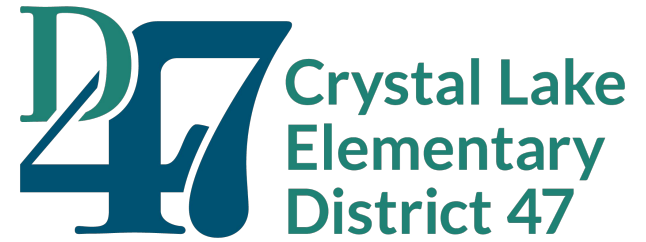


Elementary Boundary Discussion



August 17, 2026

Feedback

Themes/Questions

Key Themes & Concerns from Community Feedback

1. Disruption to Families & Logistics

- a. Sibling Separation
- b. Transportation & Busing
- c. After-School Care (ET)
- d. School Events

2. Excessive Student Transitions & Student Mental Health

- a. Lack of Stability
- b. Loss of Familiarity
- c. Mental Health Impact

3. Multilingual / Dual Language Academy

- a. Concerns of Segregation
- b. Inequity in Housing/Neighborhoods, Increasing Travel Time on the Bus
- c. Program Capacity

Key Themes & Concerns from Community Feedback

4. **Impact on Special Education & Specialized Programs (e.g., ASPIRE, IEPs/504s)**
 - a. Need for Consistency
 - b. Call for Program Consolidation

5. **Staffing, District Budget & Operational Questions**
 - a. Teacher Strain & Retention
 - b. Financial & Logistical Costs
 - c. Request for Data

Additional Information Themes #1 & #2

- Directory of Educational Entities ([ISBE website](#))
 - Using that list, there are 3,884 schools in Illinois that serve students in grades PreK-12.
 - We then narrowed the results to exclude schools with K-5 or PreK-5 configurations and any configuration that includes grades 6-12. There are 741 schools.
 - Examples of local districts using grade-level centers include Huntley Community School District 158, McHenry School District 15, and Glenview School District 34
- Extended Time via the Park District
 - Currently Coventry and Canterbury students are only served at Coventry
 - Canterbury students are shuttled to and from Coventry for ET
 - Currently West and South students are only served at West
 - South students are shuttled to and from West for ET
 - Currently, Glacier Ridge, Husmann, Indian Prairie, North and Woods Creek all have ET programs

Additional Information Themes #1 & #2

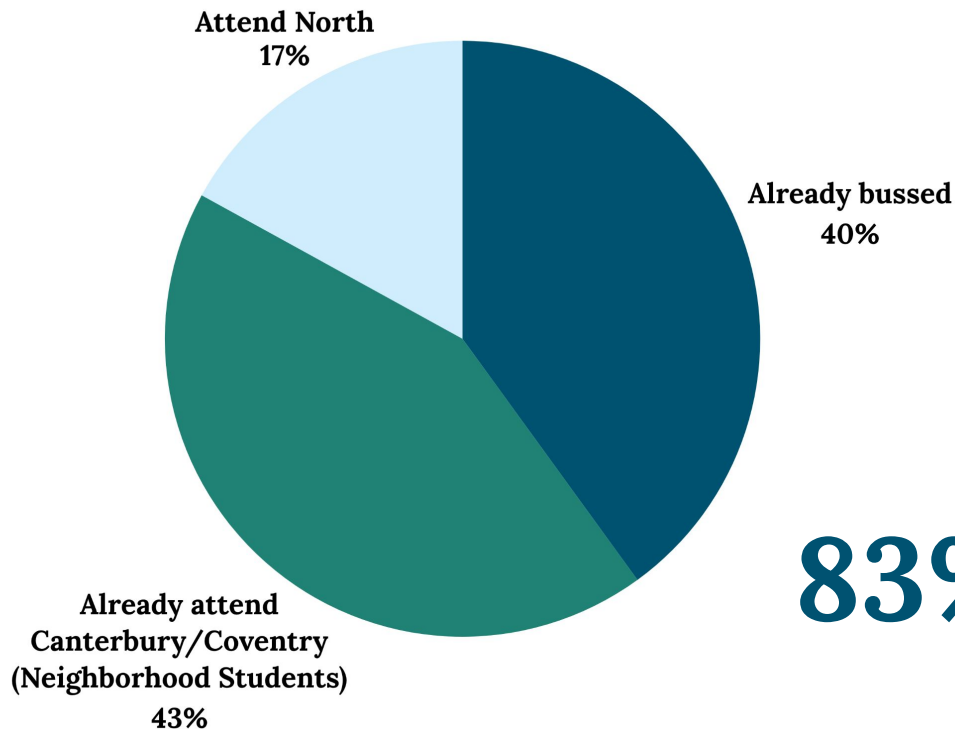
- Transitions/Mental Health
 - Grade level centers would add 1 additional transition; however, students would move together keeping friendships and connections between neighborhoods and peers intact with the transition
 - Any student who attends a PreK program will have a transition to Kindergarten (unless Glacier is their home school)

