IOWA CITY COMMUNITY SCHOOL DISTRICT

All In for All Kids

Planning for the Future

Boundary Analysis Committee Meeting #2

Iowa City Community School District

November 19, 2026

RSP & Associates

RSP Quick Facts:

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

RSP Clients:

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

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

RSP Planning Team:

Robert Schwarz, CEO

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

Ginna Wallace, Senior Planner

- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Clear Creek Amana Community School District

- Enrollment Analysis, 2025/26

Cedar Rapids Community School District

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

Des Moines Independent Public School District

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

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Committee Ground Rules



FACILITATOR WILL LEAD
Facilitator will lead meeting and provide opportunities for discussion

STAY OPEN-MINDED





BE AN ACTIVE LISTENER
Provide complete thoughts, have no personal agenda

BE TIMELY
Make your points concisely, allow others a chance



COME PREPARED
Come prepared for the discussion

REMAIN THOUGHTFUL AND RESPECTFUL



REMAIN ENGAGED
Actively participate during the meeting

USE PARKING LOT
Place to save questions for future discussion



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Parking Lot

Question Placeholder Tool

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

Items that go in Parking Lot:

- ❑ Questions about items you would like answered
- ❑ General comments or thoughts
- ❑ Answered by either RSP or Administration at the next work group meeting

Important:

- ❑ The Parking Lot is **NOT** meant to be overloaded with requests that are outside of this process' scope.
- ❑ Please be mindful of RSP and administrators when adding items to the Parking Lot.
- ❑ Items in Parking Lot will be answered by either RSP or Administration at the next meeting.

LINK: https://rsp.mysocialpinpoint.com/iccsd-boundary-process/parking-lot

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Committee Consensus

RSP's CONSENSUS PROCESS:

1. The team will consider consensus when **51%** of the team shows support of an item (Goal is having **>75%** support)
2. Depending on the topic, there may be more time spent discussing that item for the team to better understand different perspectives
3. After a 2nd vote, if the item remains **>51%** that will be considered consensus for the team
4. Discussion comments will be noted

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.



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Communication & Information Commitments

1. Meeting Materials & Timelines

- Post meeting agendas and supporting materials in advance of committee meetings
- Target posting materials at least 24 hours before each meeting.
- Post updated materials reflecting committee input within 2 business days after each meeting.

2. Iowa Open Meetings Requirements *(Reference Board Ad Hoc Committee Board policy)*

- Follow applicable Iowa requirements for public notice, meeting access, minutes, and records.
- Communicate meeting dates, locations, agendas, and opportunities for public participation.
- Distinguish committee discussion, public input, and formal Board decision-making.

3. Centralized Committee Website

- Maintain a centralized website for committee materials and process documentation
- Provide public access to meeting presentations, maps, resources, and applicable records.
- Organize materials by meeting to document the committee's progress and recommendations.

4. Community Communication

- Provide consistent opportunities for community questions and feedback
- Use Social Pinpoint to collect and organize community questions, comments, and feedback.
- Review recurring themes and publish FAQs or clarifications as appropriate.

Reference: Iowa Code Chapter 21 – Official Meetings Open to Public

Our Commitment: Provide timely access to information, maintain a transparent record of committee work, and support meaningful community feedback while following applicable Iowa open meetings and public records requirements.

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Committee Expectations

Working Together Through a Challenging Process

Respectful & Constructive Dialogue

- Create a welcoming environment where all perspectives can be shared and heard.
- Extend patience, understanding, and grace to fellow committee members, District administration, RSP, and the community.
- Recognize that difficult conversations and differing opinions are expected and are an important part of the process.

Transparency & Public Accountability

- Committee meetings are public, and written feedback and meeting materials will be documented and shared in accordance with applicable open meeting requirements.
- Participate with the understanding that discussions and feedback may become part of the public record.

Commitment to the Process

- The Board and District have established the committee's purpose and direction; RSP's role is to facilitate an objective, data-informed process.
- School retirement and consolidation are part of the committee's assigned work and will require thoughtful consideration of difficult trade-offs.
- Not every idea or request can be incorporated, but feedback will be considered within the established guiding principles and scope of work.
- Committee members are asked to remain engaged, open-minded, and committed to working toward a collective recommendation.

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AGENDA

RSP will facilitate the meeting to **ensure adequate time for each agenda item**. While some activities may *warrant additional discussion*, the facilitator's role is to balance **meaningful engagement** with the need to cover the **full agenda within the allotted time**.

Part 1: About the Process (6:00-6:10pm)

Part 2: Current Base Data (6:10-6:15pm)

Part 3: 3 Draft Concepts (6:15- 7:45pm)

- Includes Committee Activities

Part 4: Next Steps (7:45-8:00pm)

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Part 1:
About the Process

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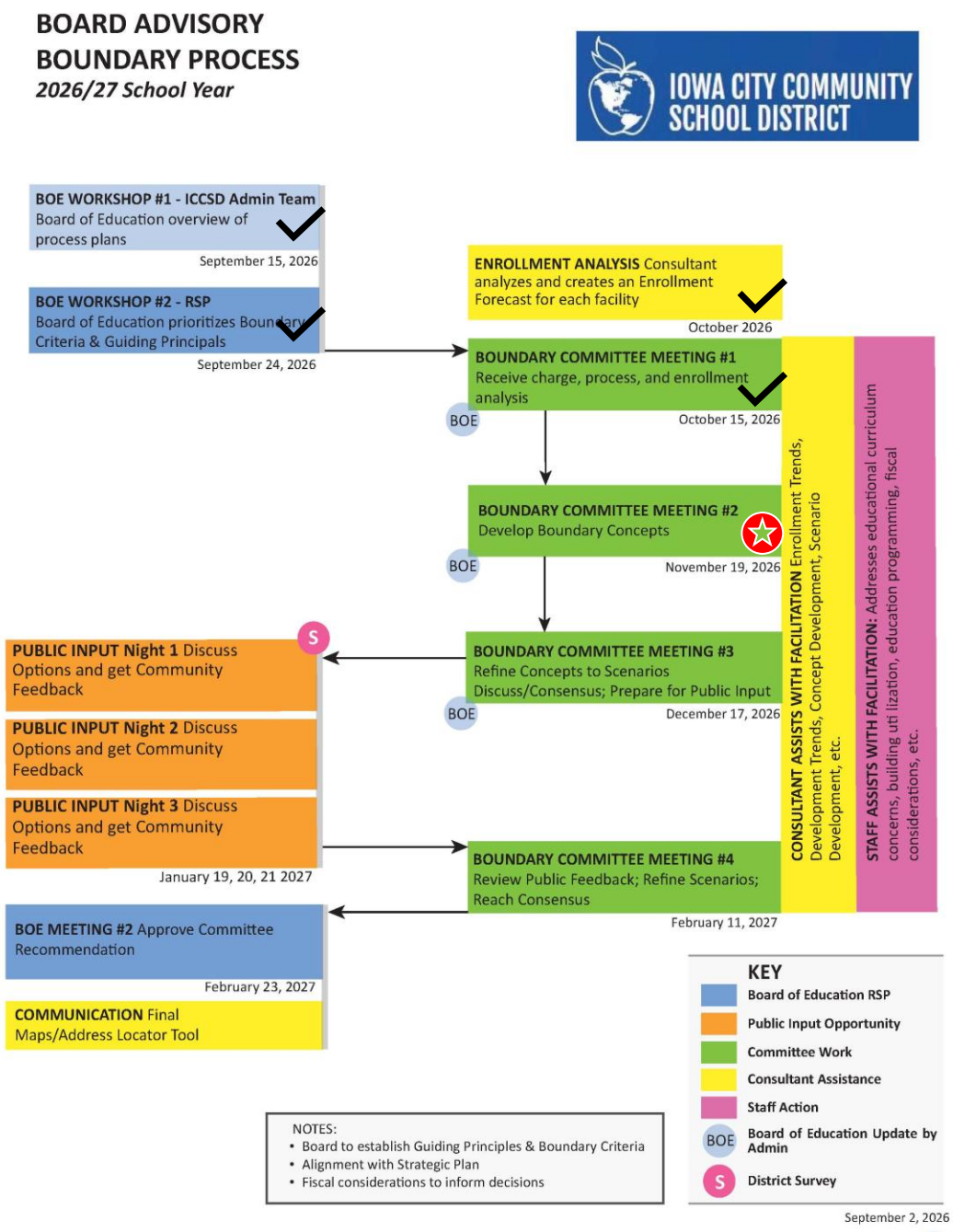
The Process

Fast Facts:

- 4 Committee Meetings
- 3 Nights of Public Input
- 3 Board Touchpoints
  - Board guidance establishes the **framework for committee work**
  - Final Board Meeting: **February 23, 2027**

Process & Data Considerations:

- The committee will work collectively through the data, scenarios, and community input before returning with a recommendation.
- Three community input opportunities are intentionally positioned **before the committee develops its final recommendation**.
- Administration will provide **updates throughout the process**, while formal Board deliberation is concentrated at the beginning and end of the process.



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Guiding Principles

Guiding Principles

- Facility planning will support the District's broader effort to create **sustainable, recurring operating savings**, recognizing the current FY28 planning target and that facility decisions represent one component of the District's **Facilities, Programs, and Staffing** strategy.
- Decisions will be grounded in **current and projected enrollment, building capacity, and where students live** to determine whether the District's elementary facility inventory appropriately aligns with enrollment.
- The process could include elementary, middle school, and/or high school buildings, but the focus will be on evaluating opportunities to retire/consolidate facilities and more effectively utilize remaining District capacity beginning in **2027/28.**
- Changes should maintain or improve **educational opportunities and the student experience** across remaining schools. Facility efficiencies should not create conditions that limit the District's ability to deliver effective programming.
- Recommendations should address **long-term conditions—not simply current enrollment**. Scenarios will account for projected enrollment, development trends, school capacities, and the ability to accommodate future change.
- When multiple solutions accomplish the financial and enrollment objectives, preference should be given to approaches that **reduce unnecessary student transitions and maintain logical school communities**.
- Any boundary changes will incorporate **Administration guidance, committee/community input, and RSP planning practices**, including:
  - Keep neighborhoods together where practical
  - Consider transportation, walkability, and natural/man-made barriers
  - Anticipate future enrollment and development
  - Create logical, contiguous, and sustainable attendance areas
- Potential facility retirement will be evaluated using a **consistent set of factors**, including projected enrollment, utilization/capacity, facility condition, building size, location, operational savings, transportation implications, and the ability of surrounding schools to receive students.
- **Legacy/Student Options** will be developed by District Administration for Board consideration in accordance with Board policy.

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Boundary Criteria

All ten criteria are important and will be evaluated in the process:

1. Boundary Natural/Contiguous Features
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.

2. Demographic Considerations
Boundaries that seek some level of balanced socioeconomic indicators.

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

4. Feeder System
Boundaries are geographically aligned between grade levels to create a system where students mature in similar cohorts.

5. Fiscal Considerations (Capital Costs)
Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates.

6. Fiscal Considerations (Operational Cost)
Boundaries that are planned to maximize district resources.

7. Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's attendance area.

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

9. Students Impacted by Boundary Change
Boundaries that minimize the number of current students that have to change schools.

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

The BOE prioritized the Top Criteria (Three-Way Tie for Criteria #3):

CRITERIA #1
Fiscal Considerations (Operational)

CRITERIA #2
Feeder System

CRITERIA #3
Demographic Considerations
Neighborhoods Intact
Projected Enrollment/ Building Utilization

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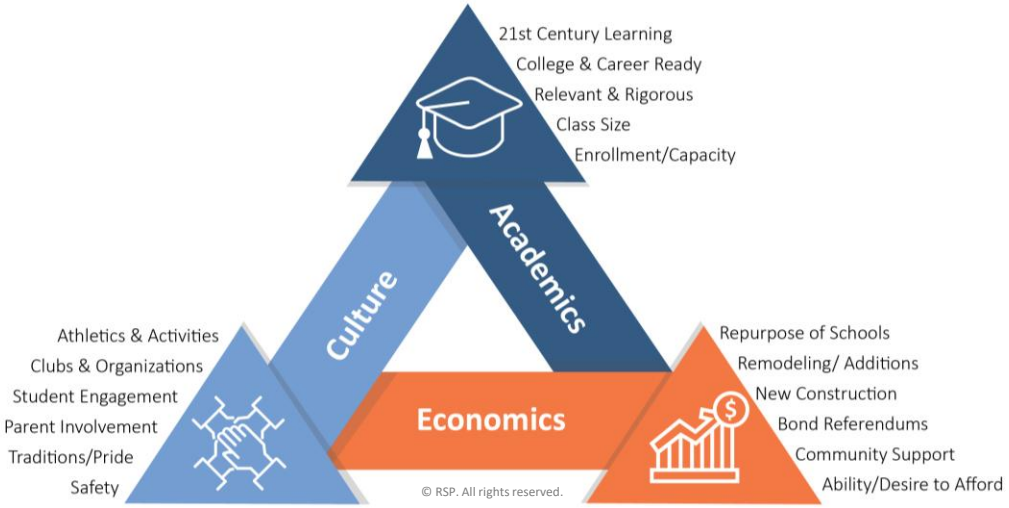
ACE - Facility Planning Considerations



A

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

C

- **Culture**
  - **Community identity with schools**
  - Impact on **student engagement and experience at school**

E

- **Enrollment & Demographics**
  - **Current and projected** enrollment trends
  - Distribution of students by **grade level and geography**
- **Capacity & Utilization**
  - Building utilization relative to **functional capacity (80–95% target)**
  - Opportunities to improve **efficiency and reduce underutilization**
- **Facilities & Infrastructure**
  - **Building condition**, age, and long-term maintenance needs
  - Results of **facility condition assessments** and **capital investment priorities**

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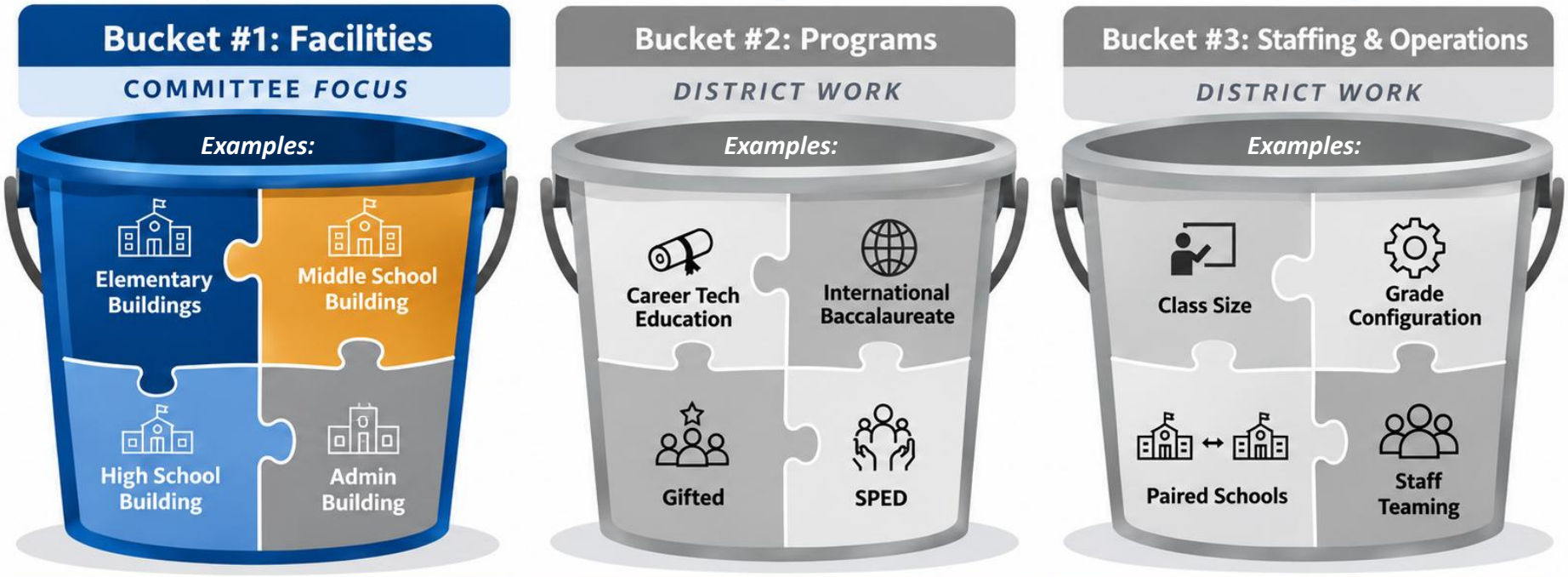
DRAFT – VISUAL OF EXAMPLE SAVING STRATEGIES

Achieving the district's financial target will require multiple strategies.
This committee is responsible for evaluating the facility portion of that work.



KEY:

Gray **= NOT part of the committee discussion**

Color **= FOCUS of the committee discussion**

What You Need to Know: The items shown in each bucket represent **potential starting points** for evaluating annual cost savings—not formal recommendations. These examples illustrate the range of strategies the committee and administration may consider but are not limited to.

The committee's focus is on facility-related opportunities (Bucket #1), while program and staffing/operational strategies will be evaluated separately by district administration.

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Meeting #1 Recap & Meeting #2 Preview

DATE	AGENDA ITEM	COMPLETE
Meeting 1 (Oct. 15)	**Process Orientation:** Reviewed committee rules, expectations, and charge	✅
	Data Foundation: Reviewed findings from the 2025/26 Enrollment Analysis	✅
	Committee Engagement: Participated in small-group scenario-building activities to identify opportunities and considerations	✅
Meeting 2 (Nov. 19)	**Process Orientation:** Review Meeting 1 information **Data Foundation:** Review current boundary information **Preliminary Concept Review:** ❑ Present **preliminary concepts** to the committee (as communicated at Meeting #1) ❑ Include a secondary-focused concept exploring grade configuration, feeder alignment, and facility efficiency. ❑ Discuss **benefits, trade-offs, and opportunities** for refinement.	

Main Takeaway: Meeting #1 established the foundation without presenting boundary concepts, as communicated. Meeting #2 builds on that work by introducing preliminary options for committee review—not final recommendations.

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Summary of Committee Requests – Meeting #1

PARKING LOT: https://rsp.mysocialpinpoint.com/iccsd-boundary-process/parking-lot

Key Theme	What Committee Members Requested
Building Capacity & Class Sizes	• School-specific operational capacity • Classroom availability • Grade-level enrollment • Class size guidelines • Principal input on realistic building capacity
Financial Impacts & Savings	Actual savings from school retirement, including: • Staffing reductions • Transportation costs • Maintenance and facility investments • Costs associated with receiving students
Enrollment Trends & Projections	• Historical enrollment and growth patterns • Future projections • Building utilization and enrollment changes by school and grade
Student Experience & Educational Equity	• Impacts on students • Socioeconomic diversity • Academic performance and special programs
Transportation & Boundary Impacts	• Travel distances and transportation costs • Feeder alignment and the geographic practicality of proposed boundaries
Facility Conditions & Long-Term Planning	• Current conditions: Building age, maintenance needs, accessibility • Investments: Recent renovations, future facility investments • Potential reuse or sale of retired buildings
Scenario Comparisons & Decision-Making	• Clear side-by-side comparisons of scenarios • Clarity on the planning process and how committee feedback influences decisions

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School Retirement Context

District Administration Feedback – *Schools Identified for Potential Retirement*

- **Coralville Central:** Aging facility with condition concerns, small classrooms, and a three-level layout requiring multiple elevators.
- **Twain:** Facility condition and location concerns, including inaccessible classrooms and areas with limited recent improvements.
- **Van Allen:** Located approximately three blocks from Garner; potential retirement considerations are driven by enrollment and geographic proximity rather than facility condition.
- **Additional Schools Discussed**
  - **Lucas:** Located within walking distance of Lemme and Hoover; recently received a new gymnasium.
  - **Shimek:** Low enrollment and recent renovations; limited neighborhood access.
  - **Mann:** Low enrollment and recent renovations; limited site space and reliance on an adjacent city park for playground space.
  - **Lincoln:** Low enrollment and recent renovations; limited capacity to accommodate more than two sections per grade.
  - **Kirkwood:** Shares property with Northwest Middle School, creating potential facility and site considerations.

