



**IOWA CITY COMMUNITY
SCHOOL DISTRICT**

All In for All Kids

Boundary Process

Meeting #1 Committee Homework Packet

Preparing for Meeting #1

Before our first meeting, please review the following homework materials to become familiar with the **foundation of the boundary planning process**. This information is intended to provide shared background and prepare you for discussion—not to make decisions in advance.

Please come to **Meeting #1** prepared to share questions, observations, and initial thoughts that can help guide the Committee's work moving forward.



The Process

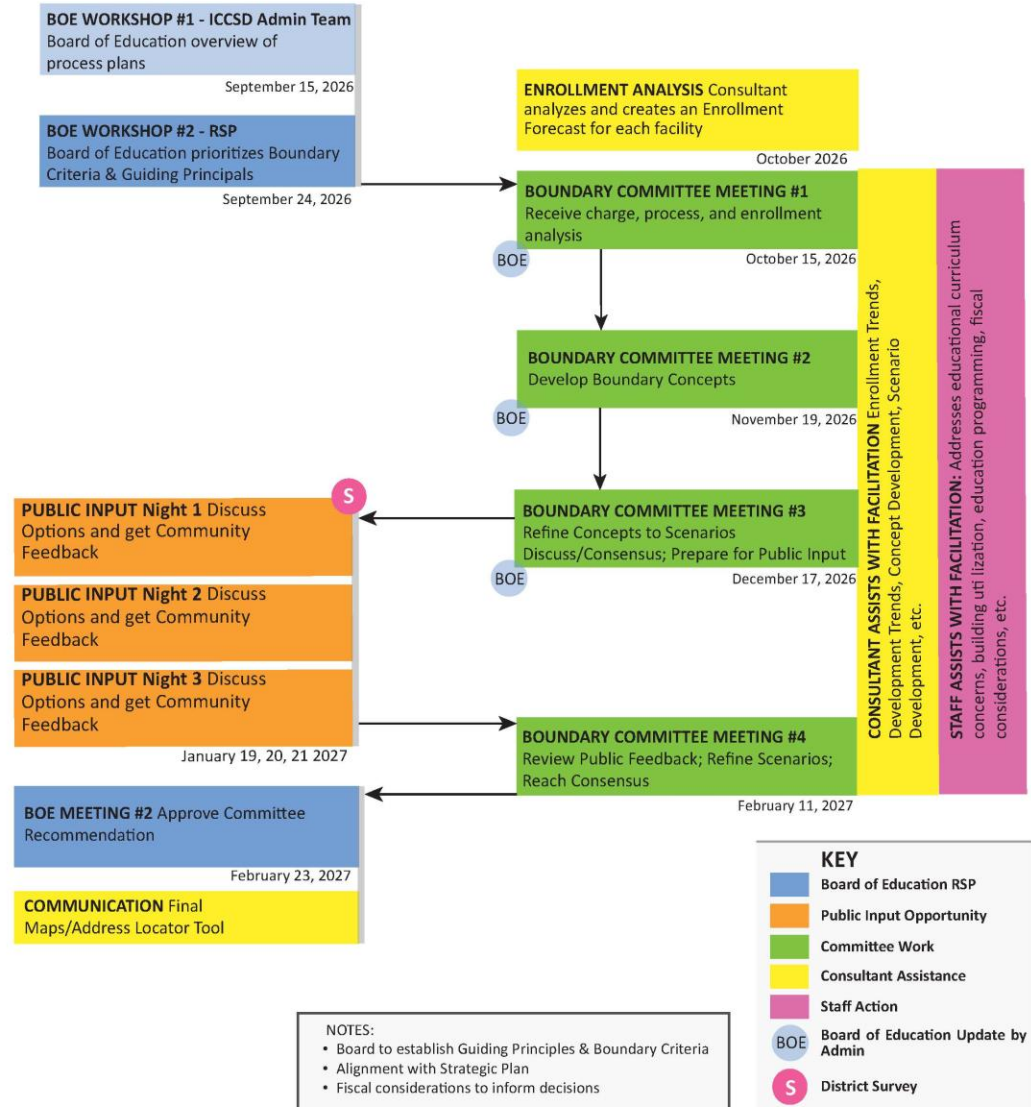
Fast Facts:

- **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.