No matter what decision is approved by the Board of Education, schools will provide opportunities to connect, meet staff, and build a sense of belonging for students and families. We are committed to ensuring every student feels supported and welcomed in their new school community.

In a grade-level center model, principals from the paired schools would work closely together to help students and families transition between buildings, get to know families across both school communities, and attend school events when possible.

Additional Information Theme #3

Inequality of Housing/Neighborhoods, Increasing Travel Time on the Bus



- No disruption for Bussed Students (40%)
 - Nearly half of all dual language students come from 6 non-dual schools and are already transported outside their immediate neighborhood zone to access the program
- Neighborhood Continuity (43%)
 - The vast majority of remaining students attend Canterbury or Coventry, meaning they will not experience a significant change

83%

Of students in the dual language program would not experience significant change or increased transportation.

Additional Information Theme #3

- Program Capacity

Current Model (3 Dual Language Locations)

Total Capacity: 846 students
36 Total Sections
= 2 classrooms per grade (K-5),
12 classrooms per building

Multilingual Language Academy (1 Location)

Total Capacity: 705 students
30 Total Sections
= 5 classes per grade level (K-5)

Historical dual enrollment mirrors overall enrollment decline

Projected 26/27 = 610, 25/26 = 652, 24/25 = 690, 23/24 = 721, 22/23 = 725

- Segregation

- A list of districts with designated language schools (not exhaustive - focused on Spanish language) can be found on the website, d47.org/boundaries under Recommendation 2: Multilingual Language Academy

Additional Information Theme #4

4. Impact on Special Education & Specialized Programs (e.g., ASPIRE, IEPs/504s)
 - a. Need for Consistency:
 - i. Transitions would remain unchanged (K–5) under the Multilingual Academy option.
 - ii. There would be 1 additional transition with Grade-Level Centers but all students transition together minimizing the loss of peers/friends, neighborhood connections, etc.
 - iii. PreK is a transition for any student coming from a private PreK program
 - b. Call for Program Consolidation
 - i. Only program currently split is ASPIRE because of the growing population. Looking at the number of classrooms needed to support the size of the program and keeping the 70/30 requirement in compliance - no building can house ASPIRE in total K-5
 - ii. The Cross-Categorical program is being condensed through attrition to Indian Prairie (only 5th graders still at Woods Creek for this year) entire program will only be at one school 27/28 and beyond

Additional Information Theme #5

5. Staffing, District Budget & Operational Questions

a. Teacher Strain & Retention

- i. Movement/Shifting of staff would be a collaborative effort with CLETA determined after a decision is made by the Board, as it has been in the past with changes
- ii. Both recommendations create larger teacher teams either by grade level or by focus on dual and mono curriculum, leading to more support, and professional development for staff and instruction for students can be more focused at a targeted developmental age and/or language development leading to improved student outcomes
- iii. More classes per grade level provide the opportunity to separate students, as needed, which helps with classroom dynamics
- iv. Both recommendations help to establish more equitable class size across grade levels across the district, which is a benefit to teachers as well as the students

b. Financial & Logistical Costs (next slide)

c. Request for Data: (following slide)

