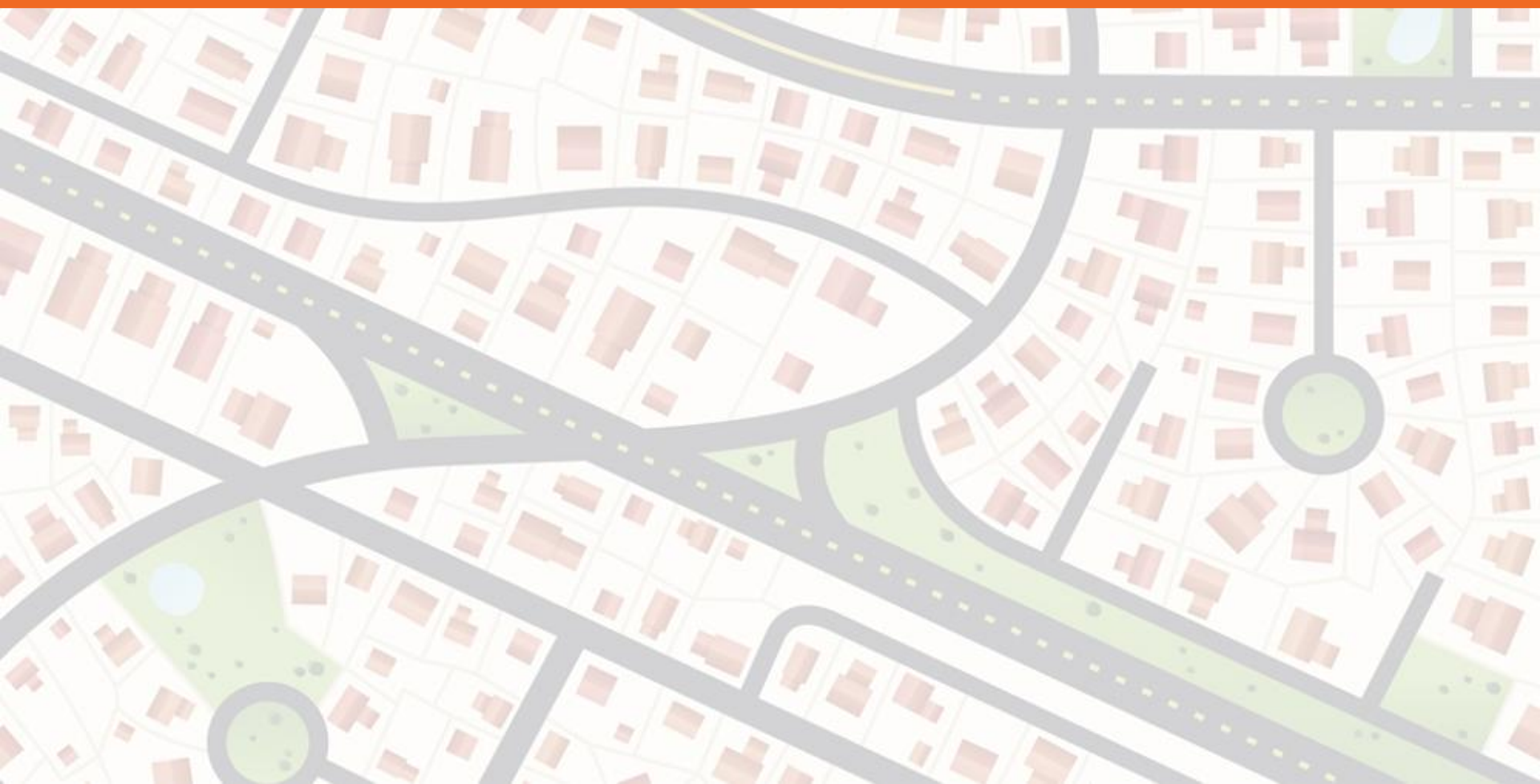




Planning for the Future

Boundary Analysis Board of Education Meeting #1

Iowa City Community School District | September 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 | • Minnesota | • South Dakota |
| • Colorado | • Missouri | • Tennessee |
| • Iowa | • Nebraska | • Wisconsin |
| • Illinois | • North Dakota | |
| • Kansas | • Oklahoma | |

RSP Planning Team:

Robert Schwarz, CEO

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

Ginna Wallace, 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



AGENDA

Part 1: Data Foundation



Part 2: Process Guideposts



Part 3: Boundary Criteria



Part 4: Next Steps

Purpose of Meeting

Today's Objectives

1. Understand the Data Foundation being created

2. Establish the Framework of the Process

- Identify the values and priorities that should guide future boundary decisions.
- Evaluate how different criteria and priorities may influence future boundary scenarios and outcomes.

Why This Matters

- Before boundary options are developed, it is important to establish a shared understanding of:
 - District enrollment and demographic trends
 - Board priorities and community values
 - The criteria that will be used to evaluate future scenarios
- A clear framework supports transparent decision-making and provides direction for future recommendations.



Board Tasks in Meeting – RSP will facilitate the following:

1. Discussion on **Process Governance**
2. Discussion on **District Savings Buckets**
3. Revise and Approve **Guiding Principles**
4. Prioritize **Top 3 Boundary Criteria**

Note: Slides marked with the **Stop Sign icon** indicate facilitated Board discussion and decision points. RSP will seek **clear Board guidance** on each item before moving forward.