SUPERINTENDENT ADVISORY BOUNDARY PROCESS 2026/27 School Year



Guiding Principles

Guiding Principles (DRAFT)

- Facility planning will support the District's broader effort to create **sustainable, recurring operating savings (\$13.8M)**, 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, high school, and/or administrative buildings, but the focus will be on the **elementary school level**, including evaluating opportunities to retire/consolidate facilities and more effectively utilize remaining District capacity beginning in **2027/28 (Updated based on Board direction from September 24, 2026)**.
- 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.

Boundary Criteria

- NOTES:
- Two Board members provided a 4th boundary criteria.
 - Only the top three criteria were used for the weighting.
 - Both 4th boundary criteria options are in the top 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 the 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**

Updated with results from the September 24th Meeting

Historical Enrollment

Enrollment By Grade

School Year	Grade														PK-12			K-12		
	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change	Total	Change	% Change
2015/16	449	1,171	1,064	1,132	1,072	1,061	968	1,039	964	945	977	951	925	948	13,666			13,217		
2016/17	470	1,125	1,166	1,062	1,118	1,081	1,049	976	1,046	953	1,000	988	952	1,000	13,986	320	2.3%	13,516	299	2.3%
2017/18	555	1,146	1,112	1,164	1,051	1,125	1,065	1,058	987	1,050	1,027	1,026	1,007	1,032	14,405	419	3.0%	13,850	334	2.5%
2018/19	570	1,157	1,139	1,081	1,156	1,036	1,120	1,063	1,061	978	1,076	1,060	1,029	1,034	14,560	155	1.1%	13,990	140	1.0%
2019/20	663	1,101	1,174	1,131	1,107	1,154	1,047	1,116	1,108	1,055	1,021	1,115	1,059	1,088	14,939	379	2.6%	14,276	286	2.0%
2020/21	481	1,027	1,016	1,085	1,086	1,058	1,129	1,016	1,098	1,096	1,095	1,030	1,119	1,092	14,428	-511	-3.4%	13,947	-329	-2.3%
2021/22	579	1,096	1,087	1,074	1,089	1,109	1,052	1,121	1,037	1,099	1,140	1,125	1,033	1,179	14,820	392	2.7%	14,241	294	2.1%
2022/23	439	1,035	1,096	1,097	1,073	1,098	1,095	1,061	1,137	1,052	1,142	1,135	1,128	1,089	14,677	-143	-1.0%	14,238	-3	0.0%
2023/24	448	1,005	1,032	1,091	1,089	1,050	1,090	1,095	1,107	1,137	1,081	1,144	1,163	1,169	14,701	24	0.2%	14,253	15	0.1%
2024/25	543	1,003	1,046	1,035	1,113	1,105	1,064	1,101	1,116	1,133	1,221	1,134	1,145	1,202	14,961	260	1.8%	14,418	165	1.2%
2025/26	612	993	996	1,024	1,033	1,109	1,098	1,059	1,089	1,099	1,162	1,210	1,138	1,204	14,826	-135	-0.9%	14,214	-204	-1.4%

Source: Iowa Department of Education and Iowa City Community School District (2012/13 to 2025/26)