Additional Information Theme #5

5. Staffing, District Budget & Operational Questions

- a. Teacher Strain & Retention (previous slide)
- b. Financial & Logistical Considerations:
 - i. Buildings
 - 1. Playground configuration - No significant K-5 playground adjustments are anticipated
 - a. Approximately \$225,000 is anticipated for the installation of an age appropriate playground at the building where a second PreK location is determined
 - i. It is anticipated that impact fees from the developments will be able to be used to offset this cost
 - 2. Bathrooms - No estimated costs or adjustments are anticipated for K-5
 - a. Only minor adjustments are anticipated if North Elementary were the secondary PreK - the estimate is approximately \$7,500
 - b. If the recommendation selected and future projected enrollment didn't allow for North to be the site, additional costs would be incurred by adding bathrooms to accommodate PreK.
- c. Request for Data: (next slide)

Additional Information Theme #5

5. Staffing, District Budget & Operational Questions

a. Financial & Logistical Considerations:

- i. The tables below represent the current average class size by grade and building across the district given our end of 25/26 year enrollment and staffing.

	Dual	Dual	Dual	Diff
Kindy	15	16.5	22	7
1st	15	16	16.5	0.5
2nd	20	19.5	19	1
3rd	20	20.5	18	2.5
4th	21.5	23.5	16	7.5
5th	19	16	22	6

	Mono	Mono	Mono	Mono	Mono	Mono	Mono	Mono	Mono	Diff
Kindy	23.00	16.00	18.33	17.75	17.25	22.67	20.00	19.33	23.33	7.33
1st	12.00	14.00	15.33	15.50	22.33	18.67	17.80	17.67	17.67	10.33
2nd	18.00	19.33	19.00	19.25	18.00	19.00	17.33	20.25	20.33	2.33
3rd	18.50	21.33	13.67	20.67	20.75	23.33	19.67	19.25	22.25	9.66
4th	25.00	22.00	14.00	20.25	20.25	22.67	21.67	22.00	19.00	11.00
5th	28.00	20.67	22.00	20.75	22.75	20.75	20.67	23.50	21.25	7.33

Additional Information Theme #5

5. Staffing, District Budget & Operational Questions

- a. Teacher Strain & Retention (previous slide)
- b. Financial & Logistical Costs (previous slide)
- c. Request for Data:
 - i. Start and Stop times
 - 1. If grade-level centers was the chosen recommendation, the change of start and stop times would need to be discussed with CLETA prior to any final changes being made.
 - ii. Historical Trends
 - 1. [Kasarda board presentation from Jan 2024](#)
 - iii. Detailed building-by-building class size comparisons
 - 1. Posted on the d47 website under Boundaries [heading “Unbalanced Class Size”](#)
 - iv. The [May 2025 boundary presentation](#) shared with the community shared historic PreK-5 enrollment data and PreK-5 future enrollment. All past presentations can be found on the boundary website under Communications.

Key Recommendations from Community Feedback

1. **Grandfathering / Phased Rollout:** If grade-level centers are pursued, implement a gradual rollout (or grandfather current students) to prevent mid-elementary disruptions for existing families.
 - a. If grade-level center were adopted, grandfathering would not be possible for the buildings changing to primary grade levels
 - b. If a multilingual language academy were adopted, grandfathering could happen for all buildings except for current non-dual Coventry students and dual language students because the program would only be offered at Coventry
2. **Consider a 3-Zone Feeder Model:**
3. **Redraw Traditional Boundaries:**