Schools Evaluated for Retirement in RSP Concepts – *RSP Planning Considerations*

- **Coralville Central:** Aging facility with condition concerns and potential operational efficiencies through consolidation.
- **Garner:** Smaller school within the Liberty feeder; proximity to Van Allen creates an opportunity to evaluate consolidation.
- **Grant Wood:** Low enrollment and projected decline; opportunity to improve utilization within the City feeder.
- **Kirkwood:** Low enrollment and available capacity at nearby schools create potential consolidation opportunities.
- **Lemme:** Low enrollment and underutilization within the City feeder.
- **Lincoln:** Small facility with limited enrollment and capacity for future growth.
- **Lucas:** Low enrollment and underutilization within the City feeder.
- **Mann:** Low enrollment and projected decline; opportunity to improve utilization within the City feeder.
- **Shimek:** Low enrollment and geographic constraints that may limit consolidation options at receiving schools.
- **Twain:** Facility condition concerns and low enrollment create potential consolidation opportunities.
- **Van Allen:** Geographic proximity to Garner and enrollment considerations create an opportunity to evaluate consolidation.
- **Weber:** Projected enrollment decline creates potential opportunities to improve utilization within the West feeder.

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Facility Information

About the Table:

Source: Facility capacity, classroom, desk, and enrollment information provided by District Administration.

Operational Capacity: Capacity figures were reviewed with the committee and verified with building principals.

Enrollment Comparison: November 11, 2026 enrollment reflects a point-in-time count and may differ from enrollment figures elsewhere in this report.

Forecast Benchmark: RSP uses the district's official fall enrollment count as the baseline for enrollment projections.

Elementary Capacity: WRAM capacity reflects staffing and section assumptions and may differ from operational capacity or the number of available desks.

Elementary Schools	Capacity Operational	11/11/26 Enrollment (PK-5)	11/11/26 Enrollment (K-5)	Number of Classrooms	WRAM Level	Number of Sections	WRAM Max Students per Section	WRAM Capacity	Number of Desks
Alexander Elementary	690	400	362	31	WRAM 1	3	166	498	609
Borlaug Elementary	619	375	325	28	WRAM 2	3	176	528	603
Christine Grant Elementary	657	374	344	28	WRAM 2	3	176	528	579
Coralville Central Elementary	534	321	292	21	WRAM 2	2	176	352	441
Garner Elementary	593	332	300	26	WRAM 2	2	176	352	619
Grant Wood Elementary	543	298	260	25	WRAM 2	2	176	352	463
Hoover Elementary	634	472	421	26	WRAM 1	3	166	498	668
Horn Elementary	713	406	368	28	WRAM 1	3	166	498	579
Kirkwood Elementary	525	267	228	21	WRAM 2	2	176	352	466
Lemme Elementary	478	331	302	19	WRAM 2	2	176	352	512
Lincoln Elementary	300	220	202	12	WRAM 3	2	178	356	283
Longfellow Elementary	468	291	271	23	WRAM 2	2	176	352	464
Lucas Elementary	467	268	233	19	WRAM 2	2	176	352	392
Mann Elementary	486	202	182	20	WRAM 3	2	178	356	246
Penn Elementary	618	589	554	30	WRAM 2	4	176	704	721
Shimek Elementary	366	209	175	13	WRAM 3	2	178	356	296
Twain Elementary	512	200	182	21	WRAM 2	2	176	352	328
Van Allen Elementary	654	333	302	28	WRAM 2	2	176	352	609
Weber Elementary	674	420	381	30	WRAM 1	3	166	498	689
Wickham Elementary	576	363	323	22	WRAM 3	2	178	356	508
Elementary Total:	**11,107**	**6,671**	**6,007**	**471**		**48**	**3,488**	**8,344**	**10,075**

Middle Schools	Capacity Operational	11/11/26 Enrollment (6-8)	Number of Classrooms	Number of Desks
North Central Middle School	1,200	906	52	1,638
Northwest Middle School	1,484	1,087	70	1,880
Southeast Middle School	1,320	1,255	66	2,044
Middle Total:	**4,004**	**3,248**	**188**	**5,562**

High Schools	Capacity Operational	11/11/26 Enrollment (9-12)	Number of Classrooms	Number of Desks
City High School	2,159	1,699	82	2,614
Liberty High School	2,044	1,378	78	2,490
West High School	2,467	1,503	90	2,747
Elizabeth Tate High School	210	153	15	273
HighTotal:	**6,880**	**4,733**	**265**	**8,124**

Source: ICCSD Administration, 11/10/2026
Documented by RSP for Meeting #2 (11/17/2026)

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Elementary Schools and Staffing:

Class size aligns with current Board Policy.

Elementary Staffing

School End Year: **2027** FTE: **283**

Alexander Elementary

	Students	Sections	Avg. Class Size
KG	56	3	19
1	62	3	21
2	66	3	22
3	49	3	16
4	54	3	18
5	63	3	21
	350	**18**	**19**

Horn Elementary

	Students	Sections	Avg. Class Size
KG	57	3	19
1	71	4	18
2	53	3	18
3	65	3	22
4	58	3	19
5	61	3	20
	365	**19**	**19**

Weber Elementary

	Students	Sections	Avg. Class Size
KG	59	3	20
1	63	3	21
2	61	3	20
3	57	3	19
4	70	3	23
5	69	3	23
	379	**18**	**21**

Hoover Elementary

	Students	Sections	Avg. Class Size
KG	55	3	18
1	69	3	23
2	65	3	22
3	75	3	25
4	73	3	24
5	77	3	26
	414	**18**	**23**

Grade	Size
KG	24
1st	26
2nd	26
3rd	30
4th	30
5th	30

Grant Wood Elementary

	Students	Sections	Avg. Class Size
KG	33	2	17
1	41	2	21
2	48	3	16
3	36	2	18
4	54	2	27
5	49	2	25
	261	**13**	**20**

Longfellow Elementary

	Students	Sections	Avg. Class Size
KG	44	2	22
1	41	2	21
2	47	2	24
3	45	2	23
4	40	2	20
5	49	2	25
	266	**12**	**22**

Kirkwood Elementary

	Students	Sections	Avg. Class Size
KG	48	3	16
1	34	2	17
2	39	2	20
3	38	2	19
4	29	1	29
5	37	2	19
	225	**12**	**19**

Borlaug Elementary

	Students	Sections	Avg. Class Size
KG	41	2	21
1	50	2	25
2	54	3	18
3	59	3	20
4	50	2	25
5	69	3	23
	323	**15**	**22**

Grade	Size
KG	24
1st	28
2nd	28
3rd	32
4th	32
5th	32

Coralville Central Elementary

	Students	Sections	Avg. Class Size
KG	40	3	13
1	46	2	23
2	44	2	22
3	50	2	25
4	46	2	23
5	59	3	20
	285	**14**	**20**

Twain Elementary

	Students	Sections	Avg. Class Size
KG	31	2	16
1	36	2	18
2	31	2	16
3	30	2	15
4	30	2	15
5	29	1	29
	187	**11**	**17**

Lucas Elementary

	Students	Sections	Avg. Class Size
KG	40	2	20
1	40	2	20
2	33	2	17
3	34	2	17
4	38	2	19
5	42	2	21
	227	**12**	**19**

Lemme Elementary

	Students	Sections	Avg. Class Size
KG	48	3	16
1	50	2	25
2	49	2	25
3	52	2	26
4	41	2	21
5	59	2	30
	299	**13**	**23**

Christine Grant Elementary

	Students	Sections	Avg. Class Size
KG	50	3	17
1	49	2	25
2	54	3	18
3	54	2	27
4	73	3	24
5	58	3	19
	338	**16**	**21**

Penn Elementary

	Students	Sections	Avg. Class Size
KG	82	4	21
1	92	4	23
2	97	4	24
3	84	3	28
4	87	3	29
5	101	4	25
	543	**22**	**25**

Van Allen Elementary

	Students	Sections	Avg. Class Size
KG	42	2	21
1	53	3	18
2	45	2	23
3	50	2	25
4	57	2	29
5	55	2	28
	302	**13**	**23**

Garner Elementary

	Students	Sections	Avg. Class Size
KG	37	2	19
1	50	3	17
2	41	2	21
3	54	2	27
4	55	2	28
5	61	2	31
	298	**13**	**23**

Mann Elementary

	Students	Sections	Avg. Class Size
KG	22	1	22
1	25	1	25
2	31	2	16
3	37	2	19
4	31	1	31
5	33	2	17
	179	**9**	**20**

Wickham Elementary

	Students	Sections	Avg. Class Size
KG	42	2	21
1	50	2	25
2	65	3	22
3	57	2	29
4	66	3	22
5	44	2	22
	324	**14**	**23**

Lincoln Elementary

	Students	Sections	Avg. Class Size
KG	37	2	19
1	25	1	25
2	21	1	21
3	40	2	20
4	31	2	16
5	37	2	19
	191	**10**	**19**

Shimek Elementary

	Students	Sections	Avg. Class Size
KG	25	2	13
1	29	2	15
2	29	2	15
3	22	1	22
4	31	1	31
5	35	2	18
	171	**10**	**17**

Grade	Size
KG	26
1st	28
2nd	28
3rd	32
4th	32
5th	32

Source: 2026/27 WRAM, page 1. The separate **ICCSD Online Learning Program (11 students, 1 section)** is excluded from school-size categories and building totals.
The final average is calculated as total students divided by total sections.

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Financial and Facility Retirement Context

DRAFT

ELEMENTARY

Estimated Annual Savings by Elementary Facility Size	Low Estimate	High Estimate
Small	$ 895,985	$ 1,399,279
Medium	$ 947,726	$ 1,683,888
Large	$ 1,012,796	$ 1,788,633

Source: ICCSD preliminary financial modeling

DRAFT

SECONDARY

Estimated Annual Savings — Two-Feeder Consolidation	Low Estimate	High Estimate
2-Feeder-System Consolidation	$ 2,653,028	$ 5,184,837

Source: ICCSD preliminary financial modeling

Disclaimer: Estimate represents the overall financial impact of a two-feeder-system consolidation, not savings from retiring an individual building. The model includes approximately $900K–$1.3M in additional transportation costs.

IMPORTANT:

These estimates do **NOT** represent a recommendation to retire a specific facility.

Actual savings will depend on the configuration of schools, staffing needs, student assignments, and facility utilization within each scenario.

WORK IN PROGRESS

Financial & Facility Considerations

- **Research Context:** Historical studies found annual savings generally below $1 million per retired school; savings can increase when staffing positions are eliminated.
- **Primary Savings:** Personnel reductions typically represent the largest opportunity for savings, followed by building operations and maintenance.
- **Potential Offsets:** Additional transportation, receiving school staffing, and ongoing facility expenses may reduce overall savings.
- **Planning Assumptions:** Actual savings depend on the positions eliminated, students consolidated, receiving school capacity, and future use of retired facilities.

Main Takeaway: Facility retirement can generate meaningful annual operating savings, primarily through staffing and building efficiencies. These estimates provide a starting point for scenario development and will require further refinement as the process continues.

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Part 2:
Current Boundary Base Data

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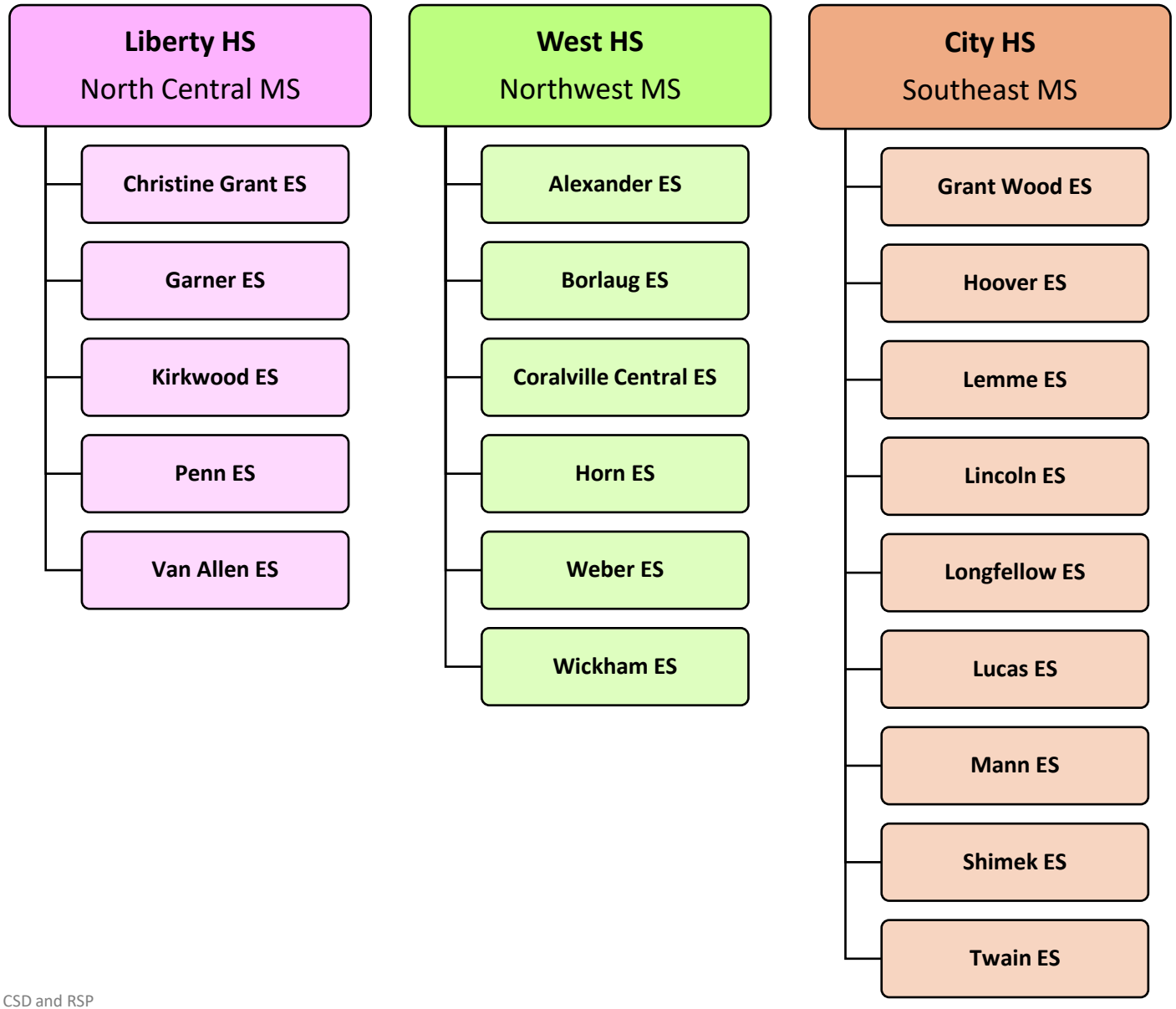
Current School Feeder Diagram



Source: Iowa City CSD and RSP

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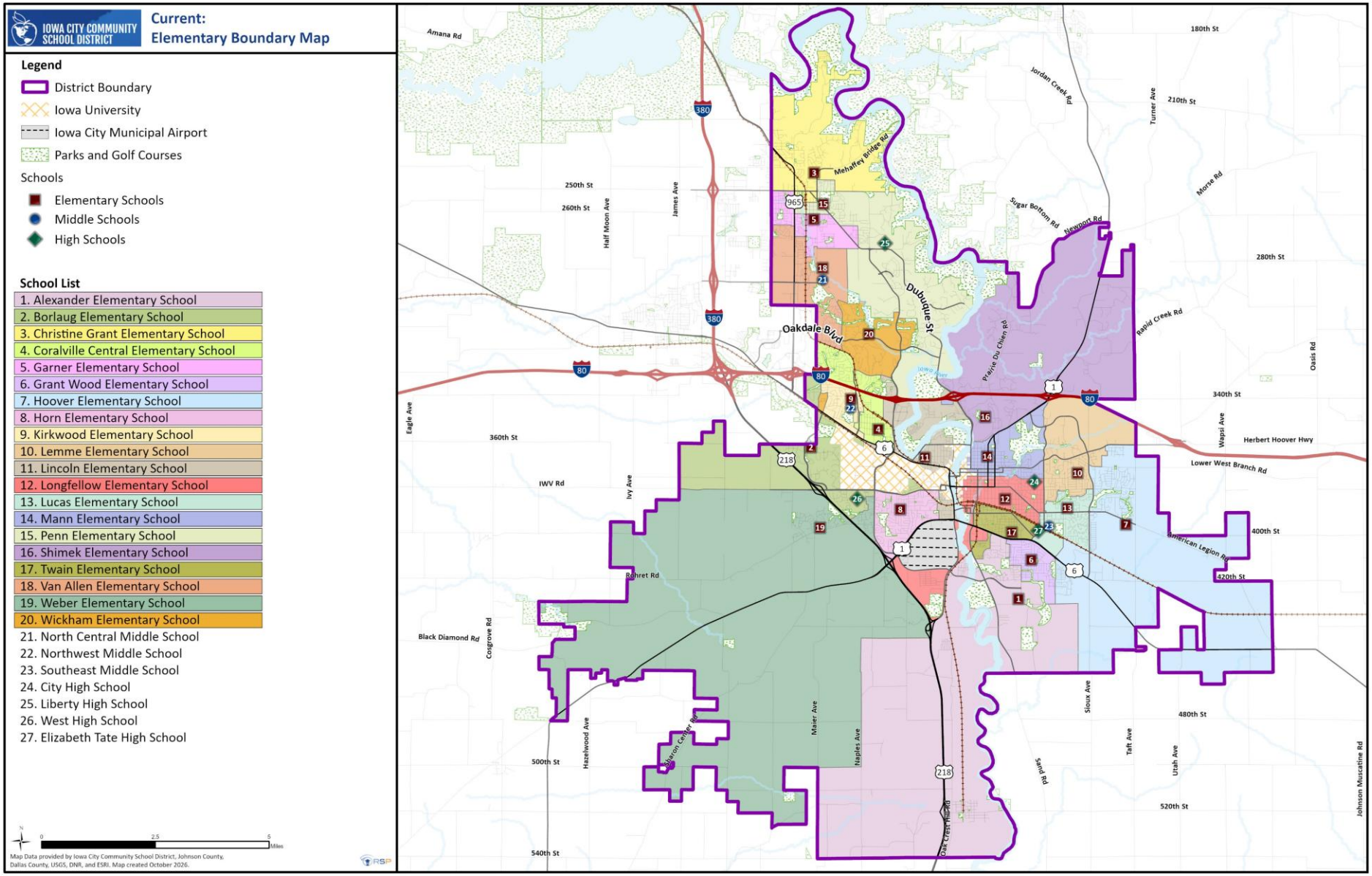
Elementary Boundary Map



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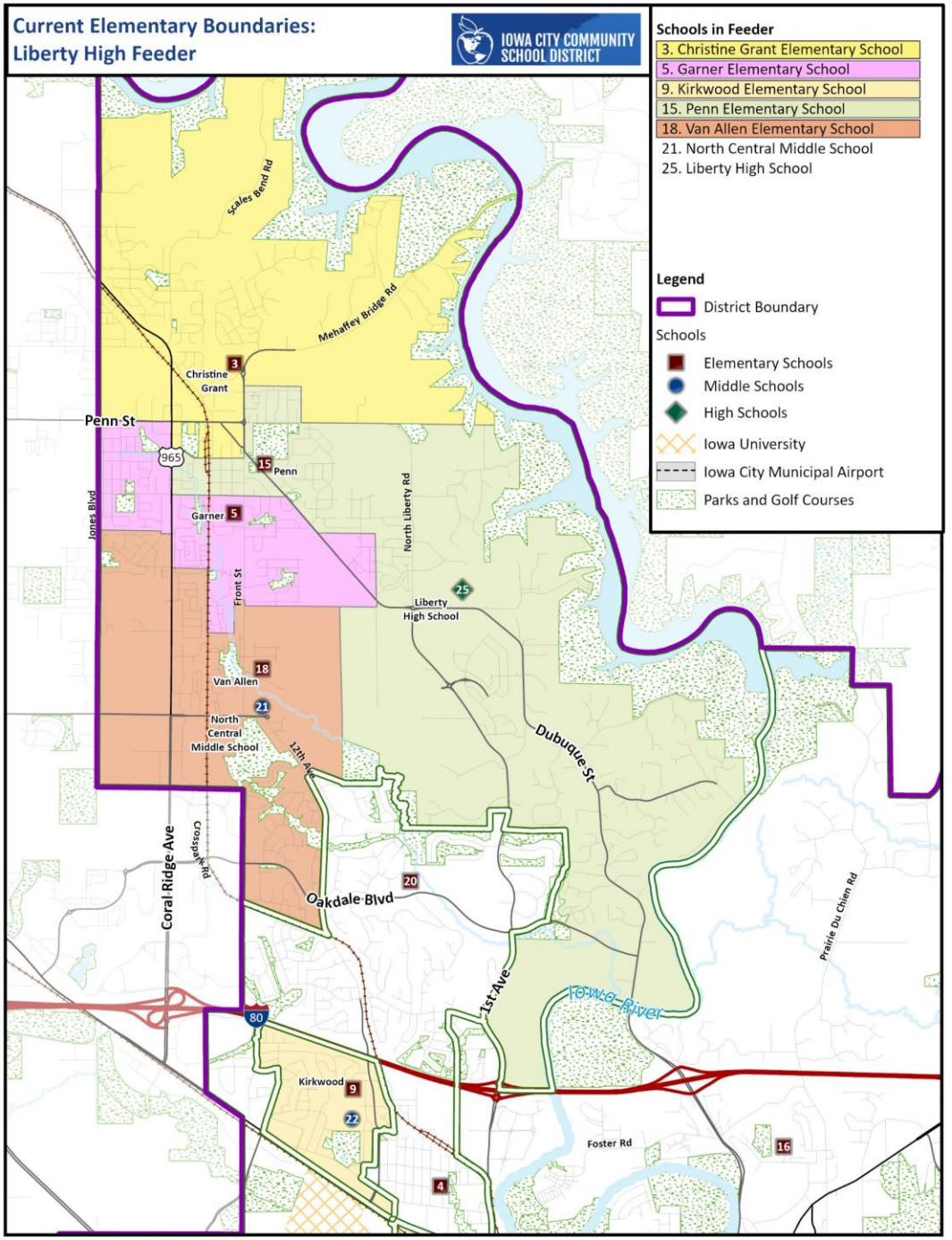
Liberty High Feeder: Elementary Boundary

