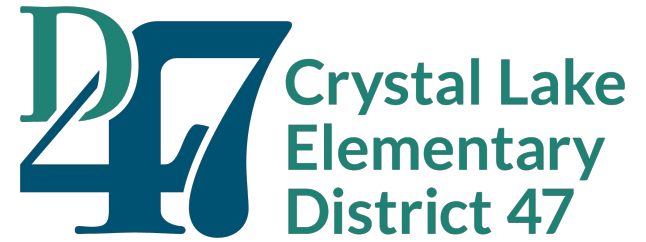


Elementary Boundary Discussion



September 21, 2026

Timeline, Education & Engagement Opportunities

Timeline

July 2026

- Presented the boundary adjustment recommendations at Board of Education meeting

August 2026

- Continued communication with staff, families, and community members, with ongoing opportunities to share information and respond to feedback.

September 2026

- A community-wide survey will be conducted to gather feedback on the options and priorities for the Board of Education to consider.

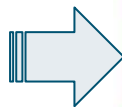
October 2026

- A final comprehensive presentation will be shared with the Board of Education, including community feedback and discussion.

November 2026

- The Board of Education will make a decision on elementary boundaries at the November meeting.

Scan to take the survey



Current Boundaries

	Capacity	26/27 Enrollment	Building Capacity Used	Projected Developments	Building Capacity Used
Canterbury	470	417	89%	113	113%
Coventry	650	551	85%	86	98%
Glacier	450	289	64%	9	66%
Husmann	585	421	72%	16	75%
Indian Prairie	518	446	86%		86%
North	627	556	89%	45	96%
South	405	350	86%		86%
West	518	427	83%	11	85%
Woods Creek	608	431	71%		71%

Color Coding for Capacity		
up to 90%	90.01% to 99.9%	100% or greater

Impacts of No Significant Boundary Changes

Student/Family Impact

- Imbalanced enrollment causes inequitable learning environments for students
 - overcrowding in some schools
 - class size variation by building
 - Unequal distribution of self-contained programs
- Busing -
 - long rides for Pre K students attending from northern boundaries
 - new routes are created to accommodate students moved to a new school when a grade level closes at their home school

District Impact

- Increased transportation cost to the district
 - longer and additional routes require more driver time, increased amounts of fuel, and more wear and tear on of the buses and equipment
- Imbalanced enrollment creates inefficient use of facilities and human resources and inequitable work environments for staff

Recommendation 1

Grade-level Centers

Clarification & Feedback Requested (Grade Level Centers)

1

Can we publish start and end times?

2

What will transportation look like - consistent pick up/drop off?

3

How will the district preserve school culture, sibling mentorship opportunities, and PTO fundraising/volunteering structures when families are divided across buildings?

4

How will open houses, parent-teacher conferences, book fairs, field days, fun runs, etc. be scheduled to prevent conflicts for multi-child families?

Recommendation 2

Multilingual Language Academy

Clarification & Feedback Requested (Multilingual Language Academy)

1

How will English Language Learner (ELL) students who qualify for services but are not enrolled in Dual Language be served?

2

Has the Bilingual Parent Advisory Committee (BPAC) been consulted?

3

Will travel time increase for students in the dual language program?

4

What other services will be available in the Multilingual Language Academy?

Clarification & Feedback (Multilingual Language Academy)

Has the district formally reviewed the legal, civil rights, and state (ISBE) compliance implications regarding potential racial, cultural, or socioeconomic isolation in a standalone language academy?

Yes - ISBE and District Legal Counsel have been consulted. ISBE's responses are in red on the right.

- Is a centralized K-5 Dual Language academy model permissible in Illinois if it is implemented with equitable access, appropriate staffing, full curriculum access, and continued compliance with TBE/TPI, Title III, and civil rights requirements? **A centralized K-5 Dual Language Academy model is not prohibited in Illinois, provided it is designed and implemented in compliance with applicable State and federal requirements.**
- Does ISBE view a centralized Dual Language academy model as inherently segregative or discriminatory, or would that determination depend on how the model is designed, staffed, communicated, and implemented? **A centralized dual language academy model is not inherently segregative or discriminatory. Whether a program is segregative or discriminatory would depend on how the model is designed, staffed, communicated, and implemented as well as how the method and manner for placing English Learner (EL) students in the program is articulated and actually implemented. The district should work with its own legal counsel to determine whether the program's design and implementation comply with applicable State and federal civil rights requirements.**

Clarification & Feedback (Multilingual Language Academy)

Has the district formally reviewed the legal, civil rights, and state (ISBE) compliance implications regarding potential racial, cultural, or socioeconomic isolation in a standalone language academy?

Yes - ISBE and District Legal Counsel have been consulted. ISBE's responses are in red on the right.

- Are there specific compliance considerations ISBE would expect the district to address since this model is being pursued, such as enrollment procedures, language group balance, parent choice, transportation, access to services, staffing, curriculum, or reporting? **Schools and Districts must maintain compliance with [105 ILCS 5/ Article 14-C](#) and [23 Illinois Administrative Code Part 228](#) with regards to English Learners, as well as applicable federal requirements.**
- Is there any ISBE guidance or rule that would support the statement that this model would automatically result in a loss of bilingual/EL funding after an audit? **ISBE is not aware of any provision that de facto results in the loss of bilingual/EL funding solely because a district implements a centralized Dual Language Academy, Funding issues would depend on the district's compliance with applicable funding and program requirements.**

Clarification & Feedback (Multilingual Language Academy)

Has the district formally reviewed the legal, civil rights, and state (ISBE) compliance implications regarding potential racial, cultural, or socioeconomic isolation in a standalone language academy?