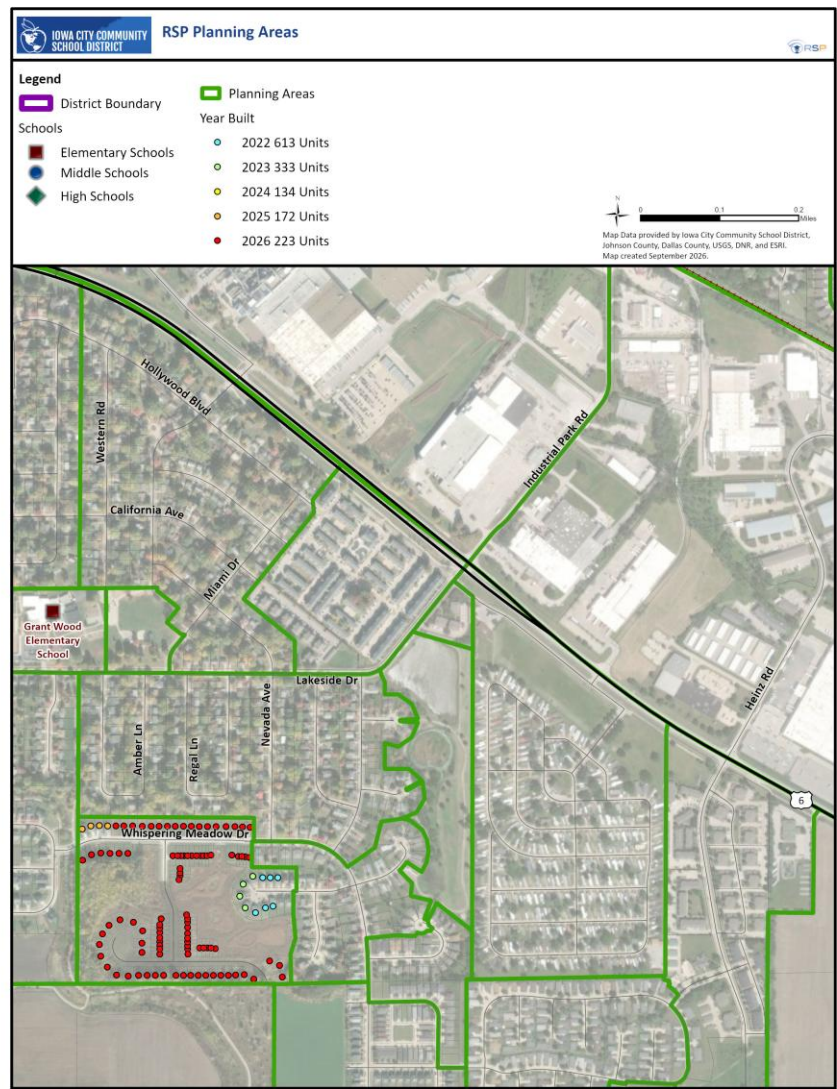


Part 1:

Data Foundation (In Progress)

About the Model

STEP 1: Data Collection and Spatial Analysis



STEP 2: Sophisticated Forecast Model

Built-Out $S_{c,t,x} = S_{c-1,t-1,x} * GC$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in the School District
- c = Grade level
- t = Time (years)
- GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing $S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$

Where: $BP_{t,x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in School District
- c = Grade level
- t = Time (years)
- BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
- R_{c,x} = Student Enrollment ratio of cohort c in planning area x
- CP = Capacity of a planning area as expressed by available housing units
- BT = Building history trend of planning area
- A = An index which models the likelihood of development
- CT = Building permit control total forecast

Projection Methodology:

Enrollment projecting is a social science... not an exact science; it identifies behavior trends to determine the likelihood that these trends will continue.

The SFM is valuable in how our team **creates and analyzes the geography at a planning area level** for any commonality which will help produce an accurate forecast.

STEP 3: Review Key Variables

RSP recommends to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
Decreasing share of live births	Increasing share of live births
Housing stock does not re-green	Housing stock re-greens (turns over)
Housing development experiences minimal potential growth	Housing development experiences more potential growth
Economic indicators challenge the ability for new homeowners and affordability aspects of the district	Economic indicators improve the ability for new homeowners and the affordability aspects of the district
Demographic shifts in community and/or surrounding communities	Demographic shifts in community and/or surrounding communities
Incoming classes smaller than outgoing classes	Incoming classes larger than outgoing classes

Key Variables



What is Happening with Live Births?

- ☐ Historical county live birth trends
- ☐ Relationship between live births and future Kindergarten enrollment
- ☐ Changes in the district's share of area births captured as Kindergarten students



What is Happening with Population & Demographics?

- ☐ Changes in total population and school-age population
- ☐ Household characteristics including age and household size
- ☐ Demographic trends that may influence future student generation



What is Happening with Residential Building Activity?

- ☐ Recent housing construction and changes in residential inventory
- ☐ Differences in student yield by housing type and neighborhood
- ☐ Location and timing of future residential development



What Are Current Enrollment Trends Telling Us?

- ☐ Historical enrollment trends by grade and school
- ☐ Cohort progression, student retention, and migration patterns
- ☐ Impact of student choice, transfers, and policy changes on enrollment

Main Takeaway: These variables work together to explain where students are coming from, how enrollment is changing, and the conditions that may influence future enrollment.

Results (In Progress!)



What Is Our Future Enrollment Outlook?

- ✓ Five-year enrollment forecast for 2026/27 through 2030/31
- ✓ Projections provided by grade and by school
- ✓ Identifies where enrollment is expected to grow, decline, or remain stable



Where Will Students Reside & Attend?

- ✓ Reside Forecast: Accounts for demographic and neighborhood change to estimate where students will live
- ✓ Attend Forecast: Accounts for student movement, programming, and current attendance patterns
- ✓ Highlights differences between where students live and where they attend school



What Does the Analysis Allow Us to Evaluate?

- ✓ Identify enrollment and utilization imbalances
- ✓ Understand where growth, decline, and student movement create planning challenges
- ✓ Inform future boundary, facility, staffing, and program decisions

Main Takeaway: The analysis translates demographic, housing, and enrollment trends into a five-year outlook that identifies both how many students are expected and where those students are likely to reside and attend.

Part 2:

Process Guideposts

The Process

SUPERINTENDENT ADVISORY BOUNDARY PROCESS 2026/27 School Year

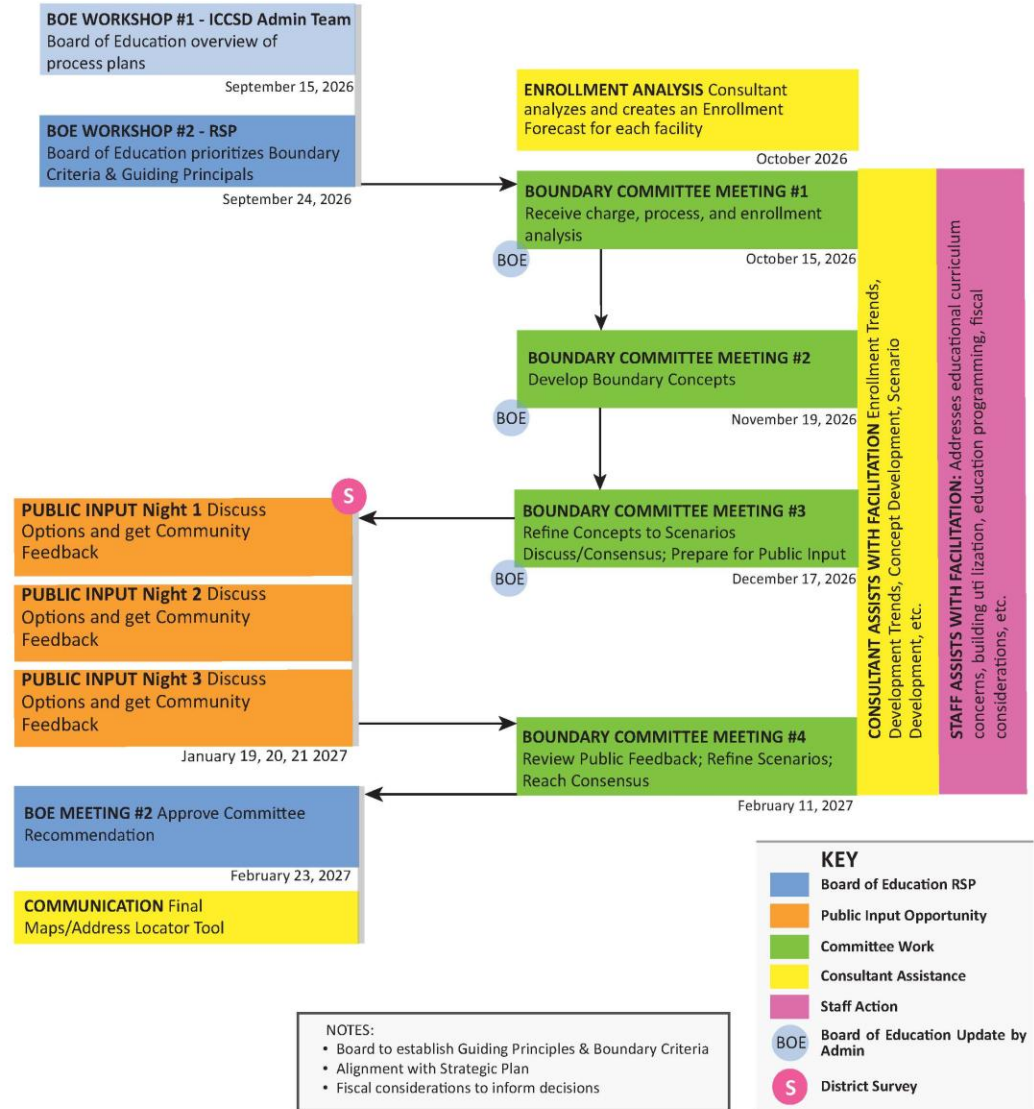


Fast Facts:

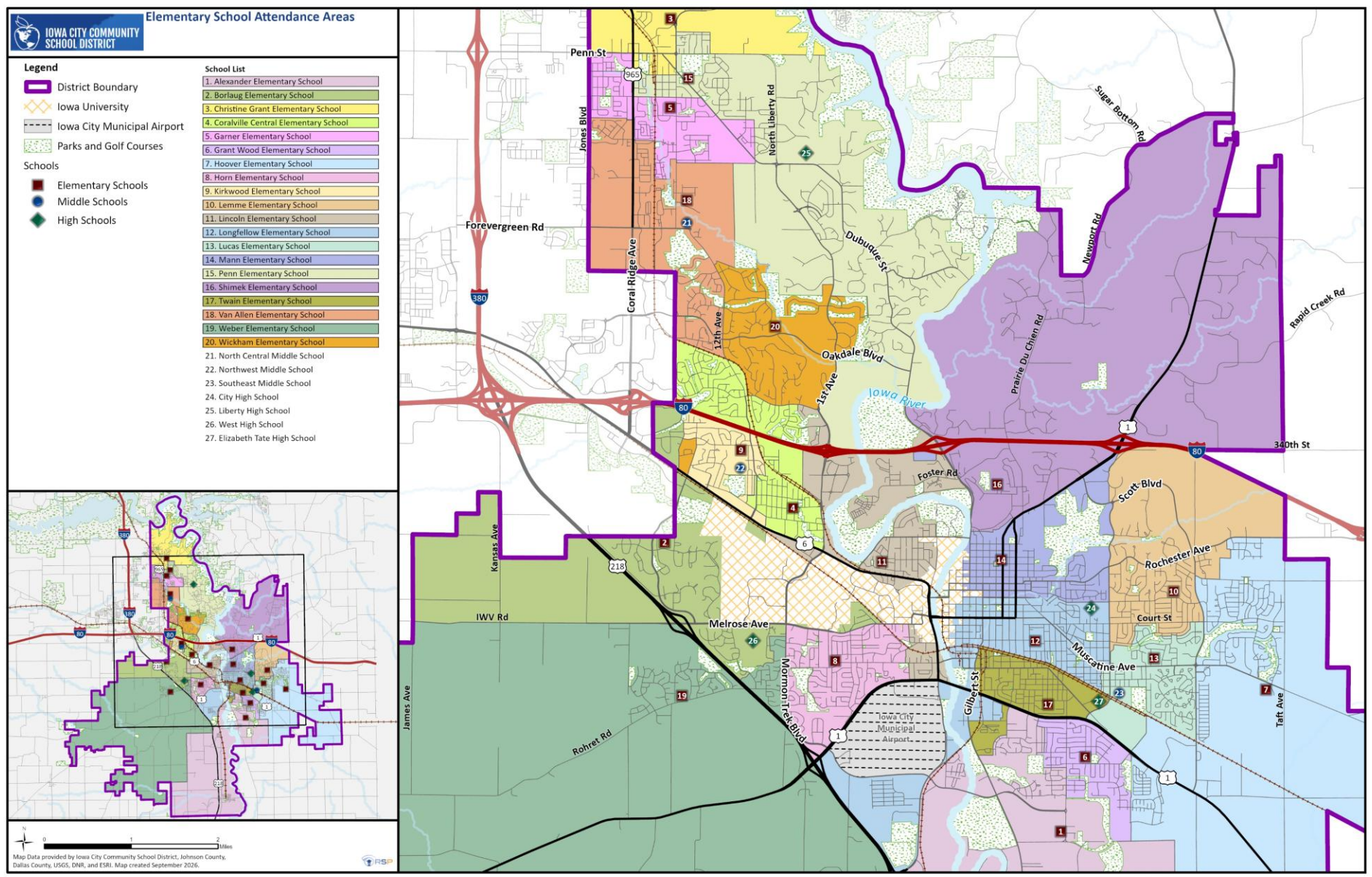
- 4 Committee Meetings
- 3 Nights of Public Input
- 3 Board Touchpoints
 - Board guidance establishes the **framework for committee work**
 - Final Board Meeting: **February 23, 2027**

Process & Data Considerations:

- **Condensed Timeline**
 - The process moves from Board guidance to committee recommendation within approximately five months.
- **Strong Foundation is Critical:**
 - Clear Board direction is needed **before scenario development begins**.
 - The committee will work collectively through the data, scenarios, and community input before returning with a recommendation.
- **Public Input Informs Refinement:**
 - Three community input opportunities are intentionally positioned **before the committee develops its final recommendation**.
- **Board Remains Informed**
 - Administration will provide **updates throughout the process**, while formal Board deliberation is concentrated at the beginning and end of the process.



Elementary Boundary Map



Understanding Consensus

- **Consensus does not require unanimous agreement**
 - Board members may have different preferences while still supporting a common direction.
- **RSP will test for consensus throughout the discussion.**
 - For a **7-member Board**, a majority (**4 of 7**) establishes direction, while stronger alignment provides greater clarity for the planning process.

- ❑ **When perspectives differ, discussion will continue as needed** to understand concerns, identify potential modifications, and determine whether greater alignment can be reached.
- ❑ **Minority perspectives will be documented** and carried forward where they identify an important consideration, even when the Board establishes a different direction.
- ❑ **Consensus provides RSP with a clear guidepost** for the next phase of analysis; it is not necessarily a formal Board action unless otherwise required.