Liberty HS
North Central MS

- **Christine Grant ES**
- **Garner ES**
- **Kirkwood ES**
- **Penn ES**
- **Van Allen ES**



Observations:

- 5 elementary schools in this feeder
- Kirkwood ES feeds north to North Central MS and Liberty HS despite being closer to Northwest MS (West feeder)
- Kirkwood ES operates as a noncontiguous island to the Liberty High feeder

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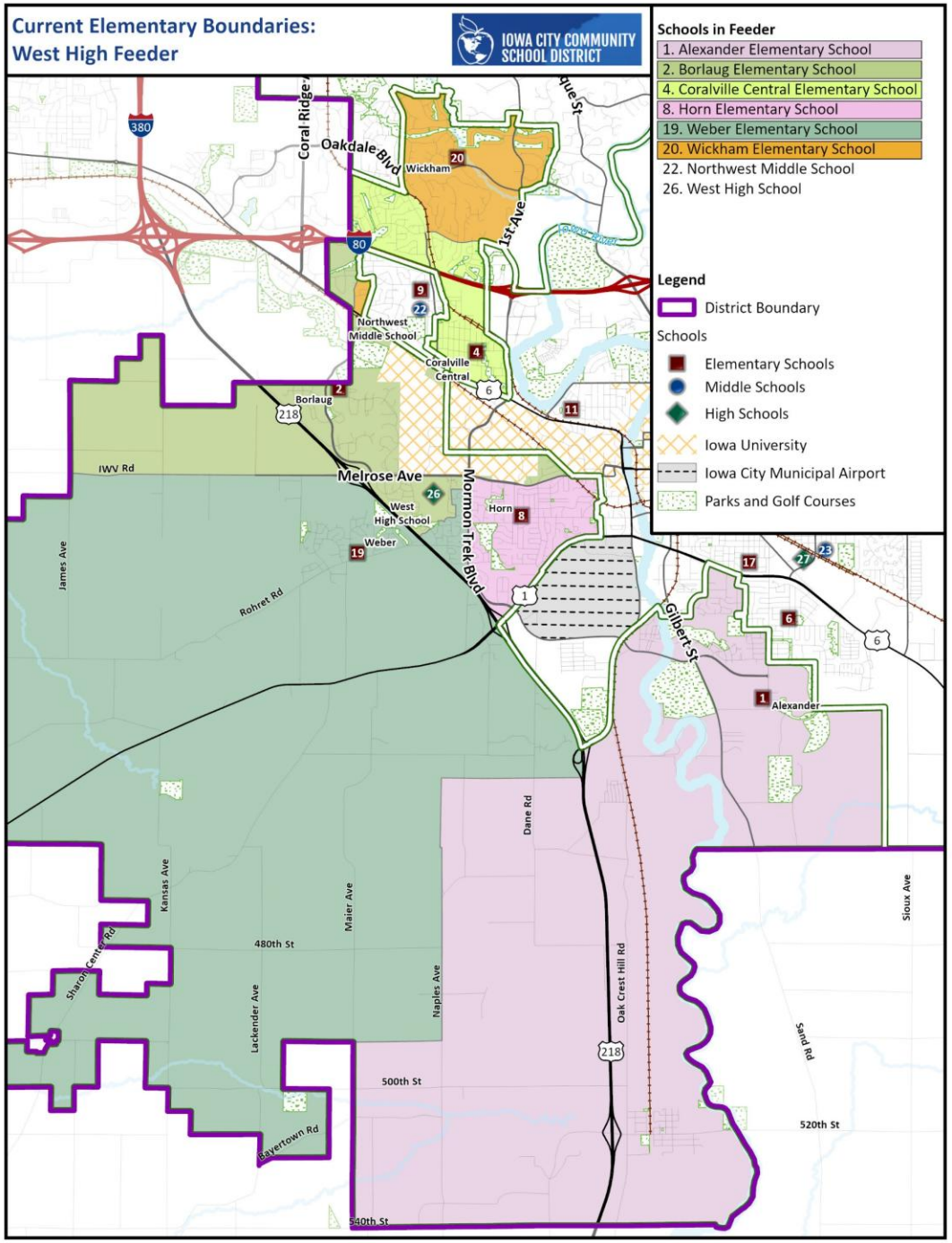
West High Feeder: Elementary Boundary

West HS
Northwest MS

- **Alexander ES**
- **Borlaug ES**
- **Coralville Central ES**
- **Horn ES**
- **Weber ES**
- **Wickham ES**

Observations:

- 6 elementary schools in this feeder
- Northwest Middle School is not geographically located within the feeder boundary
- All of Alexander ES boundary feeds into Northwest MS and West HS



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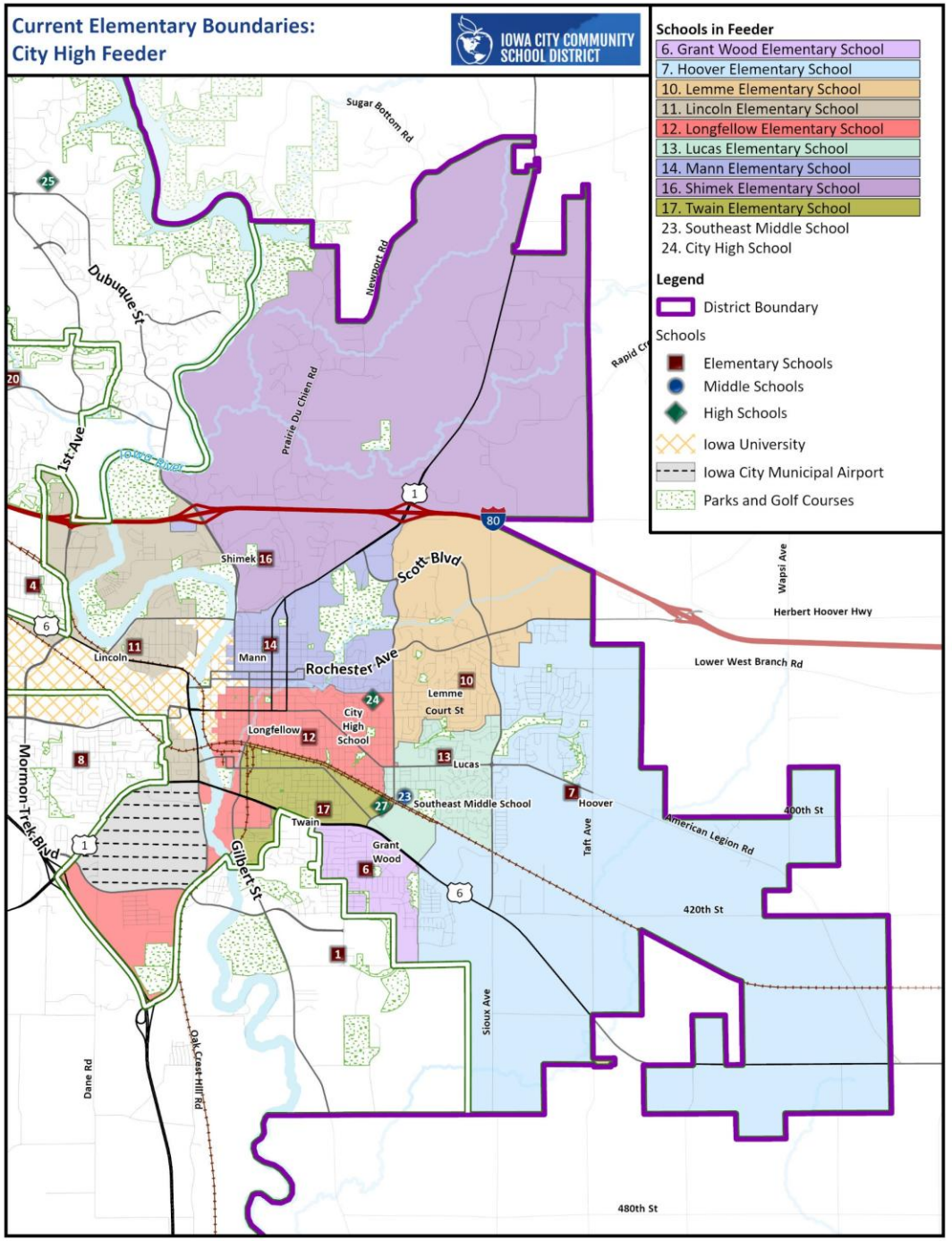
City High Feeder Elementary Boundary

City HS
Southeast MS

- Grant Wood ES
- Hoover ES
- Lemme ES
- Lincoln ES
- Longfellow ES
- Lucas ES
- Mann ES
- Shimek ES
- Twain ES

Observations:

- 9 elementary schools in this feeder



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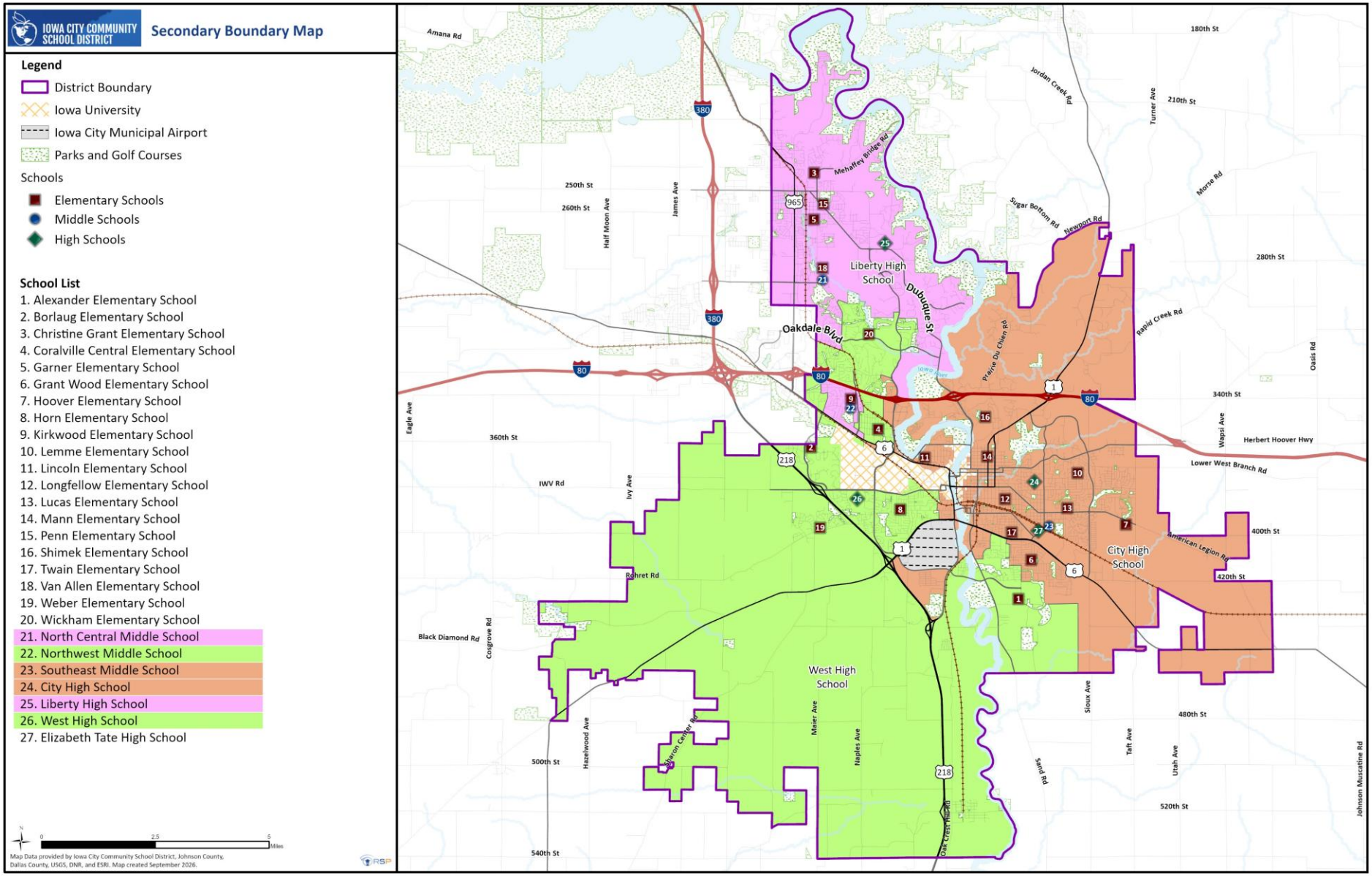
Current Secondary Boundary Map



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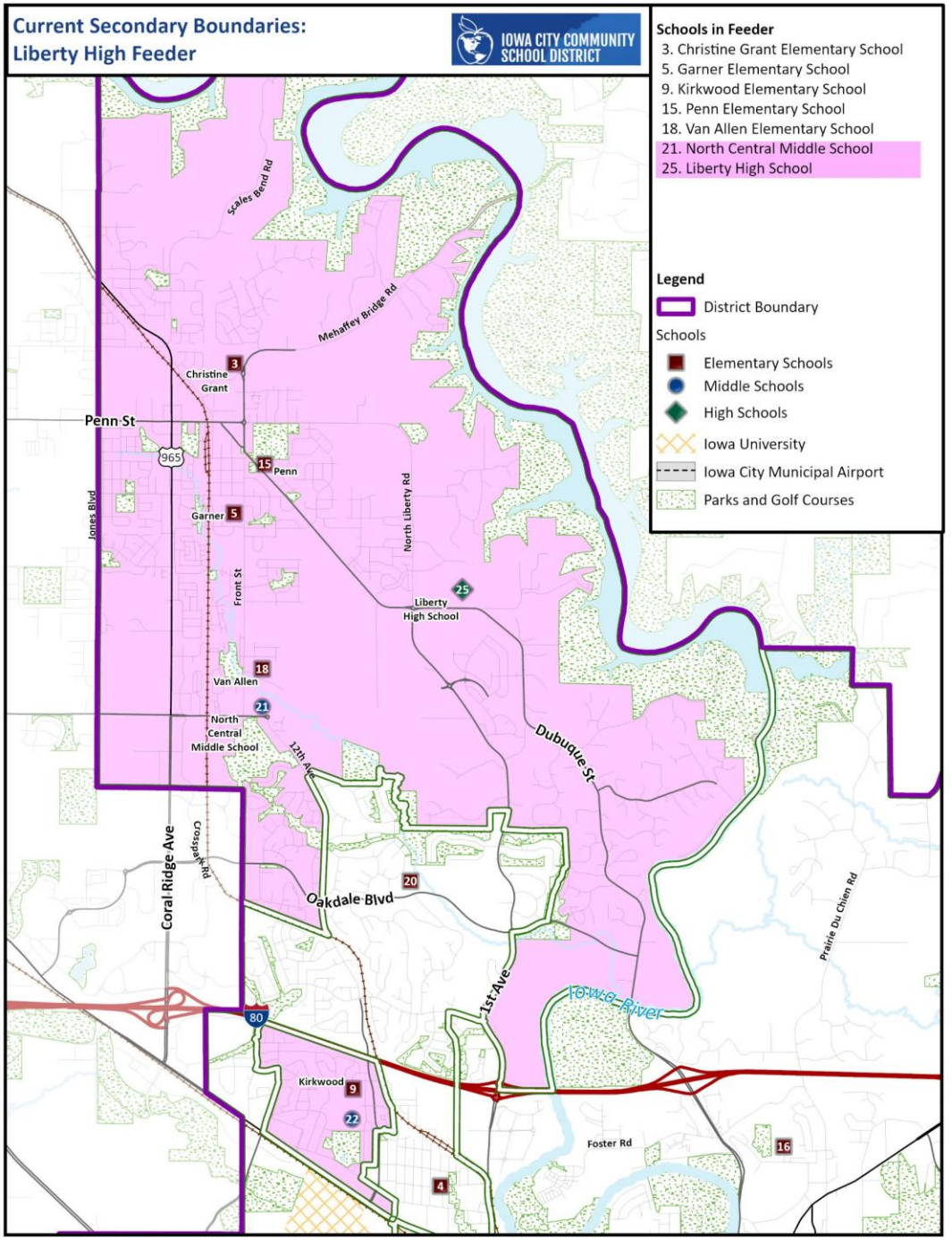
Liberty High Feeder: Secondary Boundary

Liberty HS
North Central MS

- **Christine Grant ES**
- **Garner ES**
- **Kirkwood ES**
- **Penn ES**
- **Van Allen ES**



Observations:

- 5 elementary schools in this feeder
- Kirkwood ES feeds north to North Central MS and Liberty HS despite being closer to Northwest MS (West feeder)
- Kirkwood ES operates as a noncontiguous island to the Liberty High feeder

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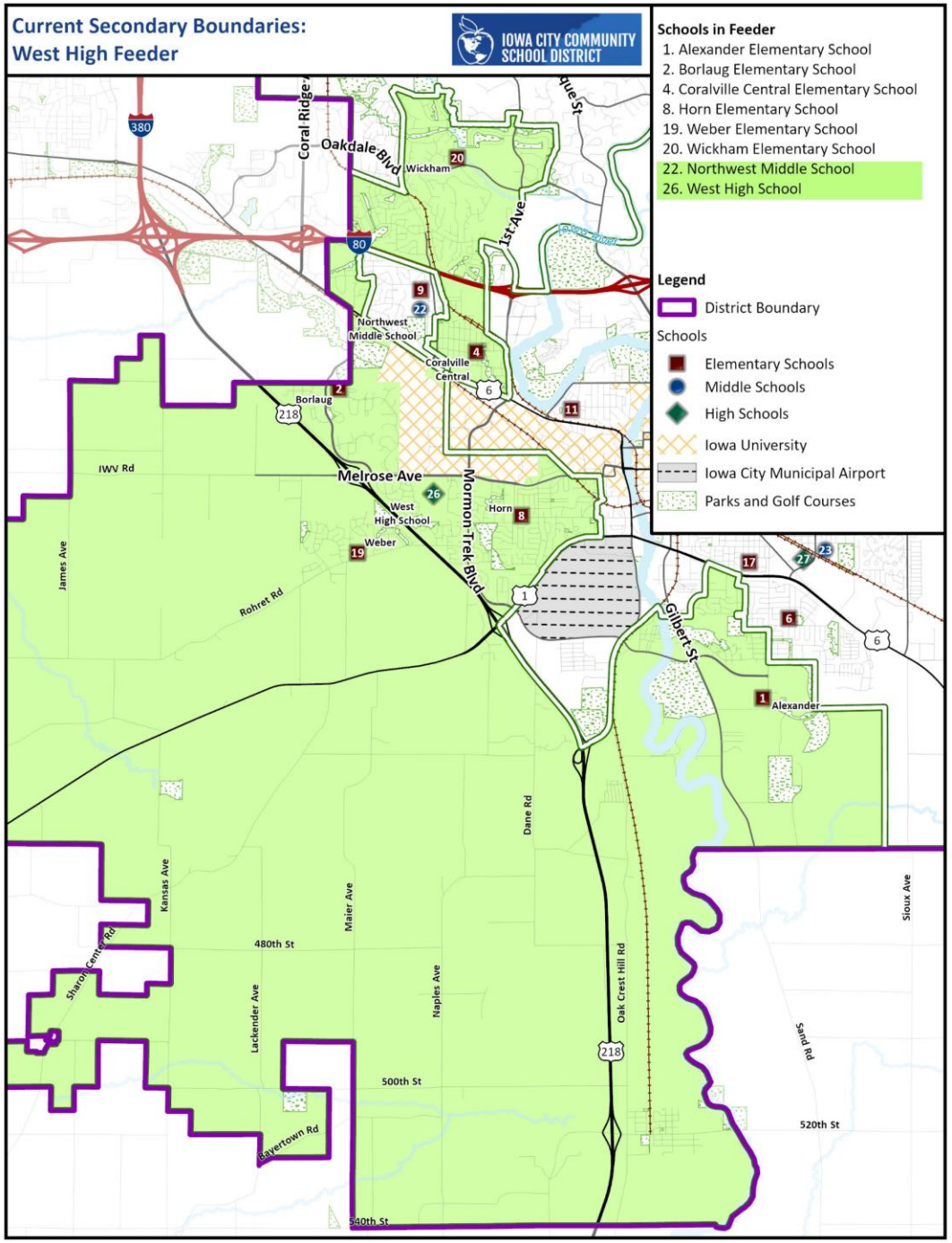
West High Feeder: Secondary Boundary