Yes - ISBE and District Legal Counsel have been consulted. ISBE's responses are in red on the right.

- Are there examples, guidance documents, or contacts you would recommend we review as we continue evaluating this recommendation? The agency is in the process of developing a comprehensive Dual Language Guidance document. [Drafts 1 and 2 are available on our website](#). While the final draft is not yet available, District 47 may find the citations listed within the document drafts to be helpful resources. With regards to compliance, the agency recommends regular cross-checking of district plans for EL services at the Dual Language Academy with [105 ILCS 5/ Article 14-C](#) and [23 Illinois Administrative Code Part 228](#). The department also has a [Self-Assessment checklist](#) that districts may use as they regularly review their programming. As always, the Multilingual / Language Development Department's principal consultants are available to provide programmatic technical assistance and answer questions regarding English Learner and Dual Language programming. Please do not hesitate to reach out.

D47 Boundary Committee Recommendations

Recommendation #1 - Grade Level Centers

Option 1	Capacity	26/27 Enrollment	Building Capacity Used	Projected Developments	Building Capacity Used
CAN/COV	1100	831	76%	199	94%
GRS/WDS	1170	925	79%	9	80%
HUS/NOR	1212	982	81%	61	86%
SOU/WES	923	917	99%	11	101%
Indian Prairie**	518	354	68%	0	68%

Option 2	Capacity	26/27 Enrollment	Building Capacity Used	Projected Developments	Building Capacity Used
CAN/COV	1100	831	76%	199	94%
GRS/WDS	1170	1013	87%	9	87%
HUS/NOR	1212	982	81%	61	86%
SOU/WES	923	780	85%	11	86%
Indian Prairie	518	409	79%	0	79%

Recommendation #2 - Multilingual Language Academy

	Capacity	26/27 Enrollment	Building Capacity Used	Projected Developments	Building Capacity Used
Canterbury	518	363	70%	113	92%
Coventry	636	622	98%	0	98%
Glacier	540	428	79%	9	81%
Husmann	585	397	68%	102	85%
Indian Prairie	518	359	69%		69%
North**	675	530	79%	45	85%
South	405	339	84%		84%
West	518	455	88%	11	90%
Woods Creek	563	516	92%		92%

Color Coding for Capacity

up to 90%

90.01% to 99.9%

100% or greater

Independently Proposed Scenarios

Independently Proposed Scenarios

Scenario #1

	Capacity	26/27 Enrollment	Building Capacity Used	Projected Developments	Building Capacity Used
Canterbury	470	364	78%	199	120%
Coventry*	560	435	78%	16	81%
Glacier*	540	401	74%	9	76%
Husmann	585	386	66%	45	74%
Indian Prairie	518	526	102%	0	102%
** North	627	517	82%	0	82%
South	405	402	99%	0	99%
West	518	484	94%	11	96%
Woods Creek	630	494	78%	0	78%

Scenario #2

	Capacity	26/27 Enrollment	Building Capacity Used	Projected Developments	Building Capacity Used
Canterbury	470	354	75%	117	100%
Coventry	627	466	74%	98	90%
Glacier*	540	483	89%	9	91%
Husmann	518	394	76%	45	85%
Indian Prairie	585	542	93%	0	93%
** North	627	505	81%	0	81%
South	405	385	95%	0	95%
West	518	469	91%	11	93%
Woods Creek*	563	411	73%	0	73%

Color Coding for Capacity

up to 90%

90.01% to 99.9%

100% or greater

Does the Scenario Accomplish the Goal



	GRADE LEVEL CENTERS	MULTILINGUAL LANGUAGE ACADEMY	INDEPENDENTLY PROPOSED SCENARIO #1	INDEPENDENTLY PROPOSED SCENARIO #2
 Second PreK Site	 YES	 YES	 YES	 YES
Reduced Time on Buses 	 YES	 YES	 NO	 NO
Cohesive K-12 Experience 	 YES	 YES	 NO	 NO
 Balancing Class Size Across District	 YES	 YES	 NO	 YES
Contiguous Boundaries 	 YES	 YES	 NO	 NO
 Long-Term Sustainability	 YES	 YES	 NO	 NO
 Distribution of Self-Contained Programs	 YES	 YES	 YES	 YES

Questions, Feedback, and Learning Opportunities

More information can be found on our website:

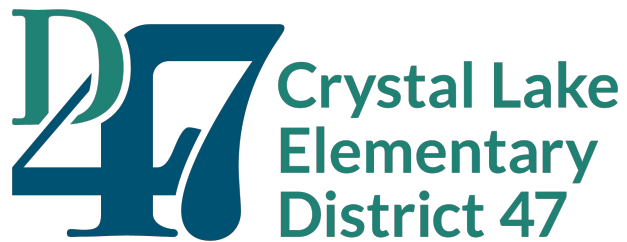
- Interactive maps to see how your address is affected
- Frequently Asked Questions, updated as we receive questions

Learning more about the two recommendations:

- Board meeting informational presentation in October
- Newsletter updates

How to provide feedback or ask a question:

- Fill out the feedback/question form on the boundary website page, d47.org/boundaries
- Community survey



**Balanced Classes.
Focused Support.
Stronger Schools.**