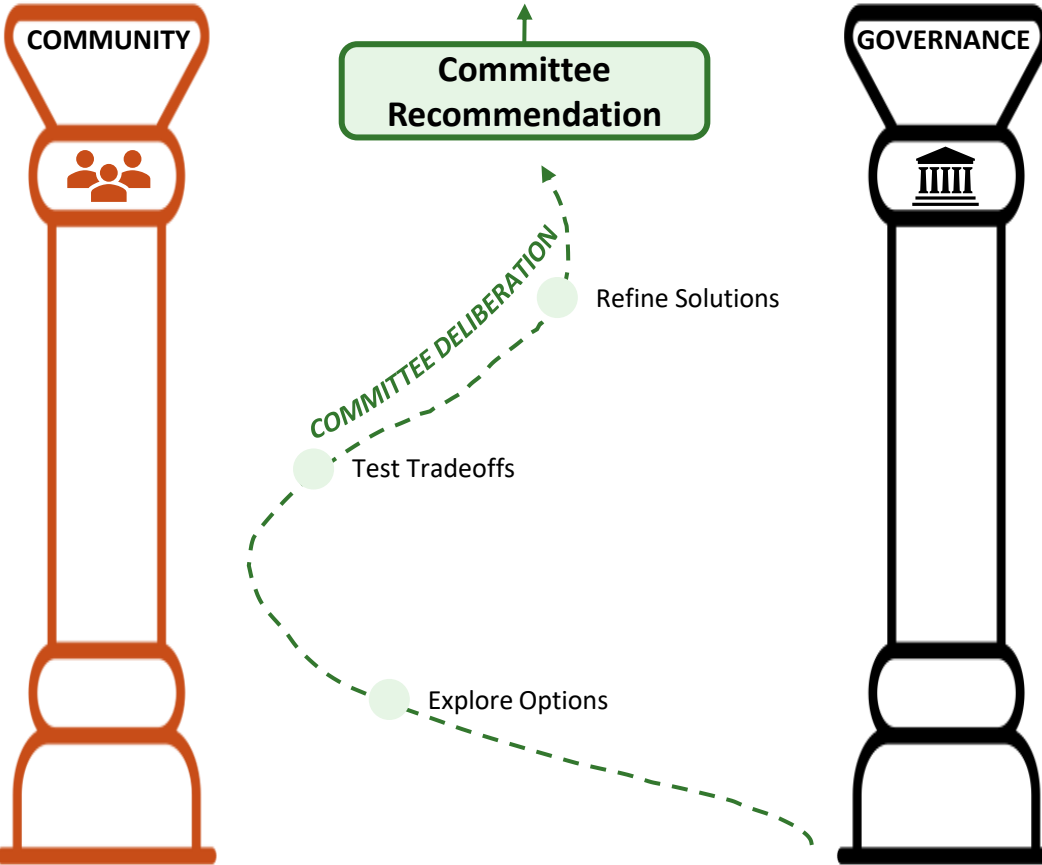
Consensus implies that you **understand the reason** for making the decision and can **accept and support** the decision. While you may *not like the decision*, you can live with that **outcome, or you can/will support it.**



How Committee Progress Happens

Broad Governance

Board Decision



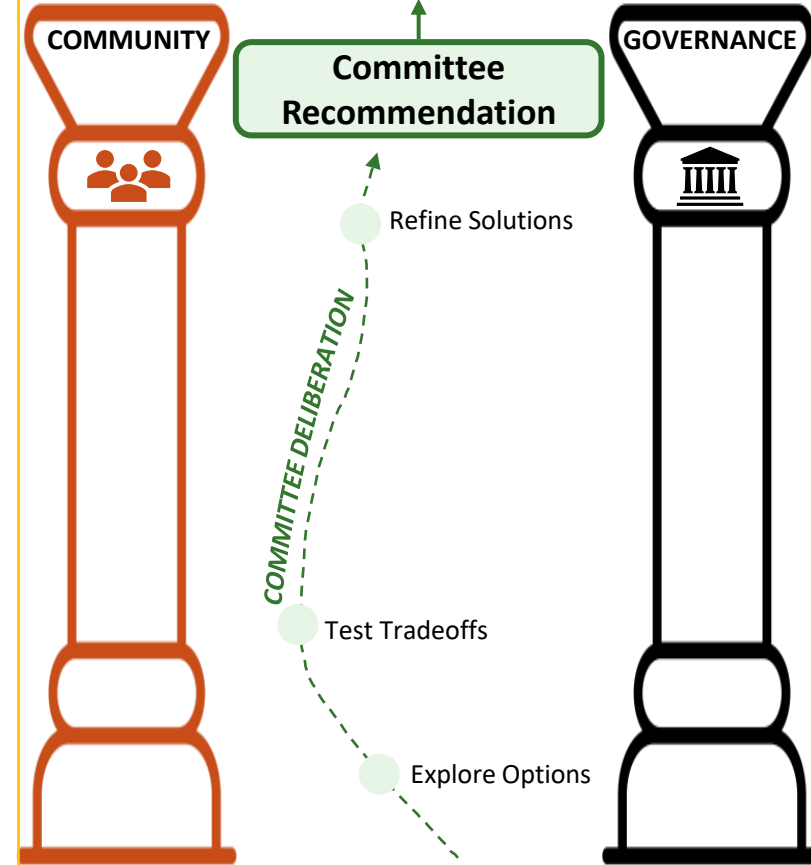
LARGER SOLUTION SPACE



Broader governance gives the committee more flexibility– but also creates more possible paths, tradeoffs, and complexity to navigate.

Defined Governance

Board Decision



SMALLER SOLUTION SPACE



More defined governance narrows the range of solutions, allowing the committee to focus its work within established parameters.



TASK 1: Define Committee's Guideposts

Discussion Purpose: Establish how much flexibility the committee should have when developing and evaluating solutions.

BROAD GOVERNANCE

- Larger Solution Space
- Board establishes the overall objective and priorities
- Committee has greater flexibility to explore different approaches and trade-offs.
- More possible solutions—but potentially more complexity and deliberation.

DEFINED GOVERNANCE

- Smaller Solution Space
- Board establishes the objective, priorities, and specific parameters
- Committee focuses on refining solutions within established parameters.
- Fewer possible solutions—but a more focused path toward recommendation.

Board Discussion: How much flexibility should the committee have?

1. What is FIXED?

What decisions or parameters should the committee **not reconsider**?

2. What is FLEXIBLE?

Where should the committee be empowered to **explore alternatives and make trade-offs**?

3. What is OUT OF SCOPE?

Are there solutions the Board does **not want analyzed**?

Board Direction Needed

- Should the committee operate with **BROAD** or **DEFINED** governance—and what specific guideposts should RSP carry into the process?

Buckets of School District Savings

Personnel represents the largest share of a school district's operating costs. As a result, meaningful recurring savings generally require some level of staffing reduction.

The strategies used to achieve those savings can be organized into three broad buckets: **facilities**, **programming**, and **staffing**. The examples below are starting points for discussion—not recommendations.