West HS
Northwest MS

- **Alexander ES**
- **Borlaug ES**
- **Coralville Central ES**
- **Horn ES**
- **Weber ES**
- **Wickham ES**

Observations:

- 6 elementary schools in this feeder
- Northwest Middle School is not geographically located within the feeder boundary
- All of Alexander ES boundary feeds into Northwest MS and West HS



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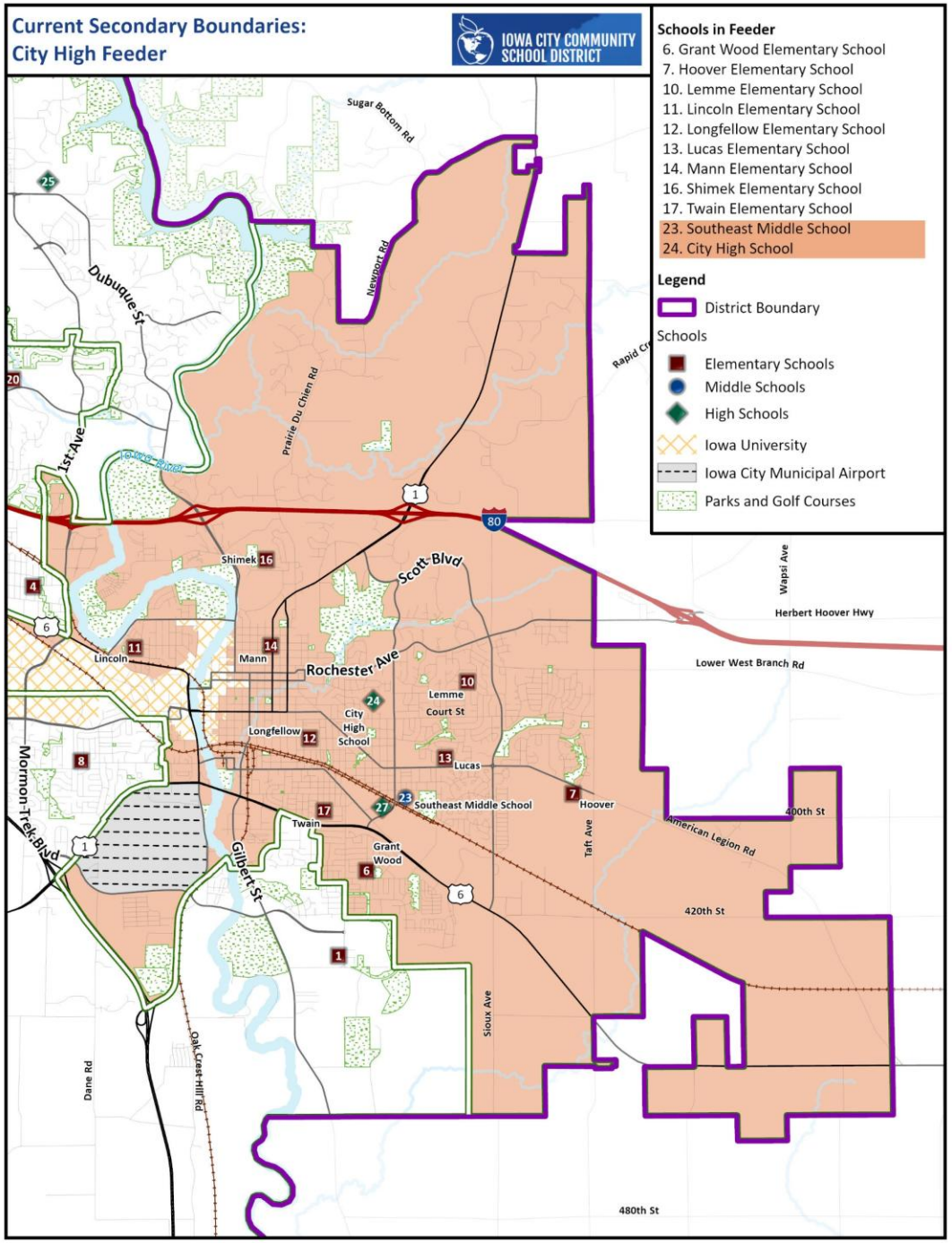
City High Feeder Secondary Boundary

- **City HS**
  - Southeast MS
    - **Grant Wood ES**
    - **Hoover ES**
    - **Lemme ES**
    - **Lincoln ES**
    - **Longfellow ES**
    - **Lucas ES**
    - **Mann ES**
    - **Shimek ES**
    - **Twain ES**

Observations:

- 9 elementary schools in this feeder



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Elementary Projected Enrollment

	Less than 70% Utilized
	Over 100% Utilized

Elementary Projection Table: **RESIDE**

Current:		**Capacity**	*Current*	Projected Reside Enrollment				Utilization of Operational Capacity				
Feeder	School	**Operational**	*2026/27*	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
CHS	Grant Wood Elementary	**543**	*301*	289	275	283	275	55%	53%	51%	52%	51%
CHS	Hoover Elementary	**634**	*492*	469	451	452	462	78%	74%	71%	71%	73%
CHS	Lemme Elementary	**478**	*318*	307	309	303	299	67%	64%	65%	63%	63%
CHS	Lincoln Elementary	**300**	*204*	209	209	211	212	68%	70%	70%	70%	71%
CHS	Longfellow Elementary	**468**	*302*	304	300	300	300	65%	65%	64%	64%	64%
CHS	Lucas Elementary	**467**	*279*	273	272	267	271	60%	58%	58%	57%	58%
CHS	Mann Elementary	**486**	*176*	170	176	180	171	36%	35%	36%	37%	35%
CHS	Shimek Elementary	**366**	*180*	168	164	165	159	49%	46%	45%	45%	43%
CHS	Twain Elementary	**512**	*198*	196	193	184	184	39%	38%	38%	36%	36%
LHS	Christine Grant Elementary	**657**	*361*	356	343	341	337	55%	54%	52%	52%	51%
LHS	Garner Elementary	**593**	*337*	328	323	335	355	57%	55%	54%	56%	60%
LHS	Kirkwood Elementary	**525**	*244*	242	244	242	237	46%	46%	46%	46%	45%
LHS	Penn Elementary	**618**	*599*	603	637	705	710	97%	98%	103%	114%	115%
LHS	Van Allen Elementary	**654**	*345*	341	343	346	362	53%	52%	52%	53%	55%
WHS	Alexander Elementary	**690**	*400*	376	374	381	377	58%	54%	54%	55%	55%
WHS	Borlaug Elementary	**619**	*355*	336	333	326	321	57%	54%	54%	53%	52%
WHS	Coralville Central Elementary	**534**	*350*	345	354	363	360	66%	65%	66%	68%	67%
WHS	Horn Elementary	**713**	*445*	431	433	422	430	62%	60%	61%	59%	60%
WHS	Weber Elementary	**674**	*423*	413	398	400	398	63%	61%	59%	59%	59%
WHS	Wickham Elementary	**576**	*319*	311	290	279	258	55%	54%	50%	48%	45%
CHS	City ES Feeder Total:	**4,254**	*2,450*	2,385	2,349	2,345	2,333	58%	56%	55%	55%	55%
LHS	Liberty ES Feeder Total:	**3,047**	*1,886*	1,870	1,890	1,969	2,001	62%	61%	62%	65%	66%
WHS	West ES Feeder Total:	**3,806**	*2,292*	2,212	2,182	2,171	2,144	60%	58%	57%	57%	56%
District Total (PK-5):		**11,107**	***6,628***	**6,467**	**6,421**	**6,485**	**6,478**	**60%**	**58%**	**58%**	**58%**	**58%**

Source: RSP & Associates LLC. - October 2026

Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

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Secondary Projected Enrollment

	Less than 70% Utilized
	Over 100% Utilized

Middle School Projection Table:

RESIDE

Current:		**Current Capacity**	*Current*	Projected Reside Enrollment				Utilization of Operational Capacity				
Feeder	School		2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
LHS	North Central Middle School	**1,200**	942	955	963	961	963	79%	80%	80%	80%	80%
WHS	Northwest Middle School	**1,484**	1,093	1,097	1,051	1,020	981	74%	74%	71%	69%	66%
CHS	Southeast Middle School	**1,320**	1,190	1,175	1,191	1,153	1,095	90%	89%	90%	87%	83%
District Total (6-8):		**4,004**	**3,225**	**3,227**	**3,205**	**3,134**	**3,039**	**81%**	**81%**	**80%**	**78%**	**76%**

Source: RSP & Associates LLC. - October 2026

Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

High School Projection Table:

Current:		**Current Capacity**	*Current*	Projected Reside Enrollment				Utilization of Operational Capacity				
Feeder	School		2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30	2030/31
CHS	City High School	**2,159**	1,743	1,716	1,640	1,661	1,672	81%	79%	76%	77%	77%
LHS	Liberty High School	**2,044**	1,447	1,462	1,442	1,456	1,440	71%	72%	71%	71%	70%
WHS	West High School	**2,467**	1,528	1,487	1,496	1,480	1,473	62%	60%	61%	60%	60%
District Total (9-12):		**6,670**	**4,718**	**4,665**	**4,578**	**4,597**	**4,585**	**71%**	**70%**	**69%**	**69%**	**69%**

Source: RSP & Associates LLC. - October 2026

Notes:

1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

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Current Diversity Index

Greater than 5% from District Average
Less than 5% from District Average

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Elementary School Boundaries	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
CHS	Grant Wood Elementary	18.1%	45.6%	66.4%	36.5%	*$216,013*
CHS	Hoover Elementary	10.7%	24.3%	40.5%	29.9%	*$419,578*
CHS	Lemme Elementary	6.2%	16.9%	32.0%	29.7%	*$358,945*
CHS	Lincoln Elementary	19.0%	28.4%	28.6%	59.0%	*$465,134*
CHS	Longfellow Elementary	30.6%	28.3%	54.5%	53.4%	*$309,946*
CHS	Lucas Elementary	14.9%	26.0%	46.8%	34.2%	*$280,482*
CHS	Mann Elementary	13.9%	18.6%	24.0%	43.4%	*$360,490*
CHS	Shimek Elementary	8.6%	23.7%	26.9%	36.0%	*$476,727*
CHS	Twain Elementary	16.8%	41.3%	65.4%	37.0%	*$233,960*
LHS	Christine Grant Elementary	4.5%	16.5%	42.9%	25.4%	*$458,966*
LHS	Garner Elementary	9.0%	21.5%	47.6%	26.9%	*$299,434*
LHS	Kirkwood Elementary	12.9%	41.7%	56.0%	54.1%	*$271,573*
LHS	Penn Elementary	2.5%	17.0%	25.9%	18.0%	*$469,554*
LHS	Van Allen Elementary	7.0%	22.9%	45.2%	32.4%	*$442,332*
WHS	Alexander Elementary	15.0%	43.0%	65.8%	36.1%	*$277,034*
WHS	Borlaug Elementary	8.9%	36.3%	27.3%	39.3%	*$591,295*
WHS	Coralville Central Elementary	16.5%	29.3%	41.8%	48.0%	*$288,831*
WHS	Horn Elementary	17.9%	34.3%	26.9%	55.6%	*$365,175*
WHS	Weber Elementary	10.8%	36.7%	41.1%	21.9%	*$449,206*
WHS	Wickham Elementary	5.3%	22.4%	25.0%	11.2%	*$590,567*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census, Johnson County, and RSP

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Secondary School Boundaries	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
CHS	City High School (Southeast MS)	15.8%	27.0%	40.9%	41.3%	*$338,200*
LHS	Liberty High School (North Central MS	5.4%	19.9%	37.4%	25.5%	*$409,293*
WHS	West High School (Northwest MS)	13.1%	34.7%	41.5%	36.9%	*$412,582*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

What Does the Diversity Index Measure?

- Uses five Census-based demographic and socioeconomic variables to compare characteristics across school attendance boundaries.
- The district average provides a consistent reference point for evaluating differences between attendance areas.
- Reduce demographic and socioeconomic disparities between school boundaries by bringing their profiles closer to districtwide averages.

Five Demographic Variables

- **Households in Poverty:** Percentage of households below the poverty threshold.
- **Minority Population:** Percentage of residents identified within the dataset's minority population categories.
- **Educational Attainment:** Percentage of adults without a bachelor's degree.
- **Renter-Occupied Housing:** Percentage of occupied housing units that are renter-occupied.
- **Average Home Value:** Average home value of single-family homes in the boundary.

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Disclaimer: Census block groups cover large geographic areas, so planning areas may share block groups, and some block groups that partly fall within a planning area may not be assigned to it. Block groups are assigned to a planning area based on a block group containing the center of a planning area's geography.

Part 3:
Draft Concepts (1, 2, 3)

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CONCEPT OVERVIEW

Planning Consideration	Current	Concept 1	Concept 2	Concept 3
Primary Strategy	-	Elementary consolidation and secondary feeder changes	Systemwide grade reconfiguration with elementary and secondary consolidation	Maintain secondary feeder with elementary consolidation
Elementary School Retirements	-	7	4	4
Secondary Facility Changes	-	Boundary adjustments	2 MS retirements; High School repurposed	No Changes
Grade Configuration	PK-5, 6-8, 9-12	Maintained	Changed (PK-6, 7-9, 10-12)	Maintained
Estimated Savings	$0	$6.5M–$10.9M	$6.3M–$11.4M	$3.7M–$6.5M
Elementary Utilization (2027/28)	58%	84%	82%	73%
Secondary Utilization (2027/28)	MS 81%; HS 70%	MS 81%; HS 70%	MS 89%; HS 79%	MS 81%; HS 70%

WORK IN PROGRESS

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Concept 1
DRAFT
Elementary-Focused

Explores operating efficiencies while maintaining current grade configurations and focusing on elementary utilization.

WORK IN PROGRESS

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Concept 1:

#1

PRIMARY APPROACH:

- Consolidate elementary schools while maintaining current grade configurations

SCHOOLS RETIRED

- 7 Elementary Schools:
  - Coralville Central, Grant Wood, Lincoln, Lucas, Shimek, Twain, Van Allen

GRADE CONFIGURATION

- No Change – PK/K-5, 6-8, 9-12

ESTIMATED SAVINGS

- $6.5M to $10.9M

PROJECTED UTILIZATION (2027/28)

- 84% Elementary, 81% Middle School, and 70% High School

PRIMARY TRADE-OFF

- Significant elementary consolidation and boundary changes; secondary feeder adjustments

WORK IN PROGRESS

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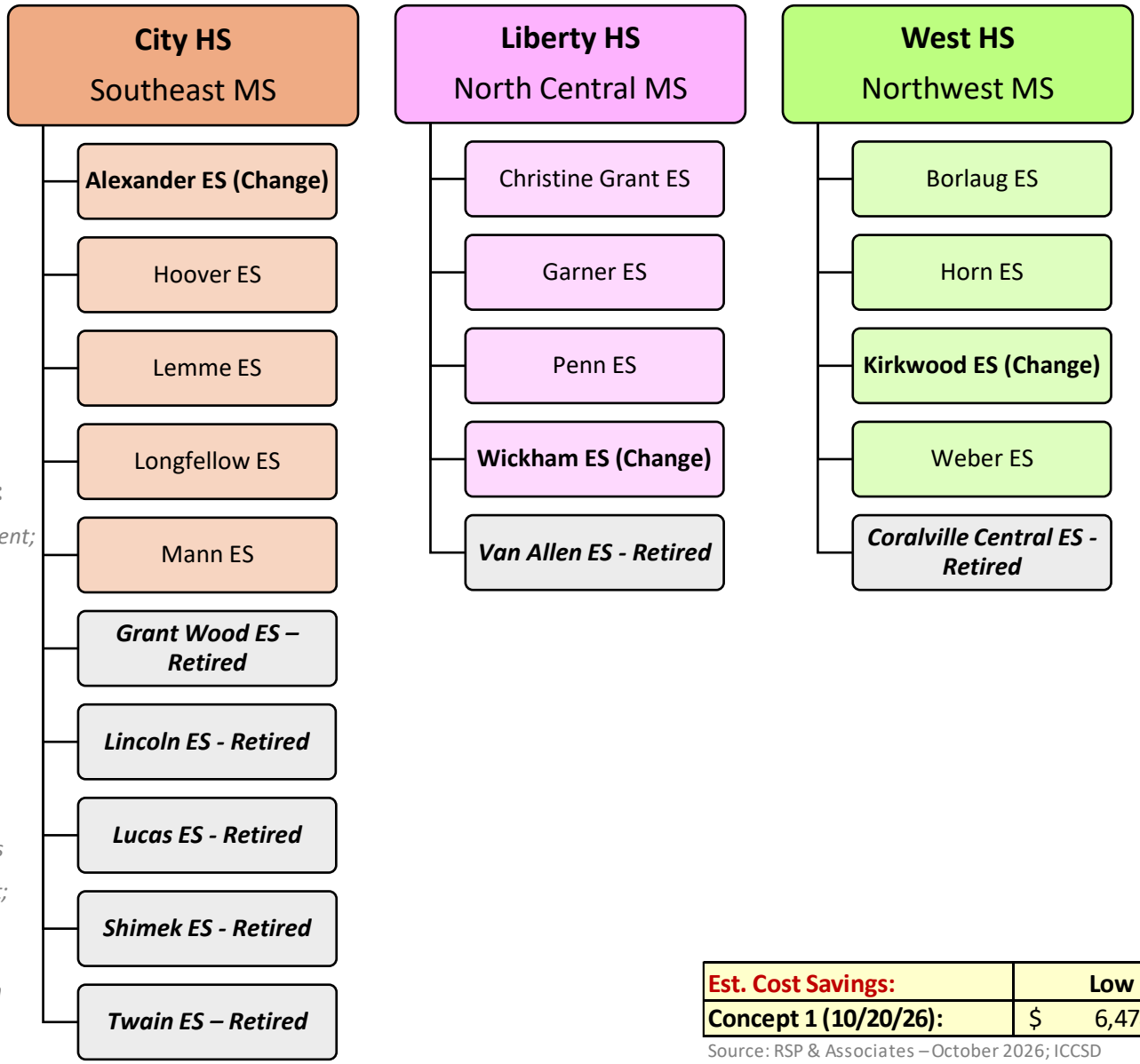
Concept 1 School Feeder Diagram

#1



Retirement Reasoning:

- *Grant Wood: low enrollment; projected decline*
- *Lincoln: small building; limited enrollment*
- *Lucas: low enrollment; underutilized facility*
- *Shimek: low enrollment; geographic constraints*
- *Twain: low enrollment; facility condition concerns*
- *Van Allen: low enrollment; nearby school proximity*
- *Coralville Central: aging building; facility condition concerns*

Source: Iowa City CSD and RSP

Est. Cost Savings:	Low	High
Concept 1 (10/20/26):	$ 6,478,860	$ 10,933,390

Source: RSP & Associates – October 2026; ICCSD

WORK IN PROGRESS

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Concept 1 Elementary – DRAFT

UTILIZATION KEY:

	Less than 70% Utilized
	Over 100% Utilized

#1

Elementary Projection Table:

DRAFT

Concept 1 (Maintain Grades):			Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Feeder	Retired	School	*Current*	**Concept**	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
CHS	*Change*	Alexander Elementary	*690*	**690**	*400*	619	601	610	607	90%	87%	88%	88%
CHS	OFF	*Grant Wood Elementary*	*543*		*301*	0	0	0	0	0%	0%	0%	0%
CHS		Hoover Elementary	*634*	**634**	*492*	545	523	516	527	86%	82%	81%	83%
CHS		Lemme Elementary	*478*	**478**	*318*	446	449	445	444	93%	94%	93%	93%
CHS	OFF	*Lincoln Elementary*	*300*		*204*	0	0	0	0	0%	0%	0%	0%
CHS		Longfellow Elementary	*468*	**468**	*302*	386	380	371	373	82%	81%	79%	80%
CHS	OFF	*Lucas Elementary*	*467*		*279*	0	0	0	0	0%	0%	0%	0%
CHS		Mann Elementary	*486*	**486**	*176*	338	340	345	332	70%	70%	71%	68%
CHS	OFF	*Shimek Elementary*	*366*		*180*	0	0	0	0	0%	0%	0%	0%
CHS	OFF	*Twain Elementary*	*512*		*198*	0	0	0	0	0%	0%	0%	0%
LHS		Christine Grant Elementary	*657*	**657**	*361*	510	506	515	516	78%	77%	78%	79%
LHS		Garner Elementary	*593*	**593**	*337*	506	509	521	558	85%	86%	88%	94%
LHS		Penn Elementary	*618*	**618**	*599*	519	540	600	598	84%	87%	97%	97%
LHS	OFF	*Van Allen Elementary*	*654*		*345*	0	0	0	0	0%	0%	0%	0%
LHS	*Change*	Wickham Elementary	*576*	**576**	*319*	543	525	540	507	94%	91%	94%	88%
WHS		Borlaug Elementary	*619*	**619**	*355*	465	459	450	444	75%	74%	73%	72%
WHS	OFF	*Coralville Central Elementary*	*534*		*350*	0	0	0	0	0%	0%	0%	0%
WHS		Horn Elementary	*713*	**713**	*445*	607	607	583	600	85%	85%	82%	84%
WHS	*Change*	Kirkwood Elementary	*525*	**525**	*244*	470	471	467	461	90%	90%	89%	88%
WHS		Weber Elementary	*674*	**674**	*423*	516	513	519	509	77%	76%	77%	76%
CHS	5	City ES Feeder Total:	*4,944*	**2,756**	*2,850*	2,334	2,293	2,287	2,283	85%	83%	83%	83%
LHS	1	Liberty ES Feeder Total:	*3,098*	**2,444**	*1,961*	2,078	2,080	2,176	2,179	85%	85%	89%	89%
WHS	1	West ES Feeder Total:	*3,065*	**2,531**	*1,817*	2,058	2,050	2,019	2,014	81%	81%	80%	80%
District Total (PK-5):			*11,107*	**7,731**	*6,628*	**6,470**	**6,423**	**6,482**	**6,476**	**84%**	**83%**	**84%**	**84%**

Source: RSP & Associates LLC. - October 2026

10/30/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

Retired Schools Non-Geographic PAs: Coralville Central to Kirkwood, Grant Wood to Alexander, Lincoln to Horn, Lucas to Longfellow, Shimek to Mann, Twain to Longfellow, Van Allen to Garner

Est. Cost Savings:	Low	High
Concept 1 (10/20/26):	$ 6,478,860	$ 10,933,390

Source: RSP & Associates – October 2026; ICCSD

Retired Schools:

City Feeder	Liberty Feeder	West Feeder
Grant Wood, Lincoln, Lucas, Shimek, and Twain	Van Allen	Coralville Central

WORK IN PROGRESS

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Concept 1 Secondary - DRAFT

UTILIZATION KEY:	
	Less than 70% Utilized
	Over 100% Utilized

#1

Middle School Projection Table:

Concept 1 (Maintain Grades):		Capacity Operational		*Current*	Concept Enrollment				Concept Utilization			
Feeder	School	*Current*	Concept	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
CHS	Southeast Middle School	*1,320*	1,320	*1,190*	1,131	1,133	1,098	1,045	86%	86%	83%	79%
LHS	North Central Middle School	*1,200*	1,200	*942*	1,063	1,085	1,088	1,097	89%	90%	91%	91%
WHS	Northwest Middle School	*1,484*	1,484	*1,093*	1,032	985	948	896	70%	66%	64%	60%
District Total (6-8):		*4,004*	4,004	*3,225*	**3,226**	**3,203**	**3,134**	**3,038**	**81%**	**80%**	**78%**	**76%**

Source: RSP & Associates LLC. - October 2026 10/30/2026

Note: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

High School Projection Table:

Concept 1 (Maintain Grades):		Capacity Operational		*Current*	Concept Enrollment				Concept Utilization			
Feeder	School	*Current*	Concept	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
CHS	City High School	*2,159*	2,159	*1,743*	1,679	1,607	1,604	1,606	78%	74%	74%	74%
LHS	Liberty High School	*2,044*	2,044	*1,447*	1,605	1,568	1,571	1,568	79%	77%	77%	77%
WHS	West High School	*2,467*	2,467	*1,528*	1,383	1,406	1,421	1,411	56%	57%	58%	57%
District Total (9-12):		*6,670*	6,670	*4,718*	**4,667**	**4,581**	**4,596**	**4,585**	**70%**	**69%**	**69%**	**69%**

Source: RSP & Associates LLC. - October 2026 10/30/2026

Note: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

Slightly adjusted to maintain complete feeder with Concept 1 elementary boundaries:

- Kirkwood new boundary feeds directly to Northwest Middle → West High School
  - *Currently feeds LHS*
- Wickham new boundary feeds directly to North Central Middle → Liberty High School
  - *Currently feeds WHS*
- Alexander new boundary feeds directly to Southeast Middle → City High School
  - *Currently feeds WHS*

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Concept 1: Diversity Index

Greater than 5% from District Average
Less than 5% from District Average

#1

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Concept 1 Elementary Boundary:	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
CHS	Alexander Elementary	16.7%	48.1%	65.5%	34.2%	*$240,665*
CHS	Hoover Elementary	10.4%	24.5%	40.8%	29.2%	*$379,147*
CHS	Lemme Elementary	11.7%	20.5%	37.2%	34.2%	*$348,725*
CHS	Longfellow Elementary	25.6%	21.3%	49.5%	52.8%	*$276,206*
CHS	Mann Elementary	12.2%	20.2%	25.1%	40.9%	*$406,351*
LHS	Christine Grant Elementary	3.3%	17.8%	38.7%	32.7%	*$423,931*
LHS	Garner Elementary	10.3%	21.9%	49.0%	26.6%	*$315,557*
LHS	Penn Elementary	2.8%	17.0%	24.8%	16.0%	*$474,860*
LHS	Wickham Elementary	6.2%	22.8%	33.3%	19.5%	*$492,437*
WHS	Borlaug Elementary	14.2%	39.8%	28.4%	52.2%	*$591,295*
WHS	Horn Elementary	17.3%	30.0%	24.8%	55.6%	*$405,818*
WHS	Kirkwood Elementary	21.9%	37.8%	52.0%	69.1%	*$245,941*
WHS	Weber Elementary	11.0%	32.5%	52.3%	23.8%	*$398,133*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

ELEMENTARY:

- Longfellow's household poverty rate decreases, while Kirkwood increases
- Alexander increases, while Longfellow decreases
- Renter-occupied housing increases in Borlaug and Kirkwood

SECONDARY:

- Liberty's household poverty rate remains relatively low
- West increases from 13.1% to 16.3%, widening the difference between these feeder areas

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Concept 1 Secondary Boundary	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
CHS	City High School (Southeast MS)	15.2%	29.3%	45.6%	37.5%	*$325,668*
LHS	Liberty High School (North Central MS	5.5%	19.7%	34.9%	22.6%	*$443,704*
WHS	West High School (Northwest MS)	16.3%	34.0%	39.1%	50.6%	*$397,872*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

OVERALL:

Concept 1 significantly changes the demographic composition of several elementary schools, but does not consistently reduce socioeconomic differences across the District. Differences between secondary feeder areas remain an important consideration.

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Disclaimer: Census block groups cover large geographic areas, so planning areas may share block groups, and some block groups that partly fall within a planning area may not be assigned to it. Block groups are assigned to a planning area based on a block group containing the center of a planning area's geography.

Connection to Board Outcome

#1

How Does Concept 1 Respond to the Board's Direction?

What this approach explores

- Consolidates seven elementary schools to reduce operating costs.
- Maintains existing grade configurations across the District.
- Improves elementary building utilization while retaining three secondary feeders.

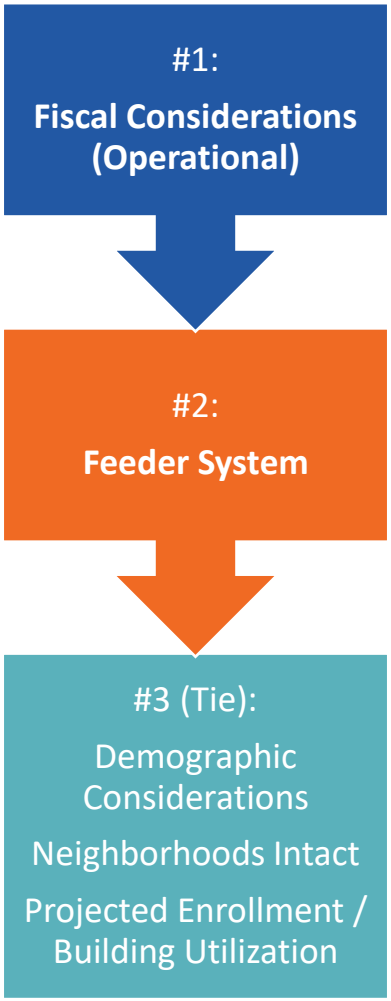
What requires further consideration

- Significant elementary boundary changes and student transitions.
- Secondary feeder adjustments to support alignment.
- Remaining savings gap and continued secondary underutilization.

Main Takeaway:

Concept 1 creates **substantial savings through elementary consolidation** without changing grade configurations.

Board Prioritized Criteria:



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Activity – Concept 1 Discussion

#1

20 Min Table Discussion

Title: Committee Discussion | Elementary-Focused Consolidation

At your table, review Concept 1 as a preliminary approach. Consider both its financial potential and the impacts on students, families, and school communities.

Reference the Guiding Principles for this discussion.

Questions:

1. **What does this approach accomplish?** Which elements are consistent with the Board's financial and planning direction?
2. **What concerns or trade-offs stand out?** Consider student experience, transitions, utilization, and feeder alignment.
3. **What could be refined?** Are there alternative school combinations, boundary adjustments, or other considerations worth exploring?
4. **Should this approach receive additional study?** What information would the committee need before reaching that conclusion?

Select one member at the table to be the scribe and jot down notes during this discussion.

SCRIBE: Identify one potential benefit, one significant concern, and one recommended refinement.

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Concept 2
DRAFT
Grade Configuration Approach

Implements a change to the grade configuration to allow for retirements in secondary schools.

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Concept 2:

#2

PRIMARY APPROACH:

- Restructure grade configurations to create opportunities for elementary and secondary school consolidation

SCHOOLS RETIRED

- 4 Elementary Schools:
  - Grant Wood, Kirkwood, Lincoln, Mann
- 2 Middle Schools (sites TBD, but for illustrative purposes North Central and Southeast shown)

GRADE CONFIGURATION

- **Change** – PK/K-6, 7-9, 10-12

ESTIMATED SAVINGS

- $6.3M–$11.4M

PROJECTED UTILIZATION (2027/28)

- 82% Elementary, 89% Middle School, and 79% High School

PRIMARY TRADE-OFF

- Districtwide grade restructuring, major secondary changes, and greater transition complexity

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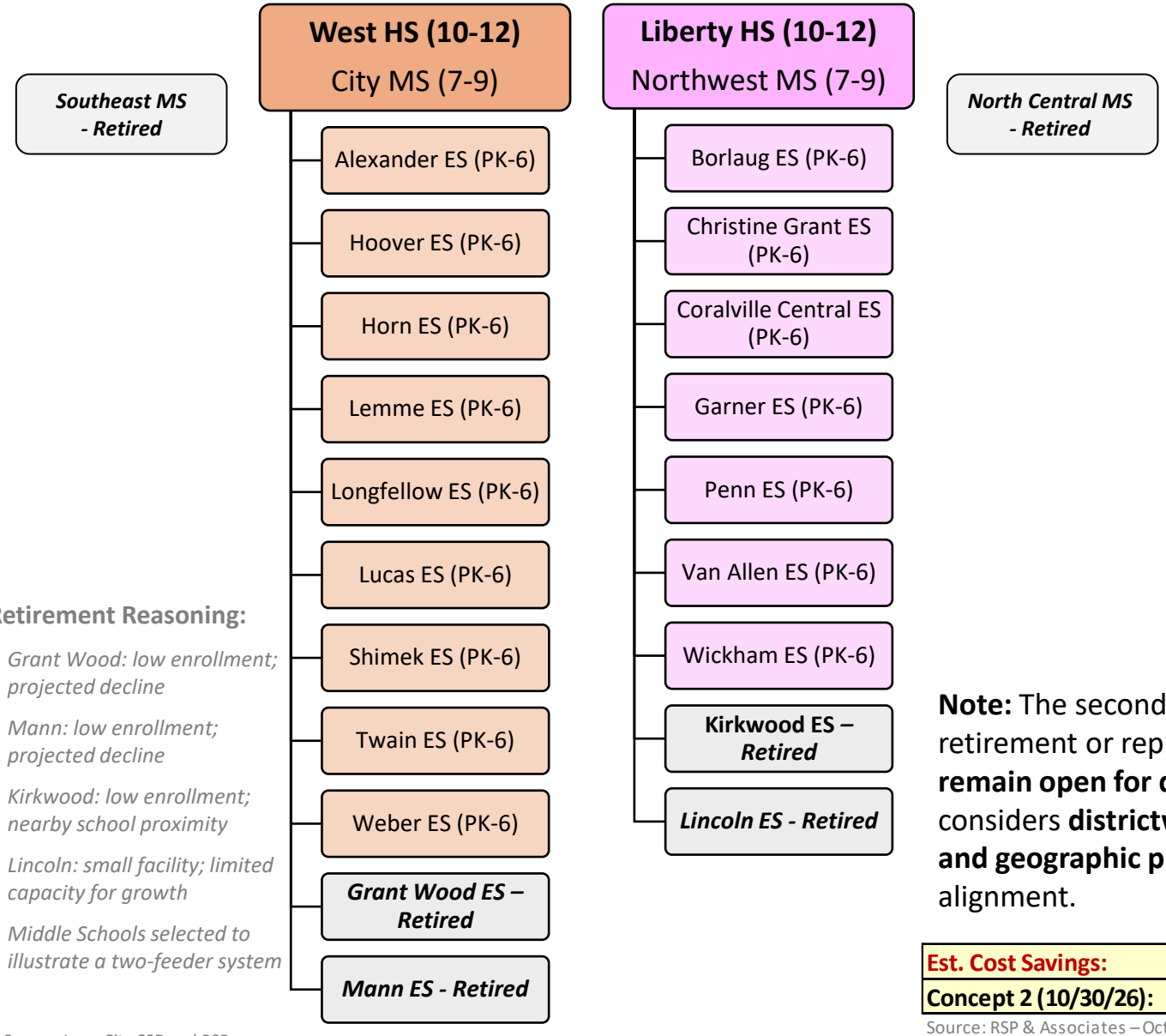
Concept 2 School Feeder Diagram

#2



Retirement Reasoning:

- *Grant Wood: low enrollment; projected decline*
- *Mann: low enrollment; projected decline*
- *Kirkwood: low enrollment; nearby school proximity*
- *Lincoln: small facility; limited capacity for growth*
- *Middle Schools selected to illustrate a two-feeder system*

Source: Iowa City CSD and RSP

Note: The secondary buildings identified for retirement or repurposing are **illustrative and remain open for discussion.** This example considers **districtwide capacity, facility age, and geographic proximity** to support feeder alignment.

Est. Cost Savings:	Low	High
Concept 2 (10/30/26):	$ 6,340,451	$ 11,351,171

Source: RSP & Associates – October 2026; ICCSD

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Concept 2 Elementary – DRAFT

UTILIZATION KEY:

	Less than 70% Utilized
	Over 100% Utilized

#2

Elementary Projection Table:

DRAFT

Concept 2 (Grade Config. Change):			Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Feeder	Retired	School	*Current*	Concept	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
LHS		Borlaug Elementary	*619*	619	*355*	575	578	575	557	93%	93%	93%	90%
LHS		Christine Grant Elementary	*657*	657	*361*	477	472	460	455	73%	72%	70%	69%
LHS		Coralville Central Elementary	*534*	534	*350*	427	420	435	430	80%	79%	81%	81%
LHS		Garner Elementary	*593*	593	*337*	416	429	443	466	70%	72%	75%	79%
LHS	OFF	*Kirkwood Elementary*	*525*		*244*	0	0	0	0	0%	0%	0%	0%
LHS	OFF	*Lincoln Elementary*	*300*		*204*	0	0	0	0	0%	0%	0%	0%
LHS		Penn Elementary	*618*	618	*599*	477	496	562	586	77%	80%	91%	95%
LHS		Van Allen Elementary	*654*	654	*345*	465	466	462	471	71%	71%	71%	72%
LHS		Wickham Elementary	*576*	576	*319*	474	460	461	442	82%	80%	80%	77%
WCHS		Alexander Elementary	*690*	690	*400*	608	586	586	600	88%	85%	85%	87%
WCHS	OFF	*Grant Wood Elementary*	*543*		*301*	0	0	0	0	0%	0%	0%	0%
WCHS		Hoover Elementary	*634*	634	*492*	544	527	529	529	86%	83%	83%	83%
WCHS		Horn Elementary	*713*	713	*445*	705	678	682	672	99%	95%	96%	94%
WCHS		Lemme Elementary	*478*	478	*318*	361	352	354	345	76%	74%	74%	72%
WCHS		Longfellow Elementary	*468*	468	*302*	436	430	438	424	93%	92%	94%	91%
WCHS		Lucas Elementary	*467*	467	*279*	442	430	421	429	95%	92%	90%	92%
WCHS	OFF	*Mann Elementary*	*486*		*176*	0	0	0	0	0%	0%	0%	0%
WCHS		Shimek Elementary	*366*	366	*180*	282	272	263	259	77%	74%	72%	71%
WCHS		Twain Elementary	*512*	512	*198*	391	377	373	359	76%	74%	73%	70%
WCHS		Weber Elementary	*674*	674	*423*	481	466	452	451	71%	69%	67%	67%
LHS	2	Liberty ES Total:	*5,076*	4,251	*3,114*	3,311	3,321	3,398	3,407	78%	78%	80%	80%
WCHS	2	West/City ES Total:	*6,031*	5,002	*3,514*	4,250	4,118	4,098	4,068	85%	82%	82%	81%
District Total (PK-6):			*11,107*	9,253	*6,628*	**7,561**	**7,439**	**7,496**	**7,475**	**82%**	**80%**	**81%**	**81%**

Source: RSP & Associates LLC. - October 2026

10/23/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

Retired Schools Non-Geographic PAs: Grant Wood to Twain, Mann to Shimek, Kirkwood to Borlaug, Lincoln to Shimek

Est. Cost Savings:	Low	High
Concept 2 (10/30/26):	$ 6,340,451	$ 11,351,171

Source: RSP & Associates – October 2026; ICCSD

Retired Schools:

West/City Feeder	Liberty Feeder
Grant Wood, Mann	Kirkwood, Lincoln

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Concept 2 Secondary - DRAFT

UTILIZATION KEY:

	Less than 70% Utilized
	Over 100% Utilized

#2

Middle School Projection Table:

Concept 2 (Grade Config. Change):		Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Retired	School	Current	Concept	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
OFF	*North Central Middle School*	*1,200*	**0**	*942*	0	0	0	0	0%	0%	0%	0%
	Northwest Middle School	*1,484*	**1,484**	*1,093*	1,417	1,443	1,476	1,457	95%	97%	99%	98%
OFF	*Southeast Middle School*	*1,320*	**0**	*1,190*	0	0	0	0	0%	0%	0%	0%
REP	City Middle School	*0*	**2,159**		1,831	1,830	1,791	1,729	85%	85%	83%	80%
District Total (7-9):		*4,004*	**3,643**	*3,225*	**3,248**	**3,273**	**3,267**	**3,186**	**89%**	**90%**	**90%**	**87%**

Source: RSP & Associates LLC. - October 2026 10/23/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

High School Projection Table:

Concept 2 (Grade Config. Change):		Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Retired	School	Current	Concept	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
REP	*City High School*	*2,159*		*1,743*	0	0	0	0	0%	0%	0%	0%
	Liberty High School	*2,044*	**2,044**	*1,447*	1,597	1,572	1,539	1,547	78%	77%	75%	76%
	West High School	*2,467*	**2,467**	*1,528*	1,966	1,934	1,923	1,910	80%	78%	78%	77%
District Total (10-12):		*6,670*	**4,511**	*4,718*	**3,563**	**3,506**	**3,462**	**3,457**	**79%**	**78%**	**77%**	**77%**

Source: RSF Source: RSP & Associates LLC. - October 2026 10/23/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

Note: The secondary buildings identified for retirement or repurposing are **illustrative and remain open for discussion.** This example considers **districtwide capacity, facility age, and geographic proximity** to support feeder alignment.