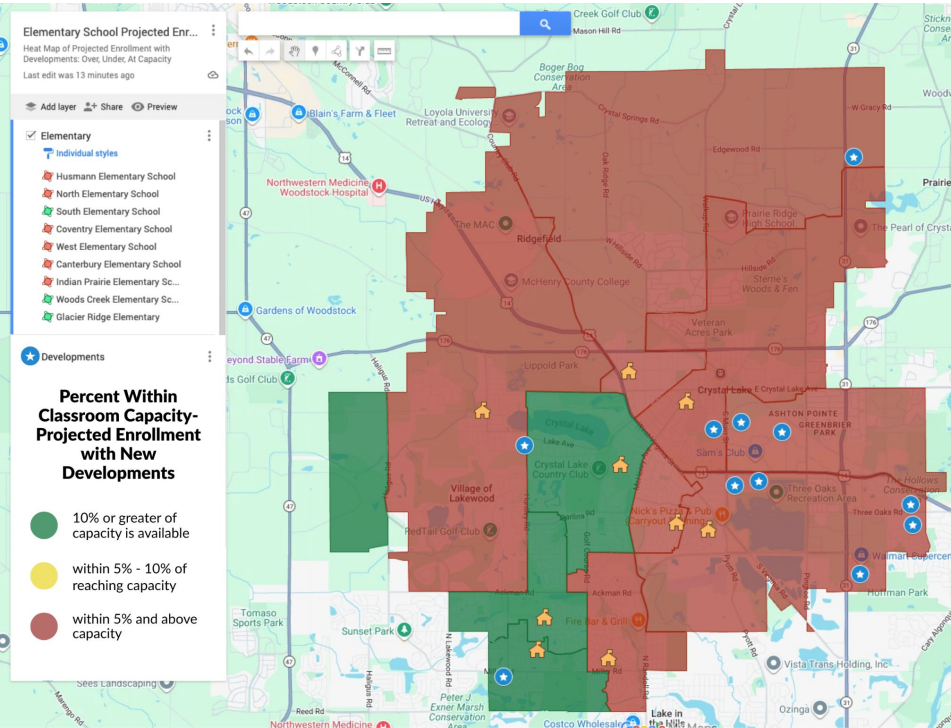
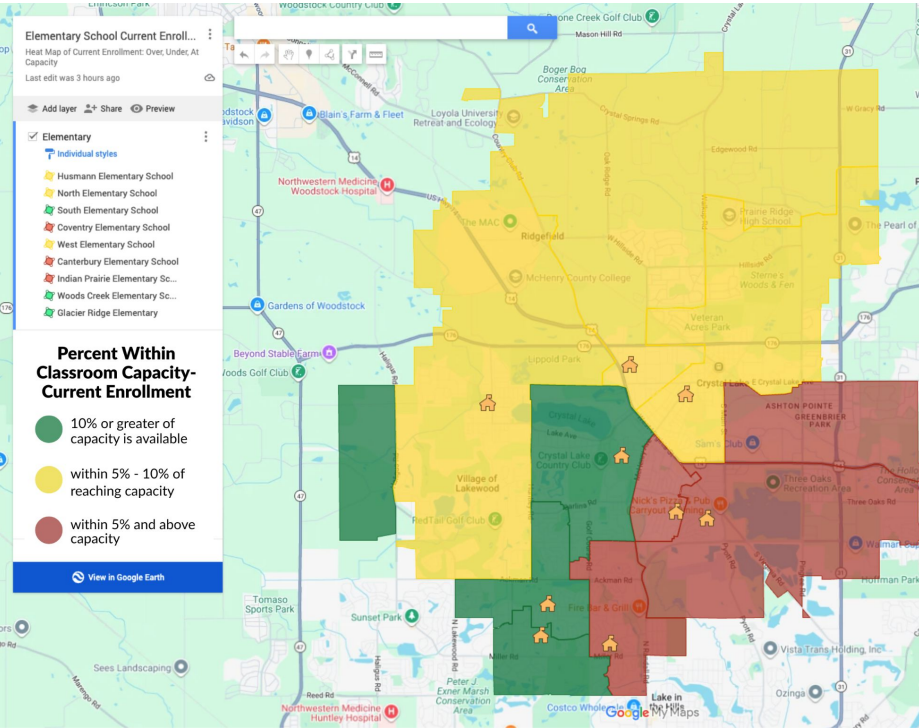
Key Recommendations from Community Feedback