Bucket #1: Facility Strategies	Bucket #2: Program Strategies	Bucket #3: Staffing Strategies
<i>Reduce the facilities in operation, allowing staffing and building costs to be consolidated</i>	<i>Adjust programs or services, which may reduce associated staffing and operating costs</i>	<i>Directly adjust staffing levels or staffing models</i>
Retire / consolidate elementary school(s)	Reduce or consolidate athletic offerings	Reduce staffing positions
Retire / consolidate middle school(s)	Reduce or consolidate student activities	Increase student-to-staff ratios / class sizes
Retire / consolidate high school(s)	Adjust curriculum or instructional offerings	Use multi-grade classrooms where appropriate
Consolidate programs into fewer facilities	Reduce elective course offerings	Transition to grade-level centers to improve staffing efficiency
Reduce leased / auxiliary space, where applicable	Consolidate specialized or low-enrollment programs	Consolidate administrative/support positions



TASK 2: Discuss Financial Reality

Discussion Purpose: Begin the planning process with a **shared understanding** of the financial reality and the level of change required to reach the **FY28 reduction target of \$13.8 million**.

Financial Reality:

\$13.8M Recurring Reduction Target | FY28

- The scale of the target will likely require **multiple strategies—not a single action**.
- Because personnel represents the largest operating expense, meaningful recurring savings will ultimately involve **staffing efficiencies or reductions**.
- Facility and program decisions can provide a **structural pathway to achieve those staffing and operational savings**.
- Clarify the **committee's level of authority** in evaluating **financial strategies** and **determine which decisions should remain with District Administration and the Board**.

Board Discussion

1. How should the boundary committee approach the \$13.8M target?

Should the process evaluate opportunities across **all three savings buckets**—staffing, programming, and facilities? Or just facilities?

2. What should this process protect or prioritize?

What district priorities should carry the most weight as financial trade-offs are evaluated?

3. What level of structural change should be explored?

Should the process consider **significant changes to how schools, programs, and staffing are organized** if needed to create sustainable recurring savings?

What are Guiding Principles?

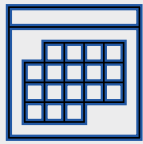
Guiding Principles are a **set of statements** reviewed and **approved by the Board of Education** at the start of the process.

They detail the **what, when, how**, etc. of the process by establishing the **specific sandbox that the Committee and Facilitators will work in**.

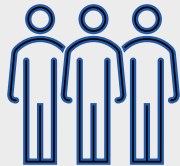
Why It Matters:

- ✓ Provides **clarity and shared understanding** for all participants
- ✓ Creates **consistency and fairness** in decision-making
- ✓ Keeps the process **focused, transparent, and accountable**
- ✓ Helps ensure the final recommendation reflects the **community and Board priorities**

ITEMS TO CONSIDER



Timeline



Grade
Configuration



Values



End
Product



Key
Objectives



Defining
Success



Identify
Non-
Negotiables



TASK 3: Confirm Guiding Principles (DRAFT)

Guiding Principles (DRAFT – RSP STARTING POINT)

- 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 will focus on the **elementary school level**, including 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.

Board Action:

- ☐ Approve as presented
- ☐ Approve with Board-directed revisions

Part 3:

Boundary Criteria

What are Boundary Criteria?

Boundary Criteria are specific data-driven metrics used to evaluate and compare potential changes to school attendance zones. These metrics can include both quantitative data and qualitative considerations.

Why should criteria be prioritized? Each boundary decision involves **trade-offs**—not all criteria can be equally satisfied in every scenario. Prioritizing criteria helps:

- Clarify values and goals of the district and community
- Guide decision-making toward options that best align with strategic priorities
- Increase public understanding by showing that changes are based on a thoughtful, consistent rationale
- Enable planners to evaluate boundary scenarios more clearly and effectively

The Ten Boundary Criteria are:



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.

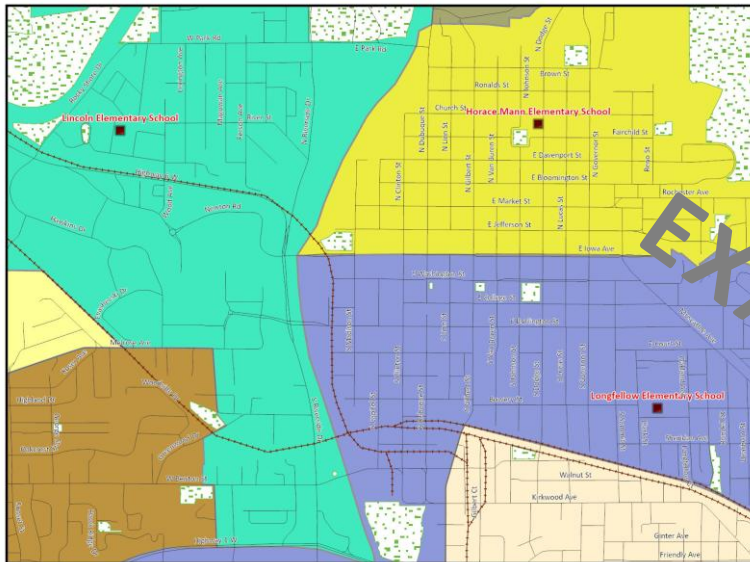
1. Boundary Natural/Contiguous Features

Goal: Attendance areas follow natural features that make visual sense in the community

- When it is possible, contiguous attendance areas should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an elementary attendance area

Contiguous

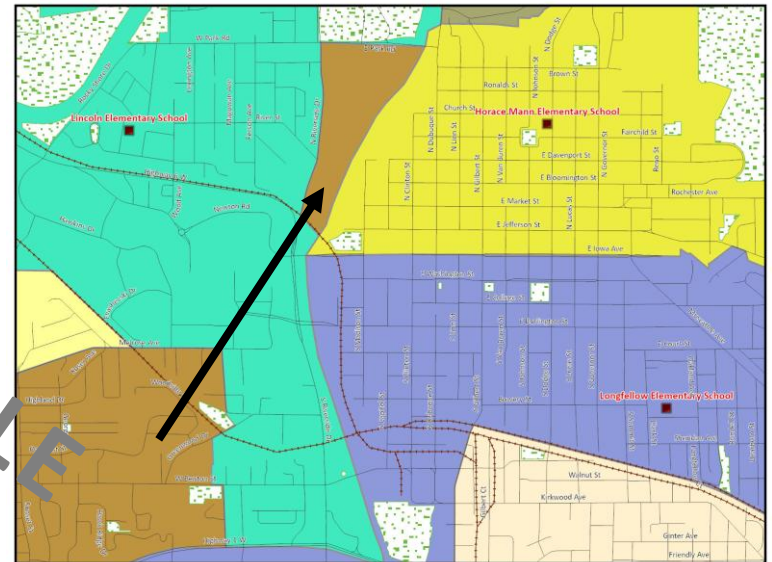
VISUAL ONLY: Does NOT reflect a proposed boundary option



An attendance area is not split, creating compact contiguous attendance areas. Currently the district has contiguous Elementary Boundaries.