Implements a grade configuration change that allows for secondary school retirement:

- Elementary Schools: transition from K-5 to K-6 (four schools retired)
- Middle Schools: transition from 6-8 to 7-9
  - North Central and Southeast schools retired
  - **City High School repurposed as a Middle School**
- High Schools: transition from 9-12 to 10-12
  - City HS moves to serving as a middle school, with students feeding into West HS feeder

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Concept 2: Diversity Index

Greater than 5% from District Average
Less than 5% from District Average

#2

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Concept 2 Elementary Boundary:	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
LHS	Borlaug Elementary	11.9%	38.3%	34.1%	51.0%	*$482,238*
LHS	Christine Grant Elementary	4.2%	16.5%	39.1%	23.8%	*$452,001*
LHS	Coralville Central Elementary	18.3%	30.1%	44.3%	53.8%	*$288,947*
LHS	Garner Elementary	8.0%	21.9%	49.3%	31.7%	*$294,233*
LHS	Penn Elementary	2.7%	16.2%	23.7%	16.8%	*$485,892*
LHS	Van Allen Elementary	6.7%	22.6%	44.9%	31.5%	*$469,385*
LHS	Wickham Elementary	6.2%	19.8%	26.2%	15.4%	*$570,052*
WCHS	Alexander Elementary	15.5%	44.2%	67.2%	35.4%	*$246,033*
WCHS	Hoover Elementary	10.7%	24.3%	40.5%	29.9%	*$419,578*
WCHS	Horn Elementary	18.4%	32.3%	28.2%	57.9%	*$381,662*
WCHS	Lemme Elementary	6.2%	16.9%	32.0%	29.7%	*$358,945*
WCHS	Longfellow Elementary	22.8%	18.7%	30.8%	52.3%	*$332,711*
WCHS	Lucas Elementary	15.7%	27.5%	47.5%	35.5%	*$260,835*
WCHS	Shimek Elementary	13.8%	28.1%	19.7%	47.9%	*$472,181*
WCHS	Twain Elementary	17.6%	44.6%	67.0%	33.1%	*$237,335*
WCHS	Weber Elementary	10.8%	36.7%	41.1%	21.9%	*$449,206*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census, Johnson County, and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Concept 2 Secondary Boundary	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
LHS	Liberty High School (Northwest MS)	8.1%	22.7%	35.9%	30.9%	*$434,244*
WCHS	West High School (City MS)	15.4%	30.5%	43.8%	39.4%	*$341,385*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

ELEMENTARY:

- Longfellow's household poverty rate decreases, while Twain increases
- Twain increases, while Longfellow decreases
- Renter-occupied housing increases at Borlaug and Coralville Central, while remaining relatively stable at several other schools.

SECONDARY:

- Concept 2 transitions from three secondary feeder areas to two.
- The difference in household poverty rates between the highest and lowest secondary feeders decreases from 10.4 to 6.9 percentage points.

OVERALL:

Concept 2 reduces differences in household poverty and minority population between the remaining secondary feeder areas. However, socioeconomic variation persists across individual elementary schools.

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Disclaimer: Census block groups cover large geographic areas, so planning areas may share block groups, and some block groups that partly fall within a planning area may not be assigned to it. Block groups are assigned to a planning area based on a block group containing the center of a planning area's geography.

Connection to Board Outcome

#2

How Does Concept 2 Respond to the Board's Direction?

What this approach explores

- Reconfigures grade levels to PK–6, 7–9, and 10–12.
- Creates opportunities to consolidate elementary and secondary facilities.
- Increases modeled secondary utilization and provides the highest estimated savings range.

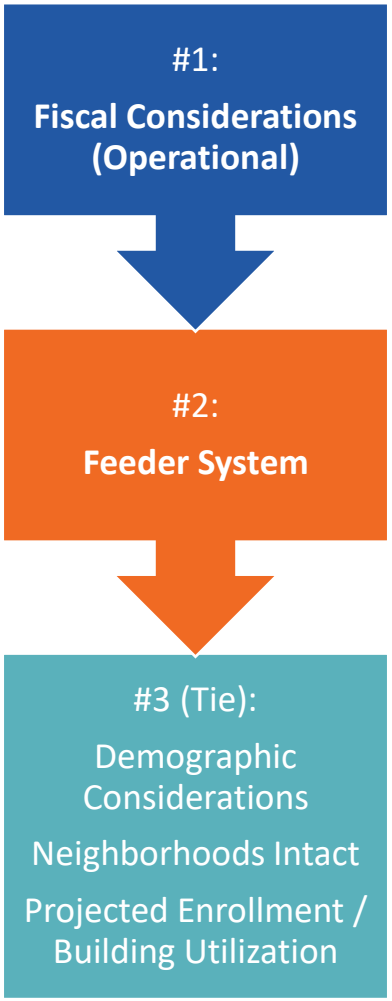
What requires further consideration

- Districtwide grade transitions and changes to student pathways.
- Facility readiness, program delivery, transportation, and transition costs.
- Significant community impacts and remaining savings gap.

Main Takeaway:

Concept 2 provides the greatest modeled savings potential and addresses secondary capacity inefficiencies, **but requires substantial changes to grade configuration, facilities, and student transitions.**

Board Prioritized Criteria:



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Activity – Concept 2 Discussion

#2

20 Min Table Discussion

Title: Committee Discussion | Systemwide Grade Configuration

At your table, review Concept 2 as a different way to address the financial challenge. The specific facilities used in the model are illustrative and remain open for evaluation.

Reference the Guiding Principles for this discussion.

Questions:

1. **What opportunities does changing grade configurations create?** Consider capacity, programs, feeder alignment, and operating efficiency.
2. **What challenges would need to be resolved?** Consider the student experience, facility readiness, transportation, and implementation.
3. **Are there elements of this approach worth exploring independently?** Could some efficiencies be achieved without implementing the full model?
4. **Does the potential benefit warrant additional study?** What conditions or information would be needed?

Select one member at the table to be the scribe and jot down notes during this discussion.

SCRIBE: Identify one potential benefit, one significant concern, and one recommended refinement.

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Concept 3

Secondary No Change

Maintains the current secondary feeder boundary and only retires elementary schools within their existing feeder.

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Concept 3:

#3

PRIMARY APPROACH:

- Targeted elementary retirements with minimal changes to the existing system

SCHOOLS RETIRED

- 4 Elementary Schools
  - Garner, Mann, Lemme, Weber

GRADE CONFIGURATION

- No Change – PK/K-5, 6-8, 9-12

ESTIMATED SAVINGS

- $3.7M–$6.5M

PROJECTED UTILIZATION (2027/28)

- 73% Elementary, 81% Middle School, and 70% High School

PRIMARY TRADE-OFF

- Less systemwide disruption, but lower savings and continued underutilization at several schools

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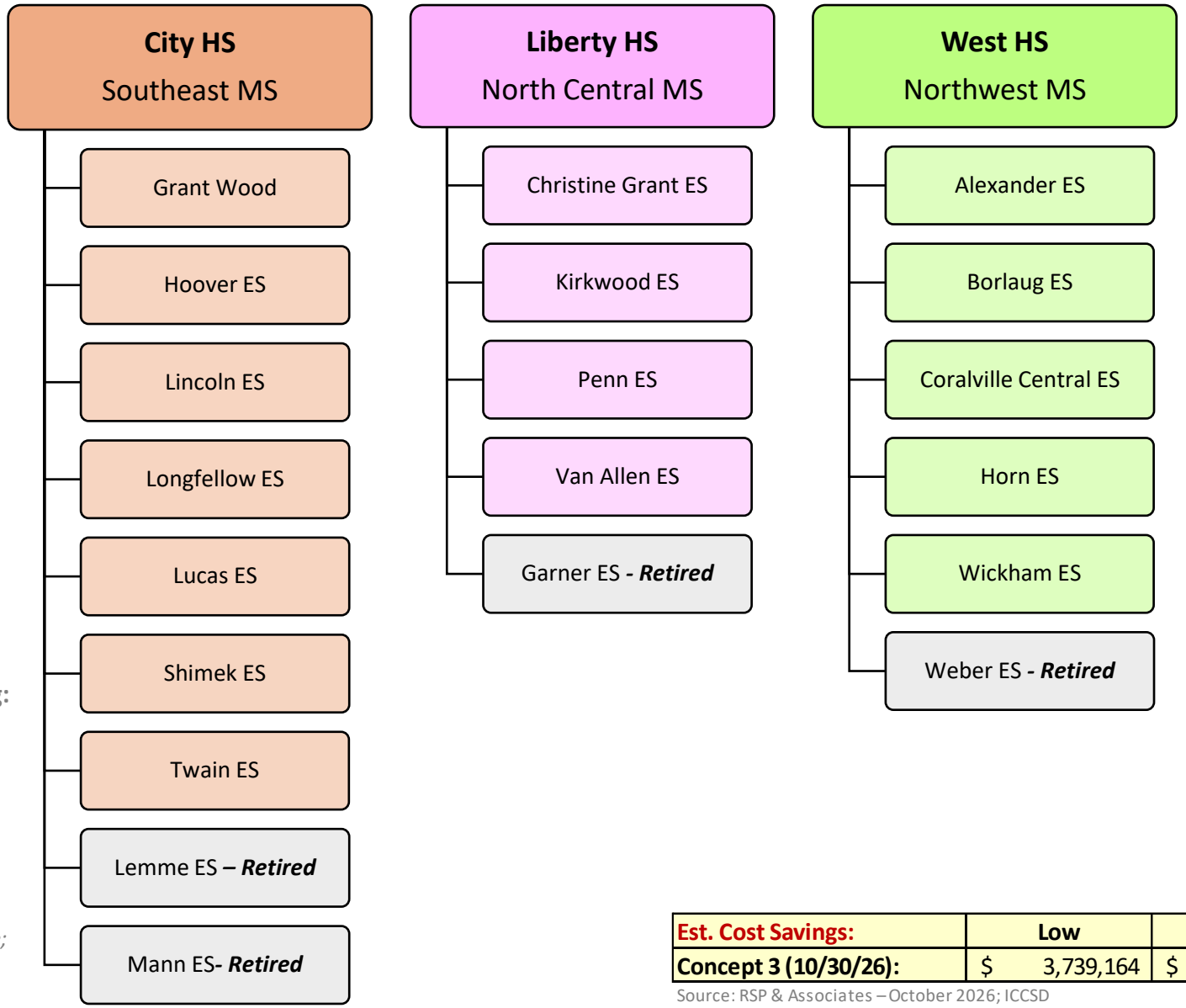
Concept 3 School Feeder Diagram



Retirement Reasoning:

- *Garner: low enrollment; nearby school proximity*
- *Mann: low enrollment; projected decline*
- *Lemme: low enrollment; nearby school proximity*
- *Weber: projected decline; nearby school proximity*

Source: Iowa City CSD and RSP

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Est. Cost Savings:	Low	High
Concept 3 (10/30/26):	$ 3,739,164	$ 6,450,944

Source: RSP & Associates – October 2026; ICCSD

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Concept 3 Elementary – DRAFT

UTILIZATION KEY:

	Less than 70% Utilized
	Over 100% Utilized

#3

Elementary Projection Table:

DRAFT

Concept 3 (MS/HS No Change):			Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Feeder	Retired	School	*Current*	**Concept**	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
CHS		Grant Wood Elementary	*543*	**543**	*301*	374	347	369	371	69%	64%	68%	68%
CHS		Hoover Elementary	*634*	**634**	*492*	429	422	404	405	68%	67%	64%	64%
CHS	OFF	*Lemme Elementary*	*478*		*318*	0	0	0	0	0%	0%	0%	0%
CHS		Lincoln Elementary	*300*	**300**	*204*	209	209	211	212	70%	70%	70%	71%
CHS		Longfellow Elementary	*468*	**468**	*302*	368	364	358	353	79%	78%	76%	75%
CHS		Lucas Elementary	*467*	**467**	*279*	389	390	386	389	83%	84%	83%	83%
CHS	OFF	*Mann Elementary*	*486*		*176*	0	0	0	0	0%	0%	0%	0%
CHS		Shimek Elementary	*366*	**366**	*180*	321	321	328	317	88%	88%	90%	87%
CHS		Twain Elementary	*512*	**512**	*198*	295	295	288	288	58%	58%	56%	56%
LHS		Christine Grant Elementary	*657*	**657**	*361*	574	562	568	573	87%	86%	86%	87%
LHS	OFF	*Garner Elementary*	*593*		*337*	0	0	0	0	0%	0%	0%	0%
LHS		Kirkwood Elementary	*525*	**525**	*244*	242	244	242	237	46%	46%	46%	45%
LHS		Penn Elementary	*618*	**618**	*599*	519	540	600	598	84%	87%	97%	97%
LHS		Van Allen Elementary	*654*	**654**	*345*	535	545	560	593	82%	83%	86%	91%
WHS		Alexander Elementary	*690*	**690**	*400*	401	399	406	401	58%	58%	59%	58%
WHS		Borlaug Elementary	*619*	**619**	*355*	491	479	472	467	79%	77%	76%	75%
WHS		Coralville Central Elementary	*534*	**534**	*350*	345	354	363	360	65%	66%	68%	67%
WHS		Horn Elementary	*713*	**713**	*445*	665	660	649	659	93%	93%	91%	92%
WHS	OFF	*Weber Elementary*	*674*		*423*	0	0	0	0	0%	0%	0%	0%
WHS		Wickham Elementary	*576*	**576**	*319*	311	290	279	258	54%	50%	48%	45%
CHS	2	City ES Feeder Total:	*4,254*	**3,290**	*2,450*	2,385	2,348	2,344	2,335	72%	71%	71%	71%
LHS	1	Liberty ES Feeder Total:	*3,047*	**2,454**	*1,886*	1,870	1,891	1,970	2,001	76%	77%	80%	82%
WHS	1	West ES Feeder Total:	*3,806*	**3,132**	*2,292*	2,213	2,182	2,169	2,145	71%	70%	69%	68%
District Total (PK-5):			*11,107*	**8,876**	*6,628*	**6,468**	**6,421**	**6,483**	**6,481**	**73%**	**72%**	**73%**	**73%**

Source: RSP & Associates LLC. - October 2026

10/30/2026

Notes: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

Retired Schools Non-Geographic PAs: Coralville Central to Kirkwood, Grant Wood to Alexander, Lincoln to Horn, Lucas to Longfellow, Shimek to Mann, Twain to Longfellow, Van Allen to Garner

Est. Cost Savings:	Low	High
Concept 3 (10/30/26):	$ 3,739,164	$ 6,450,944

Source: RSP & Associates – October 2026; ICCSD

Retired Schools:

City Feeder	Liberty Feeder	West Feeder
Lemme, Mann	Garner	Weber

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Concept 3 Secondary - DRAFT

UTILIZATION KEY:	
	Less than 70% Utilized
	Over 100% Utilized

#3

Middle School Projection Table:

Concept 3 (MS/HS No Change):		Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Feeder	School	*Current*	**Concept**	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
CHS	Southeast Middle School	*1,320*	**1,320**	*1,190*	1,175	1,191	1,153	1,095	89%	90%	87%	83%
LHS	North Central Middle School	*1,200*	**1,200**	*942*	955	963	961	963	80%	80%	80%	80%
WHS	Northwest Middle School	*1,484*	**1,484**	*1,093*	1,097	1,051	1,020	981	74%	71%	69%	66%
District Total (6-8):		*4,004*	**4,004**	*3,225*	**3,227**	**3,205**	**3,134**	**3,039**	**81%**	**80%**	**78%**	**76%**

Source: RSP & Associates LLC. - October 2026 10/30/2026

Note: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

High School Projection Table:

Concept 3 (MS/HS No Change):		Capacity Operational		Current	Concept Enrollment				Concept Utilization			
Feeder	School	*Current*	**Concept**	*2026/27*	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
CHS	City High School	*2,159*	**2,159**	*1,743*	1,716	1,640	1,661	1,672	79%	76%	77%	77%
LHS	Liberty High School	*2,044*	**2,044**	*1,447*	1,462	1,442	1,456	1,440	72%	71%	71%	70%
WHS	West High School	*2,467*	**2,467**	*1,528*	1,487	1,496	1,480	1,473	60%	61%	60%	60%
District Total (9-12):		*6,670*	**6,670**	*4,718*	**4,665**	**4,578**	**4,597**	**4,585**	**70%**	**69%**	**69%**	**69%**

Source: RSP & Associates LLC. - October 2026 10/30/2026

Note: Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

No change to Middle or High School boundaries.

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Concept 3: Diversity Index

Greater than 5% from District Average
Less than 5% from District Average

#3

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Concept 3 Elementary Boundary:	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
CHS	Grant Wood Elementary	18.8%	44.8%	66.1%	36.1%	*$216,013*
CHS	Hoover Elementary	8.7%	20.4%	36.0%	30.8%	*$419,578*
CHS	Lincoln Elementary	18.8%	28.5%	28.3%	58.6%	*$465,134*
CHS	Longfellow Elementary	27.9%	17.4%	36.9%	52.0%	*$341,430*
CHS	Lucas Elementary	14.2%	25.2%	45.3%	32.2%	*$284,195*
CHS	Shimek Elementary	10.2%	19.7%	24.3%	39.5%	*$415,391*
CHS	Twain Elementary	18.9%	40.9%	65.4%	36.9%	*$233,960*
LHS	Christine Grant Elementary	4.7%	18.5%	41.7%	31.4%	*$395,996*
LHS	Kirkwood Elementary	12.9%	41.7%	56.0%	54.1%	*$271,573*
LHS	Penn Elementary	2.6%	16.7%	24.9%	15.3%	*$474,860*
LHS	Van Allen Elementary	8.1%	22.2%	46.7%	27.8%	*$398,204*
WHS	Alexander Elementary	14.6%	40.7%	62.5%	33.3%	*$296,007*
WHS	Borlaug Elementary	7.6%	32.4%	26.3%	31.6%	*$530,632*
WHS	Coralville Central Elementary	16.5%	29.3%	41.8%	48.0%	*$288,831*
WHS	Horn Elementary	17.1%	40.7%	34.6%	50.6%	*$359,900*
WHS	Wickham Elementary	5.3%	22.4%	25.0%	11.2%	*$590,567*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census, Johnson County, and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

Population Demographic Snapshot:
(Values based on Census Block Group Data Spatially Joined with Attendance Boundaries)

Feeder	Concept 3 Secondary Boundary	% of Households in Poverty	% Minority Population	% with Less than Bachelor's Degree	% Renter Occupied	*Average Home Value (SF)*
CHS	City High School (Southeast MS)	15.8%	27.0%	40.9%	41.3%	*$338,200*
LHS	Liberty High School (North Central MS	5.4%	19.9%	37.4%	25.5%	*$409,293*
WHS	West High School (Northwest MS)	13.1%	34.7%	41.5%	36.9%	*$412,582*
	District Average:	**16.5%**	**27.3%**	**43.3%**	**42.9%**	***$373,483***

Source: US Census and RSP

Notes: Data was sourced from the American Community Survey (2024), the 2020 Census, and Johnson County for home value data.
Table reflects household data - NOT STUDENT DATA.

ELEMENTARY:

- Longfellow's household poverty rate decreases
- Longfellow decreases from 28.3% to 17.4%, while Horn increases from 34.3% to 40.7%.
- Renter-occupied housing increases at Lincoln and Horn, while remaining relatively stable at several other schools.

SECONDARY:

- Concept 3 retains the existing three secondary feeder areas, with no changes to their demographic characteristics.

OVERALL:

Concept 3 redistributes demographic characteristics across elementary boundaries while maintaining the existing secondary feeder structure.

Although some elementary schools move closer to district averages, differences in socioeconomic conditions remain, and secondary feeder disparities are unchanged.

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Disclaimer: Census block groups cover large geographic areas, so planning areas may share block groups, and some block groups that partly fall within a planning area may not be assigned to it. Block groups are assigned to a planning area based on a block group containing the center of a planning area's geography.

Connection to Board Outcome

#3

How Does Concept 3 Respond to the Board's Direction?