1. **Grandfathering / Phased Rollout:** (previous slide)
2. **Consider a 3-Zone Feeder Model:** Create three geographic zones based on middle school feeder patterns, placing specialized/dual-language programs strategically within each zone rather than centralizing them into one building.
 - a. 12 classrooms would need to be freed up to support dual in a school - currently we don't have that space
 - b. 43% of dual enrollment lives within the Coventry subdivision feeding into Coventry and Canterbury
 - c. Capacity of the program vs. enrollment - questions if we need three building offering it
 - i. 3 buildings might be too many classrooms/teachers with not enough students
 - ii. 2 buildings won't be enough classrooms/teachers for the current enrollment
 - iii. 30 sections currently is "right-sized"
3. **Redraw Traditional Boundaries:** (next slide)

Key Recommendations from Community Feedback

1. **Grandfathering / Phased Rollout:** (previous slide)
2. **Consider a 3-Zone Feeder Model:** (previous slide)
3. **Redraw Traditional Boundaries:**
 - a. The boundary committee looked at and discussed several simple shifts or boundary adjustments; however, barriers included:
 - i. Close placement of Woods Creek and Glacier with low enrollment
 - ii. Close placement of Coventry and Canterbury with high enrollment with new developments
 - iii. Developments going in where buildings are already with higher enrollments
 - iv. Significant enrollment is located and projected far north of Rt 14 and east of Rt 31 where we have no schools
 - v. Many buildings are centrally located in town and close to Rt 14. It is the combination of Rt 14 being a hazardous walkway along with Husmann and North being located in the southern portion of their boundary areas close to Rt 14 with the neighborhoods around them being walkers to the schools that stopped the boundary committee from drawing up a recommendation that would have bused kids across Rt 14 to South or West.

b. Prior communications that show/discuss developments and low enrollment on south side (Under Communications on the boundary website page, d47.org/boundaries)



Impact of Not Making A Boundary Change

Student Impact

- Inequitable class sizes leads to different educational experiences and/or opportunities
- Students get moved from their home building to a new building when enrollment reaches capacity
- Current dual language structure limits classrooms per grade level available for separating students to only 2 over the 6 years students spend in a building
- Current singular PreK site creates up to an hour bus ride to and from school for our youngest students

Organizational Impact

- Inequitable class size leads to varied staff work loads & expectations
- Additional bus routes for transporting students when sections are closed and students are moved to a new building
- Unbalanced enrollment and/or inefficient use of facilities leads to increased operating expenses leaving fewer resources available to recruit and retain staff

Programming Impact

- Unbalanced enrollment doesn't allow for spaced out placement of special programs
- Dual program will continue to operate more classrooms then enrollment requires
- 1 PreK location at the southernmost point of boundaries creates long bus rides

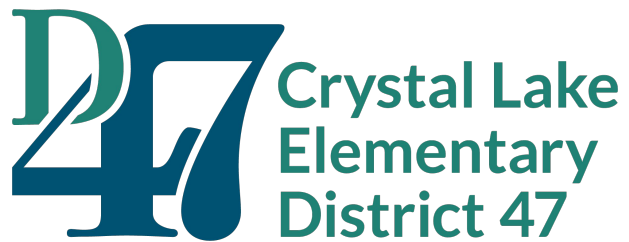
How the 2 Recommendations Address Enrollment Capacity

Recommendation 1: Creating Grade-Level Centers

- Balances class size between paired schools (not across the district)
- Allows schools to absorb projected enrollment from the developments without going over capacity (does take a few buildings to capacity while leaving a few with 10% or more capacity)
- May not allow for a 2nd preschool location without increased cost if North can't be the designated site
- Doesn't move students south requiring self-contained programs to remain in schools on the south end of our boundaries

Recommendation 2: Boundary Shift with Multilingual Language Academy

- Balances class size between schools and across the district
- Redraws the boundaries among 8 schools moving students south
- Allows for a 2nd preschool site in the northern part of our boundaries
- Allows for the dual language program to be strengthened for both staff and students by being located in one location K-5
- Allows for the possibility of relocating a self-contained program to a school on the north side or center of town



Thank You