Not Contiguous

VISUAL ONLY: Does NOT reflect a proposed boundary option



An attendance area is split to create islands that result in noncontiguous attendance areas

2. Demographic Considerations

Goal: Demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables could potentially include census household salary average, home values, ethnicity, housing products, and programming needs

Analysis tables can provide context to the current diversity of students

Population Demographic Snapshot (Census Block Group Data)		
Current School:	Average Percent Households in Poverty	Average Percent Minority Population
Alexander Elementary	16.1%	40.2%
Borlaug Elementary	9.0%	36.4%
Christine Grant Elementary	4.0%	18.3%
Coralville Central Elementary	14.5%	30.5%
Garner Elementary	9.9%	22.1%
Grant Wood Elementary	16.6%	48.5%
Hoover Elementary	12.8%	28.0%
Horn Elementary	18.1%	33.3%
Kirkwood Elementary	10.8%	40.5%
Lemme Elementary	7.4%	17.0%
Lincoln Elementary	19.2%	28.9%
Longfellow Elementary	29.9%	28.7%
Lucas Elementary	15.1%	25.8%
Mann Elementary	18.1%	18.4%
Penn Elementary	2.4%	17.9%
Shimek Elementary	6.5%	21.9%
Twain Elementary	15.7%	34.8%
Van Allen Elementary	5.6%	22.8%
Weber Elementary	13.9%	37.0%
Wickham Elementary	4.1%	22.5%
District Average:	12.9%	29.1%

Source: US Census and RSP

Notes: Poverty data was sourced from American Community Survey, 2024. Minority Population data was sourced from the 2020 Census.

VISUAL ONLY: Does NOT reflect a proposed boundary option

Note: Poverty data was sourced from the American Community Survey, 2024. Minority Population data was sourced from the 2020 Census.

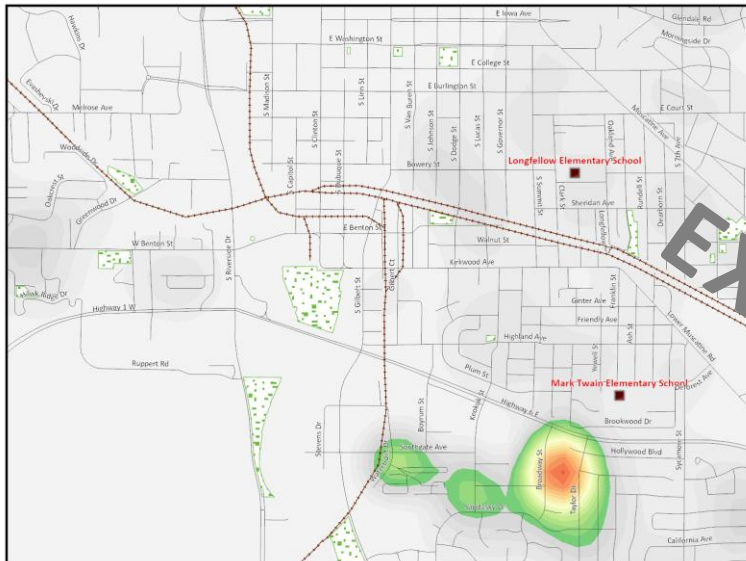
3. Duration of Boundaries

Goal: Attendance areas remain the same for as long as possible

- This factor addresses the ability of an attendance area to account for anticipated residential growth and enrollment change
- Where possible, attendance areas should be stabilized to limit the number of future boundary changes
- Boundaries should be planned to last for a significant period of time (utilize potential growth)

Elementary Heat Density

VISUAL ONLY: Does NOT reflect a proposed boundary option



Understanding where students currently live can help understand how long the boundaries can remain sustainable.

- **Red:** Highest current student density
- **Green:** Low current student density

Residential Growth Areas

VISUAL ONLY: Does NOT reflect a proposed boundary option



Other variables to consider for the duration of boundaries are residential growth areas to account for future student growth.

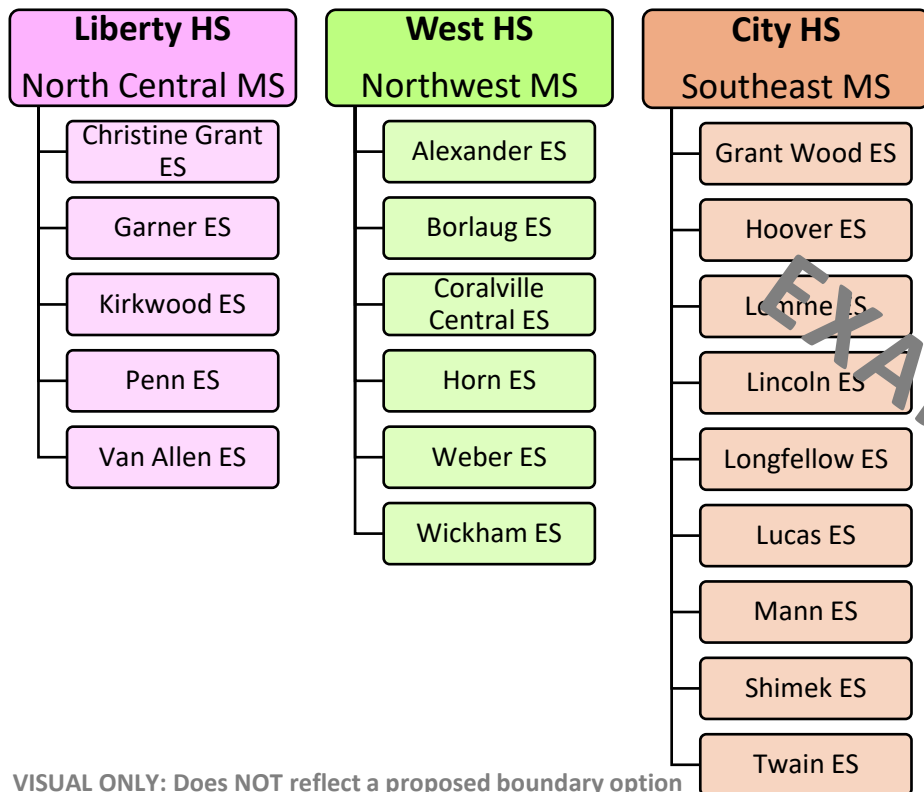
- **Green Areas:** Current Growth Areas
- **Yellow Areas:** 5-Year Growth Areas