What this approach explores

- Consolidates four elementary schools within existing secondary feeder areas.
- Maintains current grade configurations and secondary boundaries.
- Reduces operating costs with fewer systemwide changes than Concepts 1 and 2.

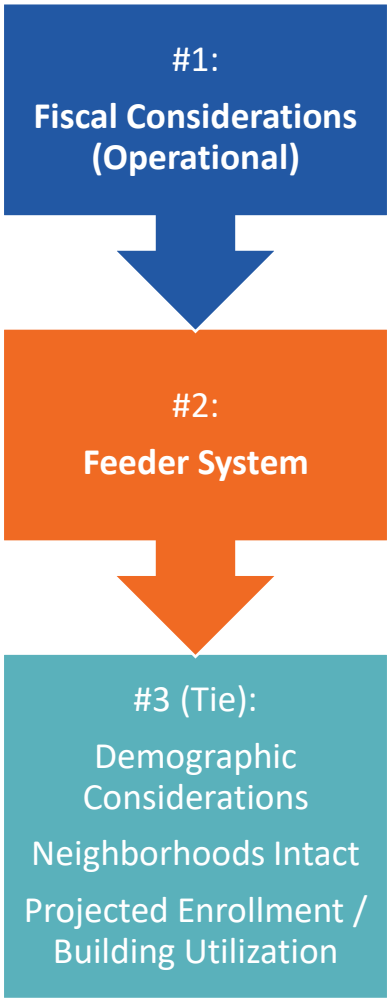
What requires further consideration

- Lower estimated savings and the largest remaining gap to the Board's direction.
- Continued underutilization at several elementary and secondary schools.
- Additional financial strategies needed if the existing secondary structure is maintained.

Main Takeaway:

Concept 3 **prioritizes continuity in secondary feeder patterns** while generating some savings, but leaves substantial financial and building utilization challenges unresolved.

Board Prioritized Criteria:



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Activity – Concept 3 Discussion

#3

20 Min Table Discussion

Title: Committee Discussion | Maintaining Secondary Feeders

At your table, review Concept 3. Consider whether a narrower approach provides sufficient benefits relative to the financial limitations and Board directives.

Reference the Guiding Principles for this discussion.

Questions:

1. **What benefits come from maintaining existing secondary feeders?** Consider continuity, student experience, and implementation.
2. **What challenges remain unresolved?** Consider the savings gap and continued underutilization.
3. **What other efficiencies would need to accompany this approach?** Are there additional opportunities within the existing grade structure?
4. **Does this approach warrant further study?** What modifications could strengthen its ability to respond to the Board's direction?

Select one member at the table to be the scribe and jot down notes during this discussion.

SCRIBE: Identify one potential benefit, one significant concern, and one recommended refinement.

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CONCEPT COMPARISON

Planning Consideration	Concept 1	Concept 2	Concept 3
❑ **Primary Strategy**	Elementary consolidation and secondary feeder changes	Systemwide grade reconfiguration with elementary and secondary consolidation	Maintain secondary feeder with elementary consolidation
❑ **Elementary Facilities Modeled for Retirement**	7	4	4
❑ **Illustrative Secondary Facility Changes**	Boundary adjustments	2 MS retirements; High School repurposed	No Changes ✓
❑ **Grade Configuration**	Maintained ✓	Changed (PK-6, 7-9, 10-12) ✓	Maintained ✓
❑ **Estimated Annual Operating Savings**	$6.5M–$10.9M ✓	$6.3M–$11.4M ✓	$3.7M–$6.5M ✓
❑ **Elementary Utilization (2027/28)** * Some buildings may be below 70%	84% ✓	82% ✓	73% ✓
❑ **Secondary Utilization (2027/28)** * Some buildings may be below 70%	MS 81%; HS 70%	MS 89%; HS 79% ✓	MS 81%; HS 70%

Main Takeaway: Each approach offers a different balance of **savings, facility efficiency, and change to the student experience**. The committee's role is to identify which elements warrant further consideration, not to select a final plan today.

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Table Report Out – What Do We Like?

Purpose: Identify the strengths and positive elements of each preliminary concept.

Table Spokesperson: The selected scribe will share the table's feedback.

- ❑ **Focus on Positives:** Share what your table likes or sees as beneficial about each concept. **This report out will focus only on strengths.**
- ❑ **Share with the Group:** Each table will be **invited to report on selected concepts** to allow time for a variety of perspectives.
- ❑ **Record Your Feedback:** After sharing, the **scribe will add the table's positive observations to the corresponding concept poster.**
- ❑ **Additional Input:** Not every table will report on every concept. Following the meeting, all committee members are welcome to add additional positive feedback directly to the posters.



Reminder: *This activity is intended to recognize the strengths of each concept, not to select a preferred option. Opportunities to discuss concerns, trade-offs, and potential improvements are addressed separately.*

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Part 4:
Next Steps

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Bringing it All Together

Today's Discussion Helps Guide the Next Phase

1. **What we reviewed:** Three preliminary approaches that illustrate different ways to reduce operating costs.
2. **What we learned:** Committee observations about financial opportunities, student impacts, and unresolved concerns.
3. **What happens next:** RSP and District administration review the feedback, assess feasibility, and identify potential refinements or additional strategies.
4. **What has not happened:** No concept has been selected for implementation. No school retirements, boundary changes, or grade configuration changes are being decided at this meeting.

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Process Recap

DATE	AGENDA ITEM	COMPLETE
Meeting 1 (Oct. 15)	**Process Orientation:** Reviewed committee rules, expectations, and charge	✅
	Data Foundation: Reviewed findings from the 2025/26 Enrollment Analysis	✅
	Committee Engagement: Participated in small-group scenario-building activities to identify opportunities and considerations	✅
Meeting 2 (Nov. 19)	**Process Orientation:** Review Meeting 1 information	✅
	Data Foundation: Review current boundary information	✅
	Preliminary Concept Review: ❑ Present **preliminary concepts** to the committee (as communicated at Meeting #1) ❑ Include a secondary-focused concept exploring grade configuration, feeder alignment, and facility efficiency. ❑ Discuss **benefits, trade-offs, and opportunities** for refinement.	✅

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Stay Connected (Social Pinpoint Page)

Visit the Committee Website

📱 Scan the QR code for updates and resources.

Stay Informed

🔔 Follow the page to receive email notifications when new information is posted.

Check Back Often

🗓️ Meeting materials, updates, and committee activities will be added throughout the process.



https://rsp.mysocialpinpoint.com/iccsd-boundary-process

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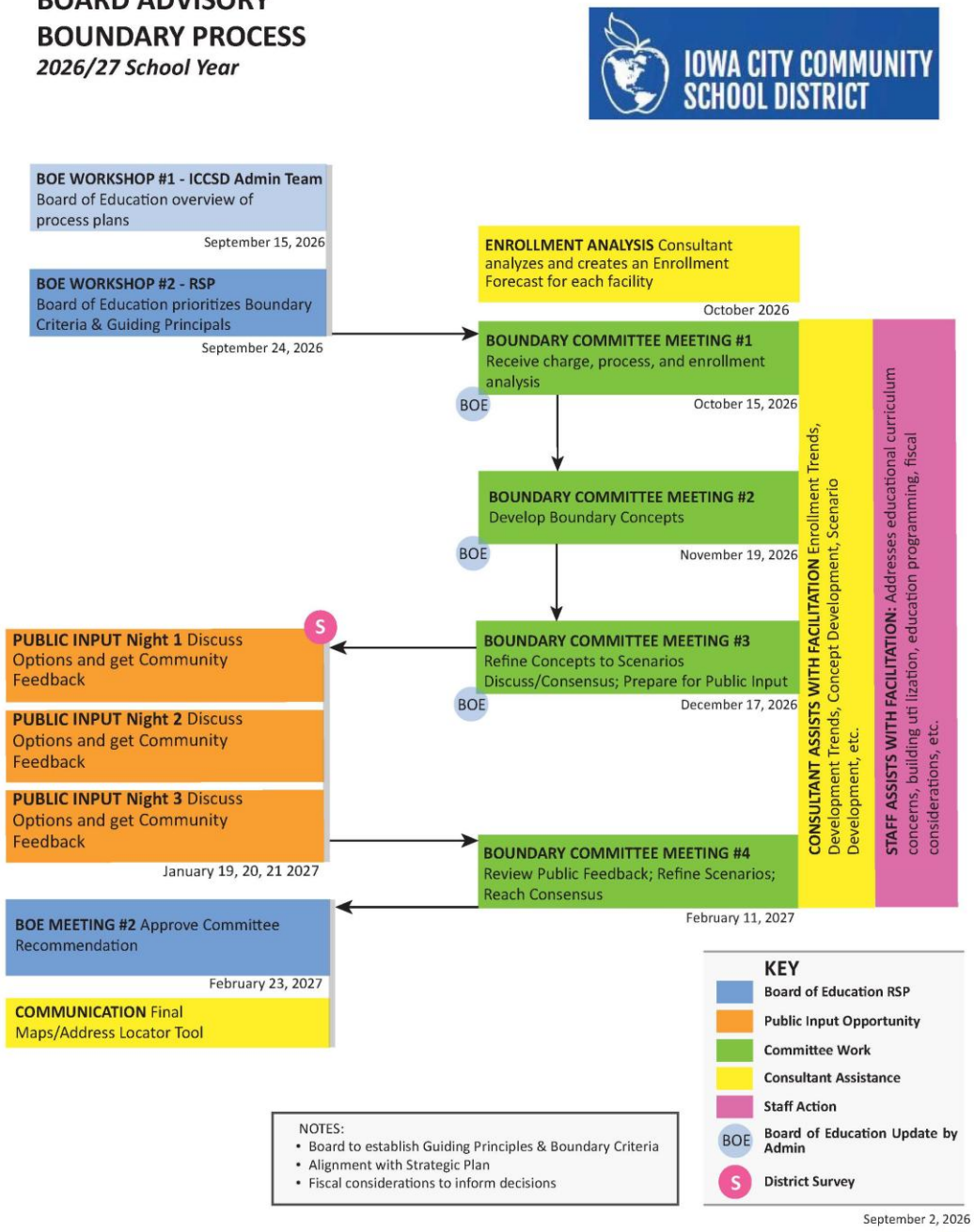
Next Up!

Meeting #3 – December 17

Feedback gathered tonight will inform materials for Meeting #3.



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Appendix

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Committee Polling

What to Expect

- ❑ **Share Your Perspective:** *There are no right or wrong answers. Responses help us understand the range of opinions across the committee.*
- ❑ **Guide Scenario Development:** *Results will help RSP and District administration identify opportunities, considerations, and potential approaches to explore between meetings.*
- ❑ **Inform, Not Decide:** *Polling results do not represent final decisions or guarantee that a particular option will be developed into a scenario.*
- ❑ **Keep an Open Mind:** *As additional data and analysis become available, perspectives and potential solutions may evolve.*

Directions:

- ✓ **Scan the QR code provided at your table to participate in polling.**
- ✓ **Polling is reserved for committee members only.**

Key Takeaway: Today's polling provides direction for further exploration—not a commitment to specific changes or outcomes.

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POLL RESULTS

Which ICCSD schools have a strong sense of community?

52 / 56 Participants
58 Total Responses

- l of them
- Liberty
- Garner Elementary
- All
- All of them
- All
- All of them
- All
- City!!
- All of them
- All of them.
- All
- All
- Wickham!! West High
- All of them
- All of them. Liberty, West & City
- All
- I believe all 3 High Schools have strong sense of community
- All
- All
- Alll of them
- All of them, but especially Twain!
- All
- All of the schools have a strong sense of community
- All of them
- West
- All the high and middle schools
- I've found our elementary school Wood to be very strong in this aspect.
- Liberty
- City High
- All of them!
- all of them
- City
- Liberty
- All of them.
- Every school in the District
- All
- All of them
- All of our schools.
- All of them.
- All of the schools have a strong sense of community.
- All of them.
- All
- All of them
- All of them
- All of them
- Liberty High School Iowa city community school district
- All of them
- All
- All
- Every school
- All schools have a strong sense of community
- All
- Each one (but especially City)
- No Votes
- All three high schools. City Liberty West
- All (especially West!)
- Kirkwood
- City High

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48 / 56 Participants
104 Total Responses

What characteristics led you to identify those schools as having a strong community? Enter up to three words or short phrases.



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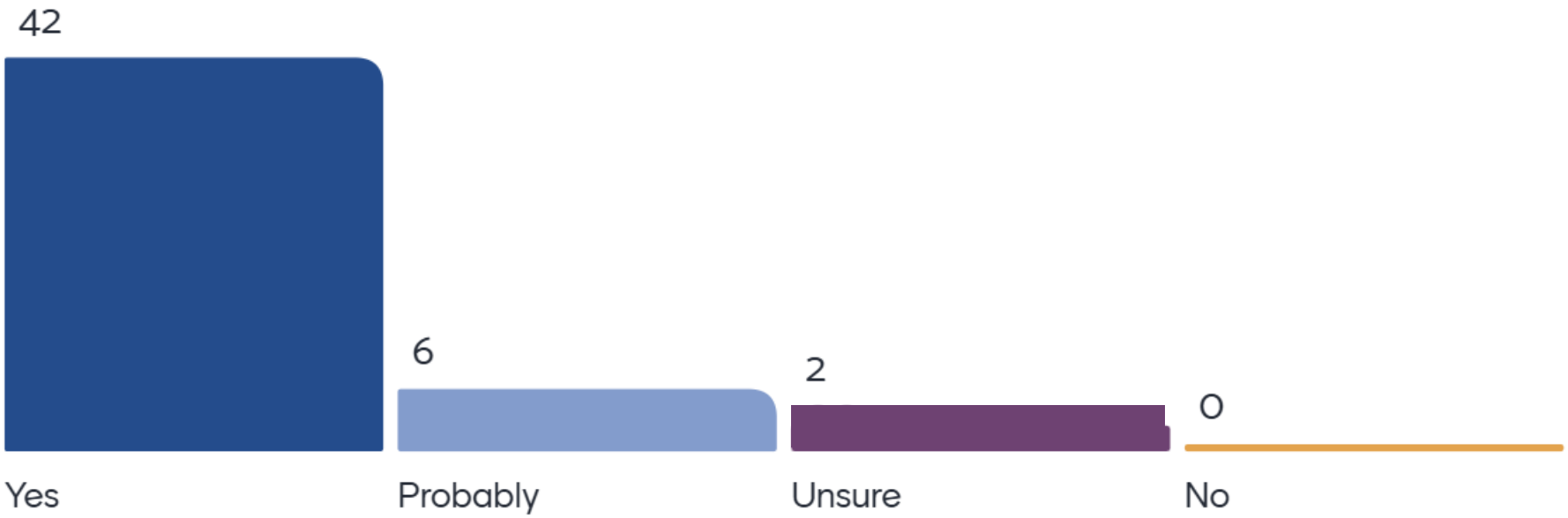
POLL RESULTS

50 / 56 Participants
50 Total Responses

Think about a school you did **NOT** list in the first question. **Could many of these same positive qualities also happen in other schools?**



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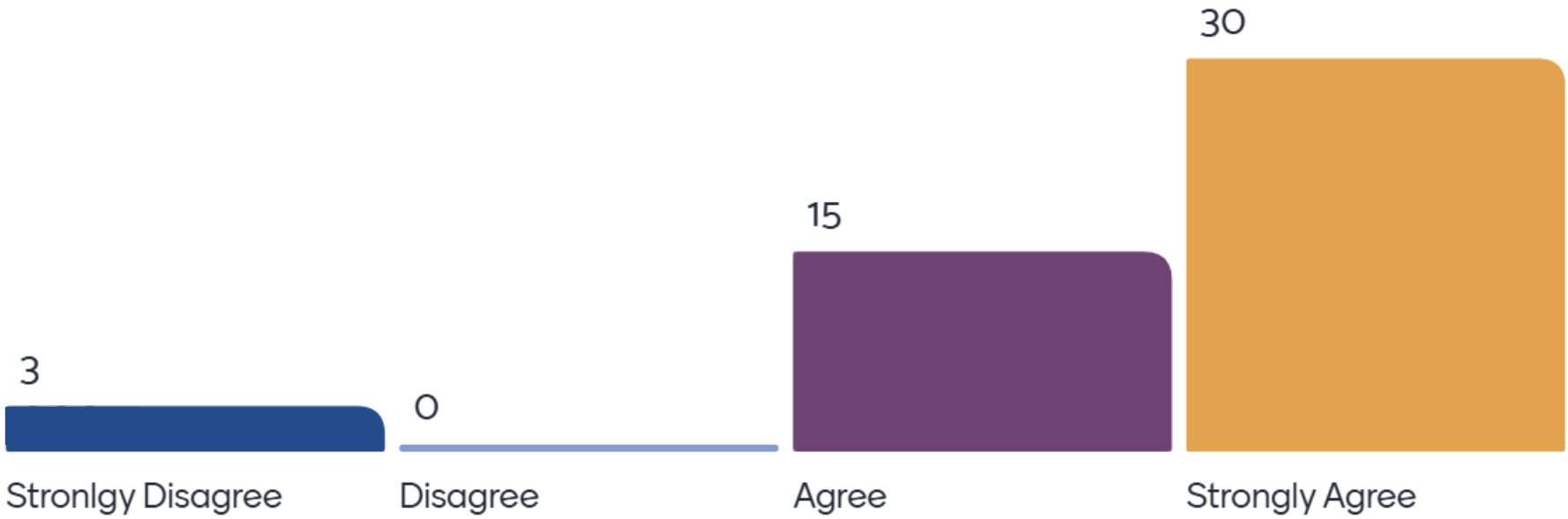
POLL RESULTS

48 / 56 Participants
48 Total Responses

Every ICCSD school has strengths that contribute to a **positive student experience** and a **strong school community.**



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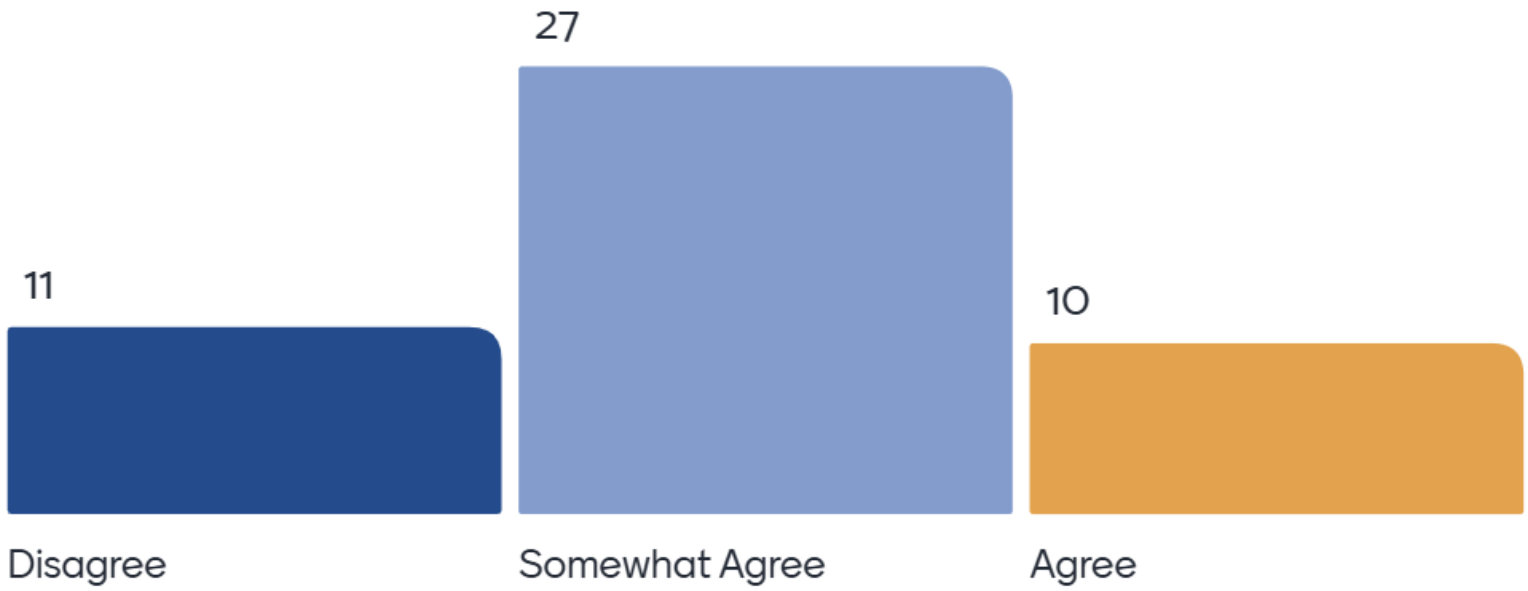
POLL RESULTS

48 / 56 Participants
48 Total Responses

As the District considers cost reductions and facility needs, do you support a goal of **85-95% elementary building utilization** within each feeder?