Enrollment Grade Change

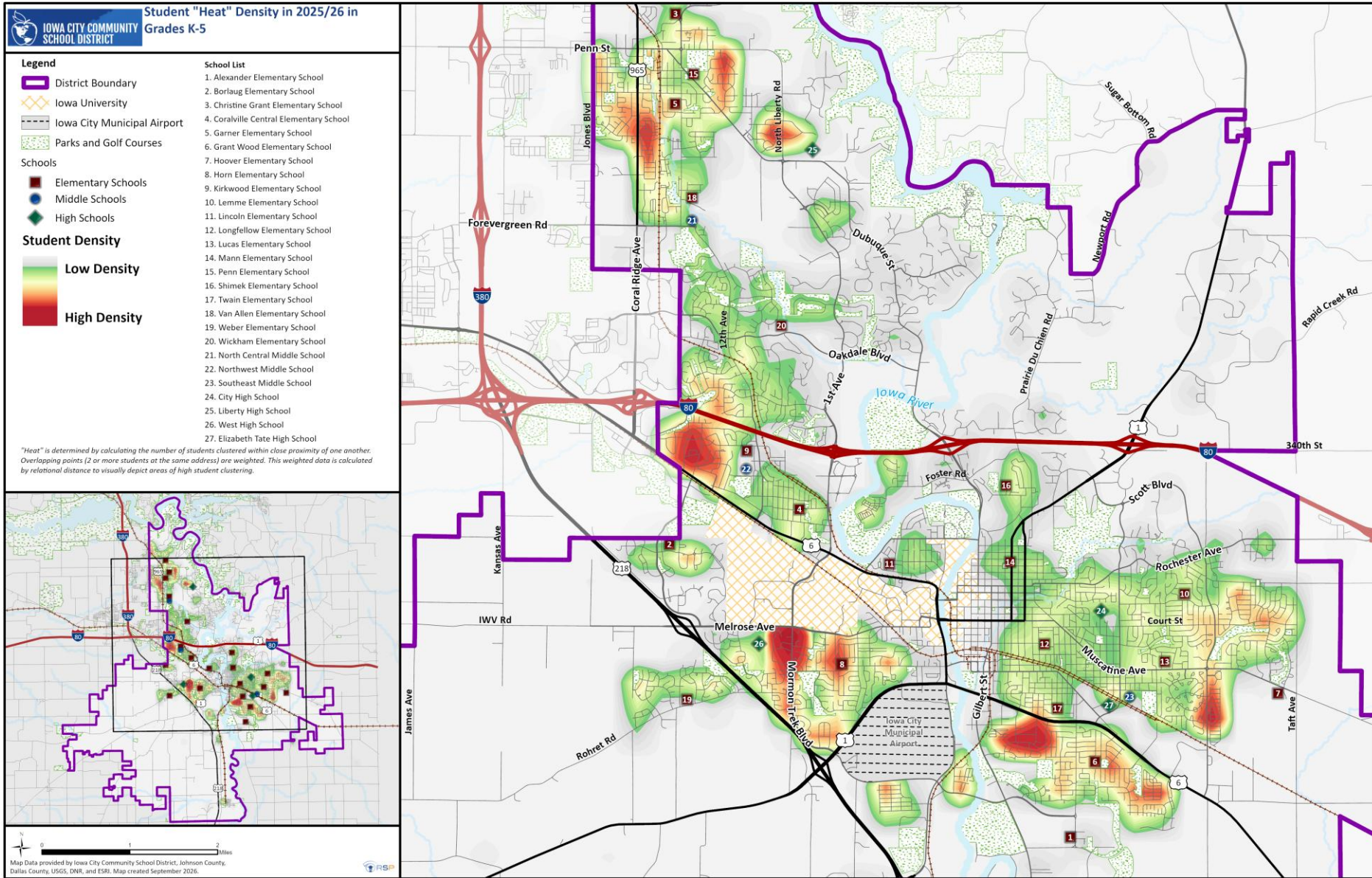
School Year		Grade Progression Change														PK-12		K-12	
From	To	PK→PK	K→K	K→1	1→2	2→3	3→4	4→5	5→6	6→7	7→8	8→9	9→10	10→11	11→12	Change	% Change	Change	% Change
2015/16	2016/17	21	-46	-5	-2	-14	9	-12	8	7	-11	55	11	1	75	320	2.3%	299	2.2%
2016/17	2017/18	85	21	-13	-2	-11	7	-16	9	11	4	74	26	19	80	419	3.0%	334	2.4%
2017/18	2018/19	15	11	-7	-31	-8	-15	-5	-2	3	-9	26	33	3	27	155	1.1%	140	1.0%
2018/19	2019/20	93	-56	17	-8	26	-2	11	-4	45	-6	43	39	-1	59	379	2.6%	286	2.0%
2019/20	2020/21	-182	-74	-85	-89	-45	-49	-25	-31	-18	-12	40	9	4	33	-511	-3.4%	-329	-2.2%
2020/21	2021/22	98	69	60	58	4	23	-6	-8	21	1	44	30	3	60	392	2.7%	294	2.0%
2021/22	2022/23	-140	-61	0	10	-1	9	-14	9	16	15	43	-5	3	56	-143	-1.0%	-3	0.0%
2022/23	2023/24	9	-30	-3	-5	-8	-23	-8	0	46	0	29	2	28	41	24	0.2%	15	0.1%
2023/24	2024/25	95	-2	41	3	22	16	14	11	21	26	84	53	1	39	260	1.8%	165	1.1%
2024/25	2025/26	69	-10	-7	-22	-2	-4	-7	-5	-12	-17	29	-11	4	59	-135	-0.9%	-204	-1.4%
3-Year Average		57.7	-14.0	10.3	-8.0	4.0	-3.7	-0.3	2.0	18.3	3.0	47.3	14.7	11.0	46.3	49.7	0.3%	-8.0	0.0%
3-Year Weighted Average		67.7	-10.7	9.7	-10.8	5.0	-0.5	-0.2	1.2	8.7	0.2	47.3	12.5	7.0	49.3	23.2	0.2%	-44.5	-0.3%