4. Feeder System

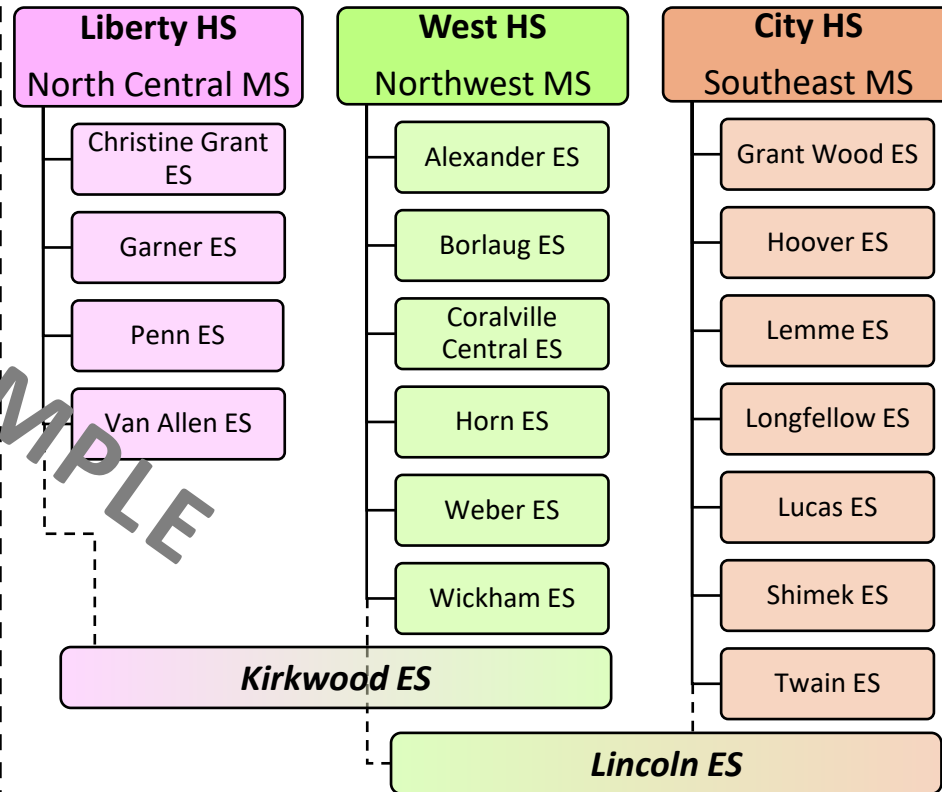
Goal: Ensure as many schools have students move from one grade level to maximize student connectivity with their peers.

- Where possible, create boundaries between elementary, middle and high schools to have as many schools as possible as each level advance students as one group to the next educational level.
- Avoid small numbers of students being split from the larger group when transitioning from elementary to middle/high school.

Current - Complete Feeder



Example - Incomplete Feeder



VISUAL ONLY: Does NOT reflect a proposed boundary option

5. Fiscal Capital Considerations

Goal: Minimize additional capital expenditures for facilities

- Consider the impacts on capital costs
- Ensure boundary changes minimize the need and/or effectively eliminates the need for additional construction projects
- Factors to include:
 - New facility construction
 - Building additions and/or remodeling
 - Mobile classrooms/demountable wall relocations
 - Other capital costs



VISUAL ONLY: Does NOT reflect a proposed boundary option



6. Fiscal Operational Considerations

Goal: Minimize additional staffing expenses at each school

- Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economies of scale
- Ensure boundary changes minimize the need for more staffing to ensure class size follows district policy
- Factors to include:
 - Staffing requirements
 - Educational program needs
 - Other operational costs



VISUAL ONLY: Does NOT reflect a proposed boundary option

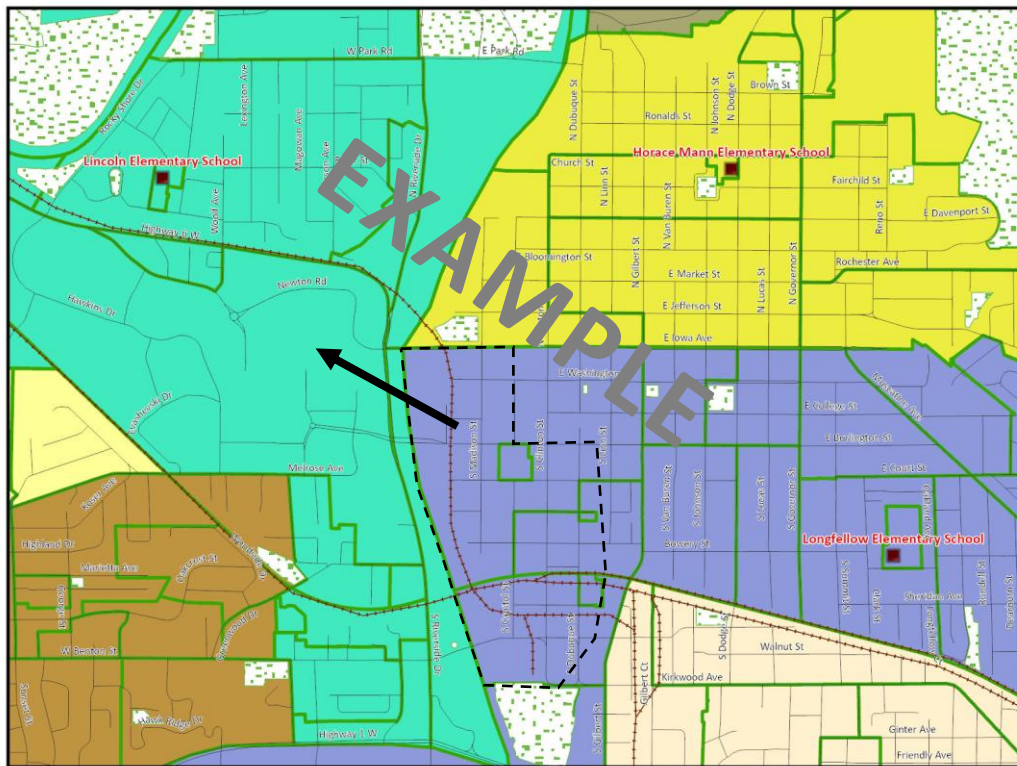


7. Neighborhoods Intact

Goal: Students within each planning area (subdivision) attend the same schools

Where possible, neighborhoods should not be split between two schools

- A neighborhood is defined as the smallest division of a planning area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way
- There should be logical limits to define a neighborhood



Green lines represent a complete neighborhood (planning area)

*Splitting a planning area would be represented as the **dashed black line**, resulting in that planning area attending two different schools*

VISUAL ONLY: Does NOT reflect a proposed boundary option



8. Projected Enrollment/Building Utilization

Goal: Balanced, logical enrollment that works within the confines of school capacities

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

Elementary Projection Table Example:

Current Enrollment by Reside	2025/26	Projections In Progress!				
		2026/27	2027/28	2028/29	2029/30	2030/31
Alexander Elementary	444					
Borlaug Elementary	378					
Christine Grant Elementary	400					
Coralville Central Elementary	365					
Garner Elementary	349					
Grant Wood Elementary	290					
Hoover Elementary	515					
Horn Elementary	485					
Kirkwood Elementary	273					
Lemme Elementary	329					
Lincoln Elementary	212					
Longfellow Elementary	317					
Lucas Elementary	283					
Mann Elementary	196					
Penn Elementary	312					
Shimek Elementary	590					
Twain Elementary	182					
Van Allen Elementary	198					
Weber Elementary	352					
Wickham Elementary	425					
District Total (PK-5)	6,865					

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.

VISUAL ONLY: Does NOT reflect a proposed boundary option

VISUAL ONLY: Does NOT reflect a proposed boundary option

Efficient building utilization should attempt to maximize student population without exceeding capacity. The boundary process is intended in part to consolidate enrollment into the remaining schools and improve utilization.

