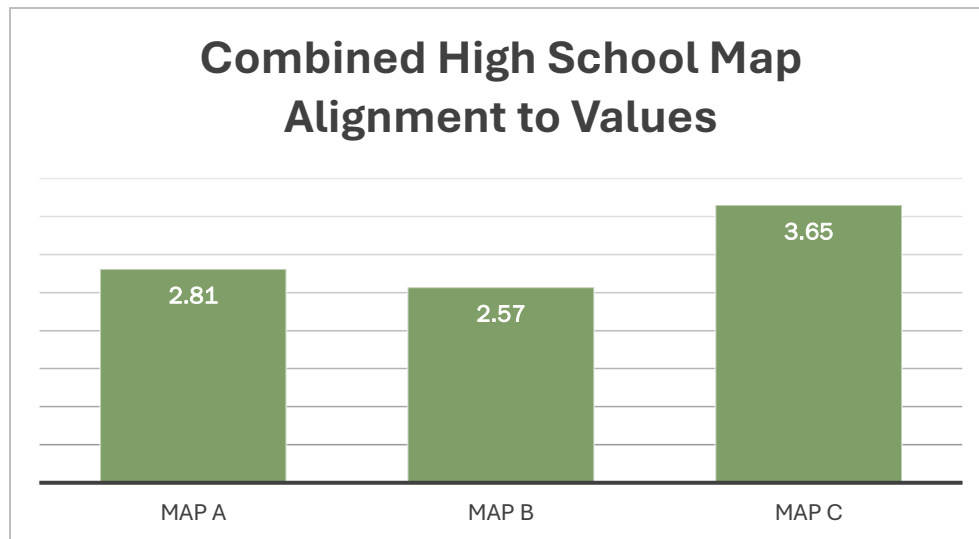
MIDDLE SCHOOL

After weighting all participants' responses across all sessions, results were relatively close, and huddled around a neutral score, with the exception of Map B receiving the lowest score.



HIGH SCHOOL

After weighting all participants' responses, Map C had the highest alignment with participants' values.



BIKE RACK

As part of the engagement process, participants were encouraged to record ideas on a “Bike Rack” flip chart to ensure important topics that may not be addressed in the session are documented for follow-up. Participants expressed a series of varying concerns in the Bike Rack, indicating a level of complexity and nuance that will need to be addressed between when the boundary map decisions are made in April 2026 and the new schools open for the 2027-2028 school year.

Athletics	Changes to school classification, eligibility concerns for CHSAA.
Continuity	Questions about ‘grandfathering in’ students who have tenure at schools, not breaking up siblings, and more.
Open Enrollment	Questions about impacts to parents’ abilities to remain/change schools depending on boundary map changes.
Programming	Loss of certain types of curricula and programming (before- and after-school, AP, CTE), access to certain teachers, and how this impacts equitable access.
Specific Boundary Concerns	Questions at the individual-family level about how boundaries will impact them specifically.
Transportation	Impacts to bus routes and maintaining services.

KEYSTONE TAKEAWAYS

POSITIVE BENEFITS OF COMMUNITY ENGAGEMENT

As stated previously, the intention and implementation of these community listening sessions was mostly positive. Not only for the insights and information gained, but for building trust and engagement. Replicating this process (with future improvements) could go a long way in building a strong community/district connection and relationship. Additionally, polling on the additional values gave participants the forum to candidly share their thoughts on what's most important to them, as well as what they shared on the bike racks. Ideally, this will help mitigate concerns and reduce the likelihood of disruption or negativity once the final boundary maps are selected in April.

CONSIDERATIONS FOR ONGOING AND FUTURE ENGAGEMENTS

Participation patterns surfaced important equity considerations for future engagement efforts. According to 2025-2026 Colorado Department of Education [data](#), multilingual students account for 17% of all students. Despite this, non-English speaking parents accounted for less than 2% of participants in these sessions. This suggests a need to reassess outreach strategies, language access, and engagement formats to better reflect the full community. These sessions were also held at a time when some non-native speakers are increasingly averse to public engagement, especially in contexts in which they could be identified as such, due to political and social concerns. Similarly, there may be value in intentionally incorporating student voice through a specifically designed session aligned to their lived experiences.

Looking ahead, establishing clearer guardrails around participation could help ensure feedback is focused and relevant. For example, providing a “Not Applicable” option for certain map scales may help parents and caregivers weigh in only on areas that directly affect them, strengthening the quality and clarity of input.

Finally, there may be an opportunity to broaden engagement beyond those who were able to attend in person. However, alternatives such as an online survey or a virtual option do not allow for these participants to engage in the study and small group dialogue. The district must develop a clear communication plan between the release of this report to FPAC and the superintendent's boundary decisions in April which would support transparency, continuity, and trust throughout the remainder of the process.

IMPLEMENTATION STEPS

To support the FPAC in its next steps, KPC has developed the following discussion prompts:

- What were some of your initial reactions to the report? Did this highlight any areas of concern?
- Are there additional values that were raised from session participants that should be figured into the FPAC's decision-making (beyond the initial five)?
- How are you interpreting the data from the map scales?

APPENDICES

APPENDIX A: PRAIRIE VIEW HIGH SCHOOL

PARTICIPATION SNAPSHOT

- Values ranking: 68 respondents
- Open-ended comments: 57
- Middle school map ratings: 71
- High school map ratings: 68

WHAT MATTERS MOST

MentiMeter data for PVHS used a ranking format.