Source: Iowa Department of Education and Iowa City Community School District (2012/13 to 2025/26)

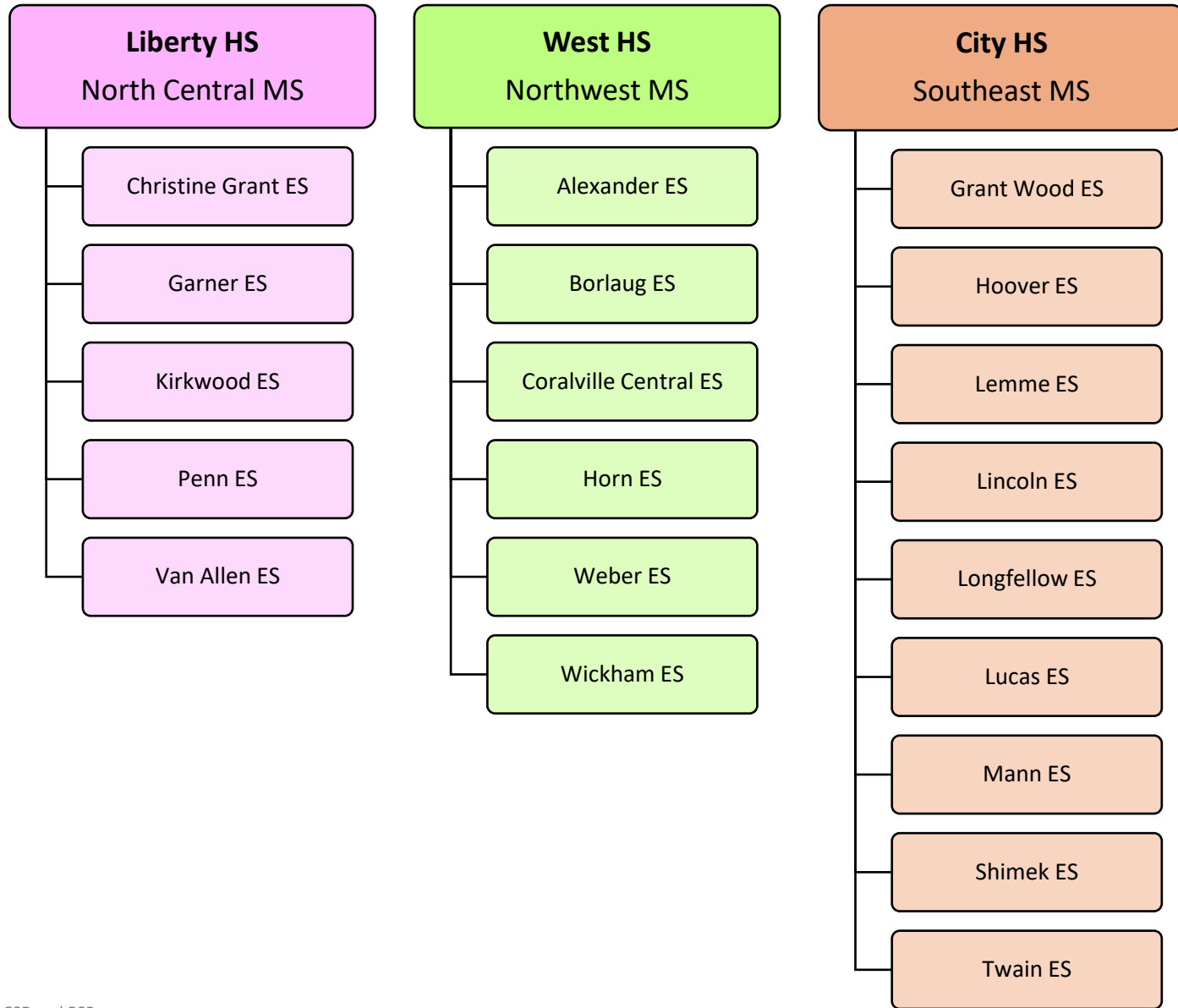
Observations:

- Iowa City CSD enrollment has remained relatively stable, but recent grade progression trends indicate growing downward pressure.
- 2025/26 enrollment totaled 14,826 students, a decrease of 135 students (-0.9%) from the previous year
- Kindergarten and 1st grade are the district's smallest K–12 cohorts, both below 1,000 students. These smaller incoming classes are not fully replacing larger upper-grade cohorts, creating downward pressure on overall enrollment.