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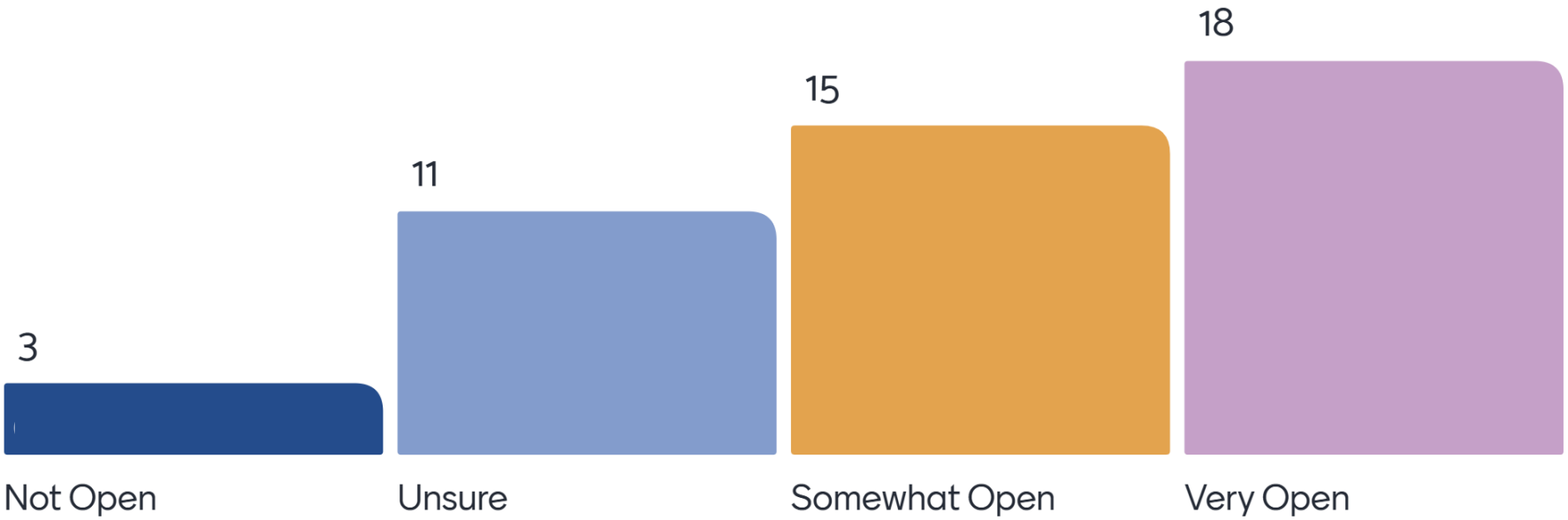
POLL RESULTS

47 / 56 Participants
47 Total Responses

As the District considers cost reductions and facility needs, how open are you to considering **changes to current grade configurations?**



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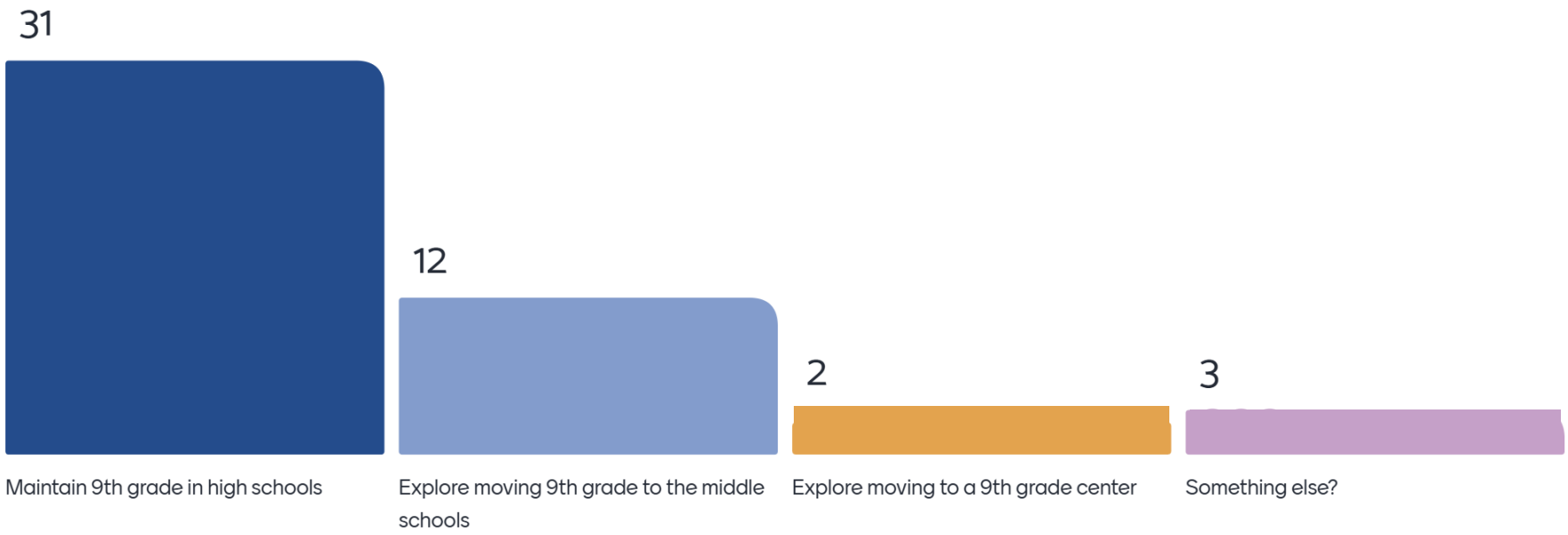
POLL RESULTS

48 / 56 Participants
48 Total Responses

As the District considers cost reductions and facility needs, what is your preference for **9th grade placement?**



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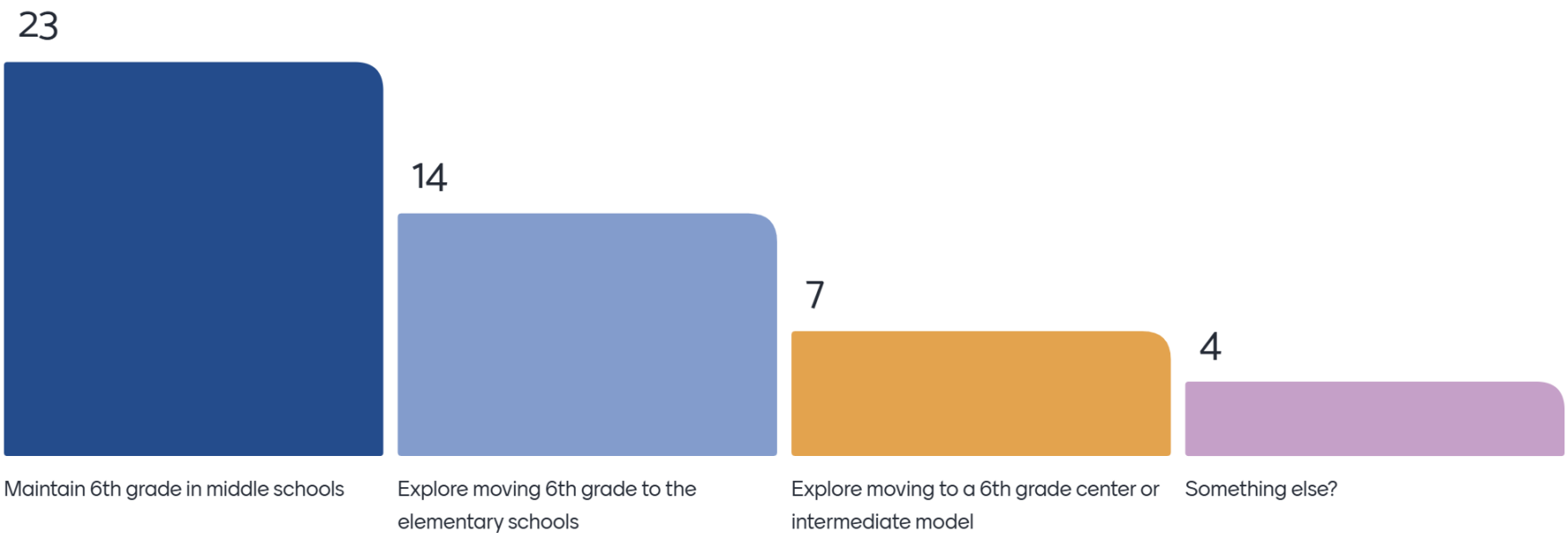
POLL RESULTS

48 / 56 Participants
48 Total Responses

As the District considers cost reductions and facility needs, what is your preference for **6th grade placement?**



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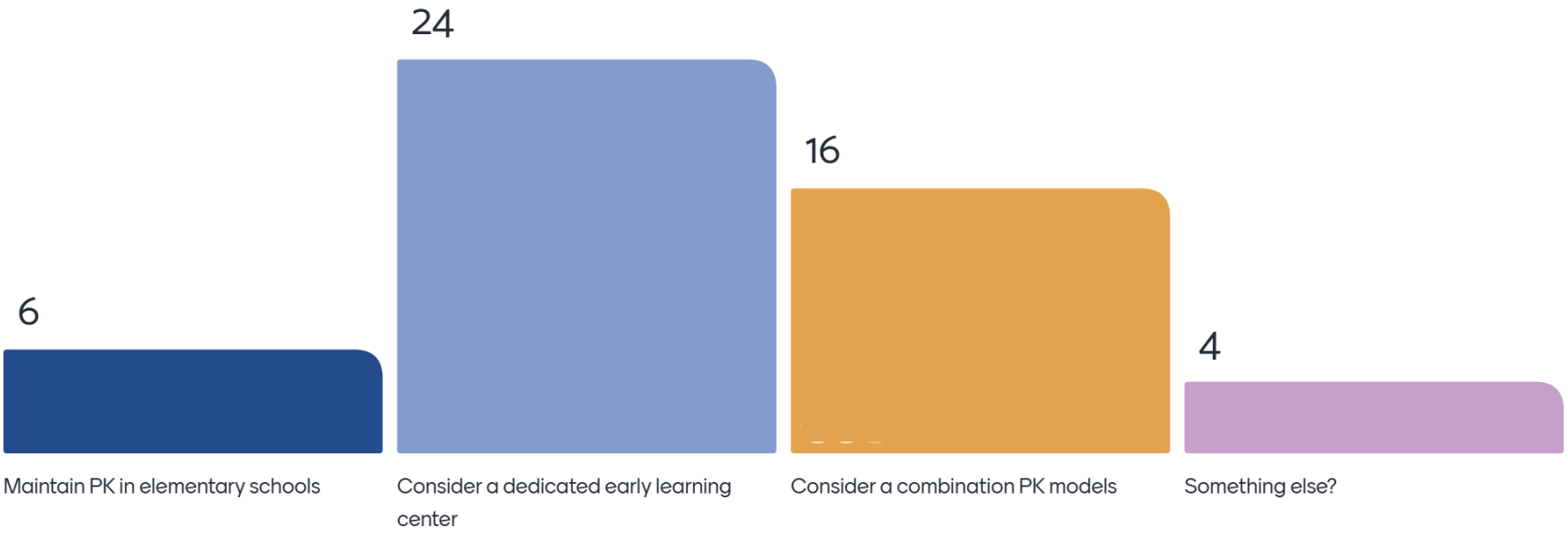
POLL RESULTS

50 / 56 Participants
50 Total Responses

What approach should the District prioritize when considering **Pre-K programming in future facility scenarios?**



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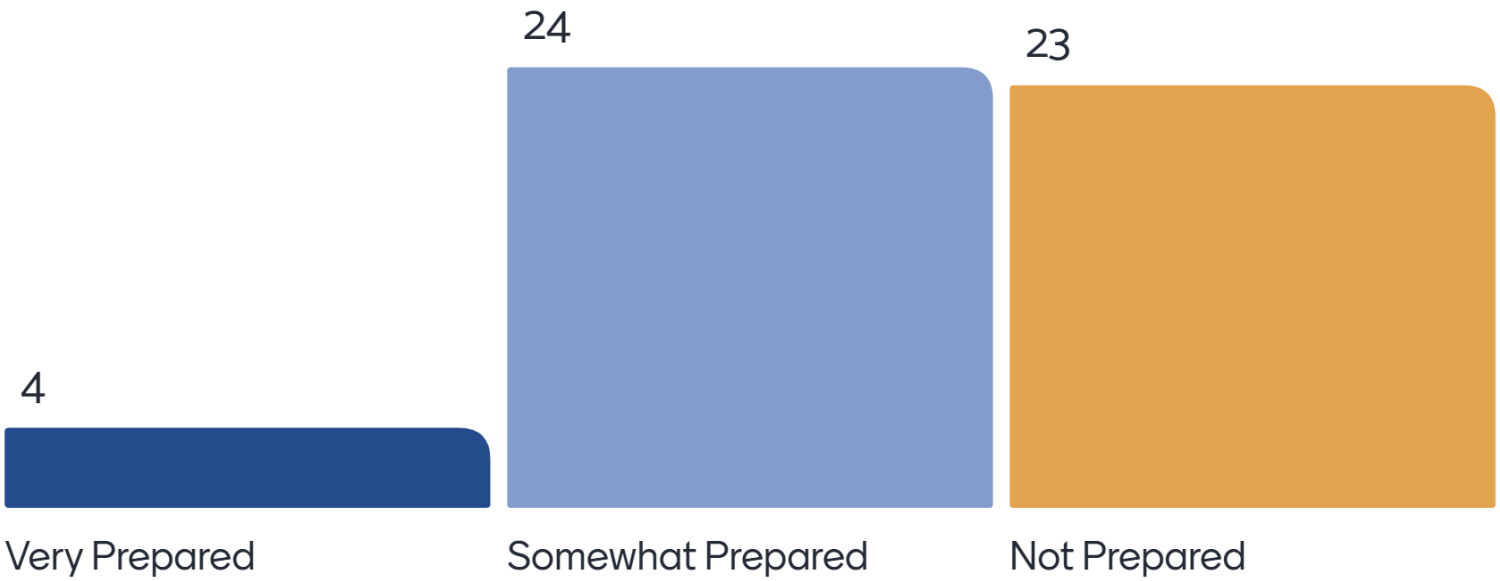
POLL RESULTS

51 / 56 Participants
51 Total Responses

How **prepared** do you feel to review preliminary boundary scenarios at the next committee meeting, including **potential school retirements?**



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POLL RESULTS: What additional information or considerations would help you evaluate potential school retirement and boundary scenarios at the next meeting?

- SES
- Diversity
- Staffing
- How is capacity being calculated?
- Capacity, infrastructure cost, staffing, sea, transportation cost
- Additional data sets
- how is capacity calculated and are people in the schools included in that calculation
- Would like to see utilization percent for each individual school. Bussing cost
- Actual building specific data. Not small-medium-large or scenarios.
- What's the trade off for a recommendation of closing more or fewer schools?
- Show us #'s how they save money. Why are the capacity numbers so different from two years ago when we hired a professional expert to give us those numbers? How much does transportation cost?
- Transportation cost implications
- We must look at moving sixth grade back to elementary, ninth grade to middle school, then have two 10-12 grade high schools. We should look at paired elementary schools, and compare the savings
- From the "Building Retirement Cost Reductions" slide Are the cost savings numbers accounting for the increased costs to the receiving schools?
- Paired schools are great. Can we repurpose the retired buildings to house admin and sell the CFI? Can we move the tech/server/loading dock to a retired building? Not our bucket, but we need to collab
- More specific financial data about each individual school cost to run. Age of schools and cost to maintain those schools.
- School age, efficiency, paired schools, what happens to schools that are closed?
- Potential for repurposing building - office, alt learning, housing, etc.
- SES, transportation, other school models, alternate calendar, shared services & facilities, early childhood centers, grade level consolidations, want to see scenarios run by RSP
- Building conditions and average annual expenditures for building maintenance.
- Deeper data showing the last two demographic cliffs and the after effects of these nation wide drops. More information on age of buildings, deferred maintenance, and similar considerations.
- How are the cost reduction numbers being calculated?
- Clearer goal for financial savings from school closures
- General fund info
- Need a better data about class and capacity other than building capacity. For example, Principal and teacher input per schools and classroom.
- Resource allocation per building
- School standardized test scores for each school - how does size of class impact? Concern for charter schools and district discontent?
- Get the data out early. Less tightly facilitated, frame big issue (target dollar amount), let people generate solutions to the bigger problem.
- tangible evidence that retiring schools has a positive impact on budget cuts; data as to what happens to kids forced to relocate as a result of closures (long-term success, emotional effect, etc).
- Can the individual school data be shared? Re: growth projections, capacity. Growth is disparate across the district and we need consider existing facilities.
- Equal out list of feeders in all three zones. Shift boundaries and close three small schools. ??
- Actual savings from Hills and Hoover
- Values of buildings that need to be sold? E.g money brought in from selling shimek vs Lincoln as an example
- More time was needed in our discussion group. Having the true capacity provided ahead of time would have been nice so we could have used that time more efficiently.
- When a building closes, how does that impact staffing? Specifically, how does that impact total FTE of the district, not necessarily where people would work after the building closes.
- How much does bussing cost when closing a building
- What would be possible to happen if no schools are retired?
- Clear understanding of each school current status per grade and how each scenario would affect the school
- Building conditions and maintenance costs
- Savings from closing of each individual elementary school.
- The audit information that gave capacity numbers Real numbers from other districts Answers about the buckets and the order of budget operations
- I want to know from each principal what they feel is the accurate reasonable capacity for their schools. Not the audited numbers, i want to hear from the principals.
- What happens to a retired building? Should we consider the risk of loss if a charter school purchases a sold retired building and then the district loses even more enrollment?
- Cost
- Provide relevant data on the front end. i.e. why not list the current enrollment numbers and capacity numbers
- More data. Trends over greater span of time. Data regarding capacity at each individual school. Evidence based data on size of school. What happens to schools when closed? Need data!!!
- Costs for transportation
- What elementary schools bring rather than simply capacity and costs.
- SES
- Extended enrollment history to look for patterns. Results from election. Transportation costs. Capacity percentage for each buildings.
- Ability of remaining schools to absorb additional students from closed schools
- Capacity, feeder, actual numbers on various scenarios, less chat and math and more facts and financial info, actual savings.
- This was frustrating. Too much time looking for info we should have had.
- Is boundary consideration or closing elementary buildings a higher priority than looking at the other buckets? Why is this step being done first?
- Do we have a shared understanding of the word efficient? The data we had tonight did not help us understand how to rethink boundaries. How do we use this data?
- Capacity info with kids going to different feeders. E.g Kirkwood ends up at West not Liberty mostly.
- Remaining maintenance needs on buildings Savings per building
- Would like to see additional financial data and clarification of size of schools.
- Timeline for the board cuts of people and programs
- I'd like more information on capacity, busing expenses, classroom sizes.
- Building conditions, accessibility, etc.
- REAL DATA this doesn't seem like enough comprehensive data to make the decision - give us a simulation
- Realities for buildings more than we've already gotten for capacity data - i.e. how many rooms could actually be classrooms and for what grade levels? WRAM? Programs?
- # small med large buildings in each feeder zone. Added costs (busing?) due to retiring and consolidating
- It would be more helpful if you spent this time presenting this team with scenarios to consider and discuss rather than asking us to do a math worksheet that doesn't include several critical variables
- Teachers comments on capacity - most schools at 80 percent already feel full
- Cost per pupil per building. Why close a school in a rapidly growing area? Can we look at this more holistically (over more than just 1 year). Why close a school now that will be needed in 5 yrs?
- What data is there to show concentration of EL needs and SPED needs in areas where a building is being considered to be closed and how well could the absorbing building handle that shift.
- Building maintenance needs
- We need real numbers of each school building capacity We need more information on cost savings, transportation costs, etc. total savings (net of added expenses) What populations open enroll.
- Capacity numbers by sections each elementary could hold, not just student numbers. Do principals agree with the capacity calculations? How could paired schools or other configurations save $?
- What happens to closed buildings? Avoid being purchased by private/charter school that may further impact ICCSD enrollment and funding.
- Historical enrollment broken out by pk, k-5, 6, 7-8, so we can compare apples to apples
- A more specific picture of what each school actual capacity is. A detailed set of data of each school grade status and capacity and not just an estimate of what enrollment will be.
- Census at each elementary school.

Updated 10/16/2026 by RSP with Mentimeter Poll results

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