- Balancing Enrollment with Site Capacity — 26 first-place votes (38.2%); Top-2 55.9%
- Keeping Neighborhoods Together — 24 first-place votes (35.3%); Top-2 58.8%
- Minimizing Future Boundary Changes — Top-2 38.2% (1st=8.8%, 2nd=29.4%)
- Minimizing Bus Transportation — 30 last-place votes (44.1%), only 7.4% first-place

BOUNDARY MAP FEEDBACK (AGREEMENT RATINGS, 1-5)

HIGH SCHOOL

- **Map C: 3.7 avg**
- Map A: 2.6
- Map B: 2.5

MIDDLE SCHOOL

- **Map A: 3.1 avg**
- Map C: 2.9
- Map D: 2.9
- Map E: 2.9
- Map B: 2.5

OPEN-ENDED VALUES COMMENTS - TOP THEMES

- Athletics & activities: 16 mentions (28.1%)
- Class size & staffing: 13 (22.8%)
- Equity & access: 11 (19.3%)
- Stability & continuity: 10 (17.5%)
- Academic programs & pathways: 9 (15.8%)
- Transportation & logistics: 6 (10.5%)
- Safety & wellbeing: 3 (5.3%)

TOP RESIDENT QUESTIONS (BIKE RACK)

- Grandfathering & continuity: Can current MS/HS students stay and graduate where they are?
- Athletics implications: Eligibility/transfer rules; equal access & funding for teams.
- Transportation specifics: Guaranteed transport for 11th graders if home school changes?
- Map readability: Label major streets on boundary maps for clarity.

APPENDIX B: RIVERDALE RIDGE HIGH SCHOOL

PARTICIPATION SNAPSHOT

- Values ranking: 48 respondents
- Open-ended comments: 45
- Middle school map ratings: 44
- High school map ratings: 44

WHAT MATTERS MOST

MentiMeter data for RRHS used a 100-point allocation format.

- Keeping Neighborhoods Together — 24.08 average score
- Balancing Enrollment with Site Capacity — 22.71
- Minimizing Future Boundary Changes — 19.79
- Maximizing Safety Barriers (drop-off, pick-up, bus lanes) — 18.48
- Minimizing Bus Transportation — 12.29

BOUNDARY MAP FEEDBACK (AGREEMENT RATINGS, 1-5)

HIGH SCHOOL

- **Map C: 3.43 avg**
- Map A: 2.95
- Map B: 2.59

MIDDLE SCHOOL

- **Map C: 3.30 avg**
- Map B: 3.20
- Map A: 2.98
- Map E: 2.95
- Map D: 2.72

OPEN-ENDED VALUES COMMENTS - TOP THEMES

- Class size & student-teacher ratio: 21 mentions (35%)
- Athletics / CHSAA / classification concerns: 16 (27%)
- Academic programs & pathways (CTE, STEM, GT, AP): 12 (20%)
- Friend / sibling groups & continuity: 8 (13%)
- Equity & diversity: 6 (10%)
- Other (misc.): 8 (13%)

TOP RESIDENT QUESTIONS (BIKE RACK)

- Open enrollment / choice / lottery: 11 mentions
- Capacity, testing, funding, enrollment balance: 5
- Programs & course offerings: 3

- Transportation & busing: 3
- Equity considerations: 2
- Athletics eligibility / CHSAA rules: 1
- Grandfathering current students: 1

APPENDIX C: SITE-LEVEL DATA FOR BRIGHTON HIGH SCHOOL

PARTICIPATION SNAPSHOT

- Values activity: 55 respondents
- Middle school map ratings: 55
- High school map ratings: 56
- Open comments: 43

WHAT MATTERS MOST

MentiMeter data for RRHS used a 100-point allocation format.

- Balancing Enrollment with Site Capacity — 24.03 average score
- Keeping Neighborhoods Together — 23.29
- Minimizing Future Boundary Changes — 22.27
- Maximizing Safety Barriers — 18.52
- Minimizing Bus Transportation — 11.88

BOUNDARY MAP FEEDBACK (AGREEMENT RATINGS, 1-5)

HIGH SCHOOL

- **Map C: 3.78 avg**
- Map A: 2.95
- Map B: 2.69

MIDDLE SCHOOL

- **Map E: 3.28 avg**
- Map D: 3.13
- Map C: 3.09
- Map A: 2.92
- Map B: 2.64

OPEN-ENDED COMMENTS – TOP THEMES

- Programming parity & expanded offerings (CTE, AP, STEM, electives): 14 mentions (33%)
- Siblings together / continuity / transitions: 11 (26%)
- Class size & staffing levels: 10 (23%)

- Other miscellaneous values (transportation, scheduling, culture): 10 (23%)
- Athletics & arts access: 7 (16%)

TOP RESIDENT QUESTIONS (BIKE RACK)

Open enrollment, choice pathways, and possible lottery systems

- Capacity testing, enrollment balance, and future funding impacts
- Program availability & ensuring equal opportunities across schools
- Transportation and busing considerations
- Equity concerns: access, diversity, distribution of programs
- Athletics eligibility and CHSAA rules under boundary changes
- Grandfathering: ensuring current students can remain through graduation