Elementary Student Heat Density Map

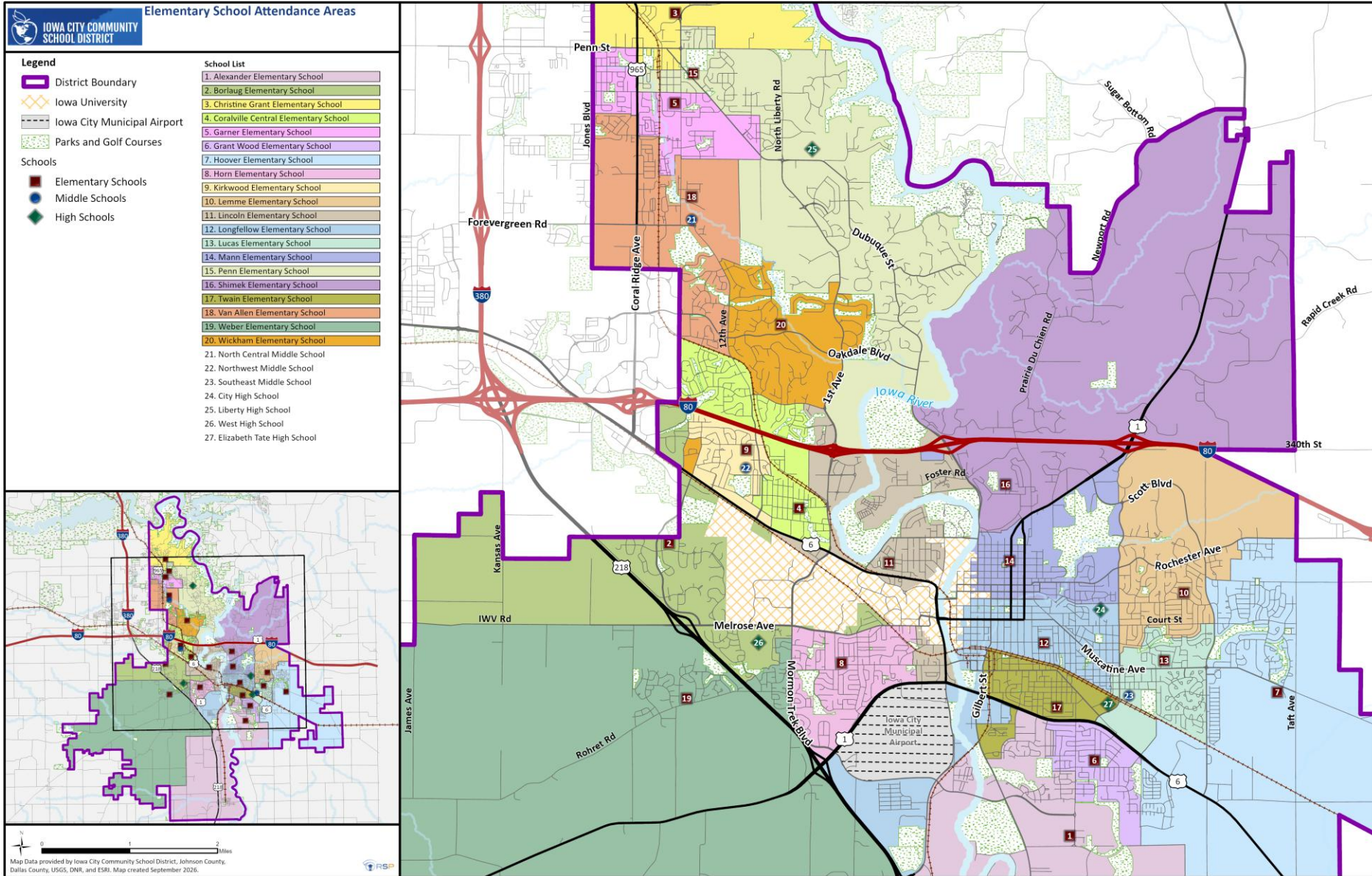


School Feeder Diagram

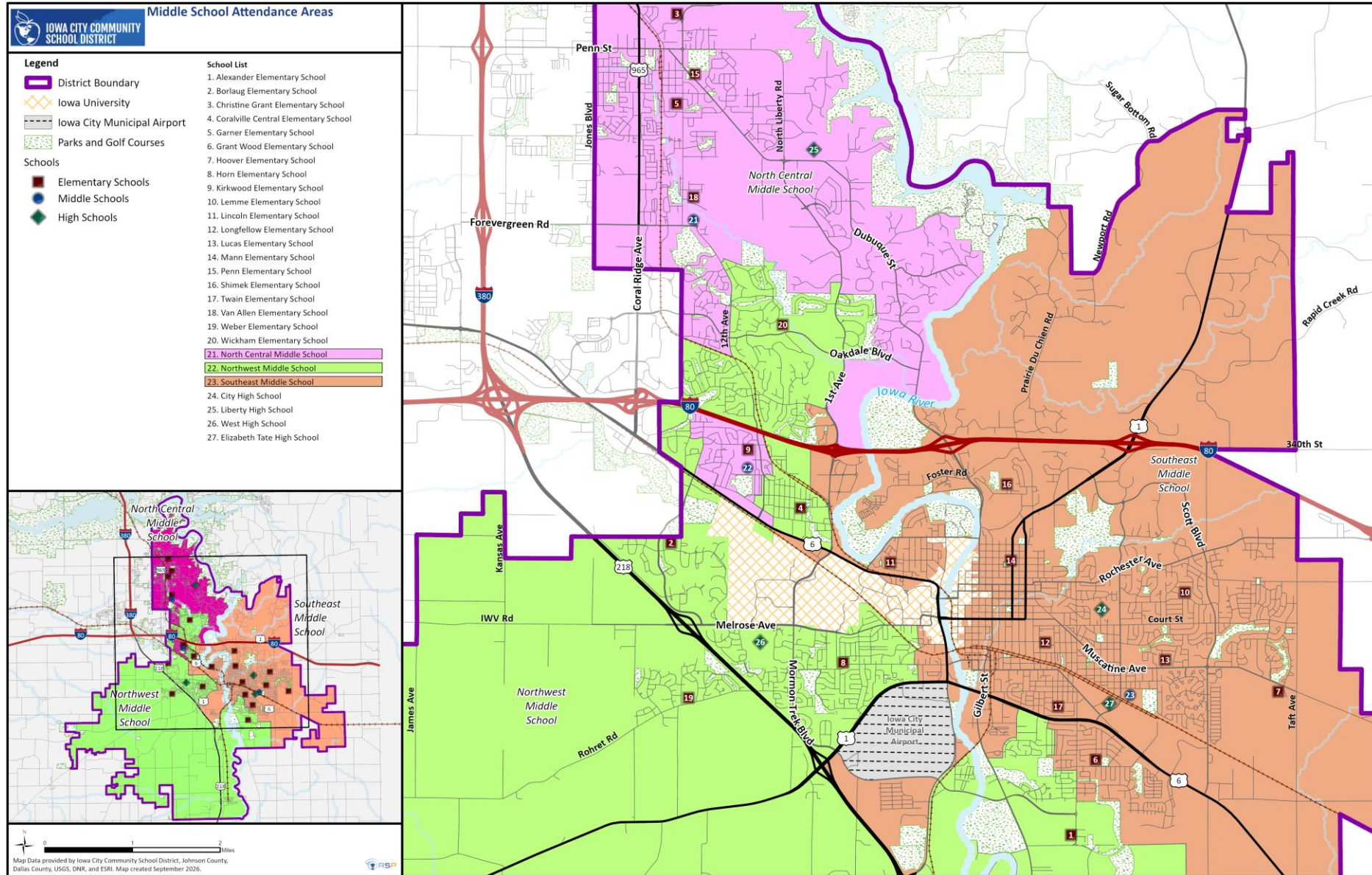


Source: Iowa City CSD and RSP

Elementary Boundary Map



Middle School Boundary Map



High School Boundary Map