After the Enrollment Analysis is complete, the committee will review enrollment projections and how enrollment is being utilized in buildings.

Utilization Targets:

- ❑ **Below 70% utilization** (under-utilization of buildings creates challenges with staffing, programming, financial resources, etc.)
- ❑ **Over 95% utilization** (over-utilization of buildings may create challenges like high class size, repurpose of space, imbalance of resources, etc.)



9. Students Impacted by Boundary Change

Goal: Minimize how many students are impacted by the new attendance areas

- Students Impacted by Boundary Change (SIBC) determines the number of students that will be impacted by a boundary change
- Where possible, minimize the number of existing students impacted by a boundary change

SIBC Example Table Current Boundaries	CONCEPT BOUNDARIES																			SIBC	
	Alexander	Borlaug	Christine Grant	Coralville Central	Garner	Grant Wood	Hoover	Horn	Kirkwood	Lemme	Lincoln	Longfellow	Lucas	Mann	Penn	Shimek	Twain	Van Allen	Weber		Wickham
Alexander Elementary																					0
Borlaug Elementary																					0
Christine Grant Elementary																					0
Coralville Central Elementary										30											30
Garner Elementary																					0
Grant Wood Elementary																					0
Hoover Elementary																					0
Horn Elementary																					0
Kirkwood Elementary																					0
Lemme Elementary										20											20
Lincoln Elementary																					0
Longfellow Elementary																					0
Lucas Elementary				200									200								400
Mann Elementary																					0
Penn Elementary																					0
Shimek Elementary																300					300
Twain Elementary																					0
Van Allen Elementary										70											70
Weber Elementary																					0
Wickham Elementary																			50		50
Total	0	0	0	200	0	0	0	0	30	90	0	0	0	200	0	300	0	0	50	0	870

Source: RSP Enrollment Analysis 2025/26

VISUAL ONLY: Does NOT reflect a proposed boundary option

Reading left to right indicates an impact on students from their current boundary to the concept boundary.

For example: There are 30 students that currently reside in Coralville Central ES that would now reside in Kirkwood ES in this draft concept.

Consideration should be given to the number of students affected by a potential boundary change, specifically how many students from one particular school could be affected.

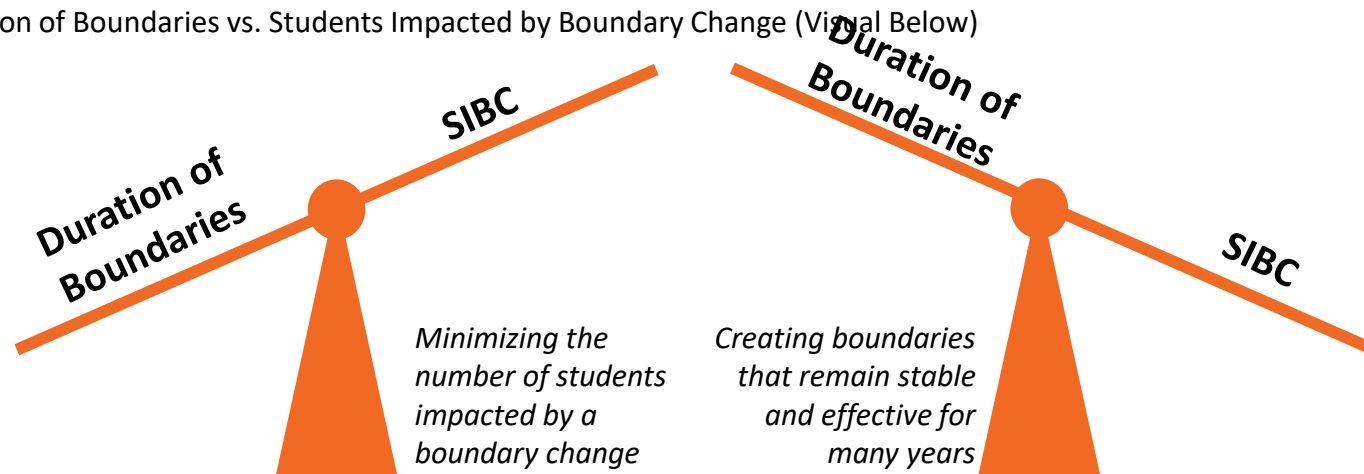
Competing Boundary Criteria

Understanding Competing Priorities

- During the boundary planning process, some criteria may support different outcomes. A solution that strongly improves one priority may create challenges for another. There is rarely a “perfect” solution — the process focuses on finding the best overall balance.

Example of Competing Criteria:

- Duration of Boundaries vs. Students Impacted by Boundary Change (Visual Below)



Why Prioritization Matters:

Because some criteria naturally compete with one another, the Board will be asked to identify which priorities are **most important** to guide future recommendations.

- ✓ Review the 10 Boundary Criteria
- ✓ Discuss trade-offs between criteria
- ✓ Prioritize the **Top 3 Criteria** that should guide future boundary recommendations

Boundary Criteria Prioritization

Take time to understand each of the boundary criteria

- Prioritization transforms a complex balancing act into a **guided decision-making process** that reflects both data and community values
- Reflect on how each of these criteria may impact what attendance areas may look like if they are implemented into how an attendance area is created
- At the meeting RSP will go over each of the criteria and answer any additional questions or provide more clarity

The Ten Boundary Criteria are:



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.



TASK 4: Boundary Criteria Prioritization

Purpose: Establish the priorities RSP should use when trade-offs are required during scenario development.

The Objective Does Not Change: Retire facilities, reduce operating costs, and ensure remaining schools can accommodate projected enrollment.

RSP OPTION A: Data-Informed + Minimize Student Change	RSP OPTION B: Data-Informed + Systemwide Efficiency	OPTION C: Individually Rank Criteria
1. Projected Enrollment / Building Utilization	1. Fiscal Considerations – Operational Cost	1. _____
2. Fiscal Considerations – Operational Cost	2. Projected Enrollment / Building Utilization	2. _____
3. Duration of Boundaries	3. Feeder System	3. _____
Likely Scenario Outcome: Prioritizes enrollment balance and financial savings while creating a long-lasting boundary.	Likely Scenario Outcome: Prioritize feeder continuity, operational efficiency, and utilization across the system.	Each Board Member individually identifies and ranks their Top 3 criteria . RSP will collect and present results.

Board Action: Which approach should RSP use to develop boundary scenarios?

- ☐ Option A
- ☐ Option B
- ☐ Option C – Board Defines Top 3

Planning Reminder: Not every criterion can be maximized at the same time. Your selection establishes which considerations should carry the most weight when trade-offs occur.

Part 4:

Next Steps

Next Steps

RSP to finalize 5-Year Enrollment Forecast

The process will kick off with the Committee on October 15, 2026

Includes:

- 4 Committee meetings
- 3 Public Input meetings
- 3 Board Touchpoints
 - 2 meetings are facilitated by RSP

RSP will present the committee recommendation(s) to the full Board for consideration on February 23, 2027.

SUPERINTENDENT ADVISORY BOUNDARY PROCESS 2026/27 School Year

