Category	Question	Answer
Boundary History	I've been a resident of Carol Stream for 31 years. I've been exposed to boundary changes twice. How long did it take for those to happen? Enrollment projections appear to be around 2,000 for the next five years. Why the need for the change?	CCSD93 has been reviewing its attendance boundaries for more than 10 years in response to declining enrollment. While smaller adjustments were made in 2013, 2017, and 2024, those changes have not fully addressed the enrollment and programming inequities that exist across our schools. Although elementary enrollment is projected to remain near 2,000 students, the district has capacity for approximately 2,900 elementary students across its six elementary schools. This means we have a significant amount of unused space, while enrollment and class sizes vary considerably from school to school. For example, some schools have very small class sections, while others are closer to the district's class-size guidelines. These differences can affect how consistently we are able to provide staffing, programming, and educational opportunities across our schools.
Boundary History	What if a student already moved two years ago? Could they be moved again? How much did you spend for the move two years ago?	Yes, a student could potentially be reassigned again if a future boundary change affects the area where the student lives. The district did not hire a consultant for the last minor boundary change. It was completed in-house, so no additional consulting dollars were spent.
Budget	How much money will be saved by closing one school?	Approximately $1.2 million to $1.6 million.
Budget	This is a difficult process. You can't satisfy every family. Many families are OK with paying more taxes to avoid any cuts. How much would it take to keep everything and close nothing?	Based on current projections, the district would need approximately $3.5 million to $4 million in additional annual revenue to maintain current operations without the planned expenditure reductions. Generating that level of recurring revenue would require voter approval of a tax rate referendum and would cost typical homeowners several hundred more dollars per year.
Budget	Is the money savings from closing a building or larger class sizes/cutting teachers and staff? These are services that you spoke about trying to lower, these aren't going anywhere minus cutting teachers.	The projected savings would come from both reducing the costs of operating a building, including administration and front-office staffing, and better aligning class sizes across the district, which would reduce the overall number of teaching positions needed while continuing to follow district class-size guidelines.
Budget	Would either concept eliminate the district's projected operating deficits over the next five to ten years?	Retiring a building would be only one component of the district's broader plan to bring recurring expenditures and revenues back into balance. Additional expenditure reductions would still be necessary, and the district is exploring all avenues for cost reduction.
Budget	Has the district met with financial advisors before hiring RSP Associates?	Yes. The district met with financial advisors prior to contracting with RSP & Associates.
Budget	If the State of Illinois can operate with budget deficits, why can't the district operate with a deficit as well?	Unlike the state or federal government, a school district has limited authority to issue debt and cannot rely on ongoing deficit spending indefinitely. Continuing to spend more than the district receives would reduce its fund balance over time and weaken its long-term financial position, which is currently strong.
Budget	How much will closing a school save specifically?	Approximately $1.2 million to $1.6 million.
Budget	What is the cost associated with shutting down a school?	Retiring a school is expected to produce approximately $1.2 million to $1.6 million in ongoing annual savings. The district does not currently project significant one-time costs associated with retiring a building; any implementation-related costs would be incorporated into final planning.
Budget	Have benefits and salaries decreased for upper-level management due to fewer students and the district's financial challenges?	No. Salaries for all staff groups, including lunchroom, custodial, paraprofessional, teaching and administrative staff, have increased over time.
Budget	What is the overall cost to maintain the district office? What was the purchase price of the district office or the monthly rent?	The District Office currently costs approximately $90,000 per year in utilities and maintenance. The district purchased the building in 2002 for approximately $3.75 million, and the district does not pay taxes on the property.

Category	Question	Answer
Budget	How do increased taxes year after year impact these district changes?	Property tax revenue remains the district's largest local funding source and supports educational programs and operations. However, an increase in an individual homeowner's property tax bill does not necessarily translate into the same percentage increase in revenue for CCSD93. Like other taxing bodies subject to Illinois' Property Tax Extension Limitation Law (PTELL), growth in CCSD93's property tax extension on existing property is generally limited each year to the lesser of 5% or the rate of inflation, as measured by the Consumer Price Index (CPI). The district can receive additional property tax revenue from sources such as new construction, but increases in property values or individual tax bills do not automatically result in comparable increases in the amount of revenue available to the district. At the same time, CCSD93's costs for salaries, benefits, transportation, utilities, insurance, supplies and other expenses have continued to increase. In recent years, growth in district expenditures has outpaced growth in revenues, contributing to the current operating deficit. This is one reason the district is examining how to better align its facilities, staffing and other expenses with current enrollment.
Budget	If enrollment is down, why haven't the expenses gone down too? Our property taxes have not gone down, they've gone up. You spent a lot of capital dollars on STEM labs and remodeling and have used up your reserves and now you are short funds.	Many district costs do not decline proportionately when enrollment falls. The district must continue to operate buildings, provide required programs and services, and staff classes across multiple schools. Declining enrollment has also contributed to class-size inequities, with some schools operating smaller sections than others. The district intentionally accumulated reserves over time and subsequently used portions of those reserves for planned capital improvements, including secure vestibules, library renovations and middle school STEM labs.
Budget	It sounds like the district has operated with deficits for some time. Why hasn't the Board taken more steps to reduce expenses, such as considering the sale of the District Office?	The district has implemented expenditure reductions over the past two fiscal years in an effort to reduce the operating deficit and is planning additional reductions in future budgets. There have been no discussions about selling the District Office. It also serves as a major storage facility for the district's curriculum resources, operational equipment and supplies. Any short-term savings realized by selling the building would need to be weighed against the ongoing cost of leasing replacement space. The district estimates that the District Office could sell for approximately $2-4 million; however, a local real estate agent has estimated that renting a comparable 35,000-square-foot facility could cost approximately $400,000 to $700,000 annually.
Budget	How much of district money was spent on this consultant?	The contract with RSP & Associates is for $80,000.
Busing	How can an estimation be given on the financial savings if you haven't vetted out the cost of transportation with both options?	The savings estimate is preliminary and uses assumptions for staffing, benefits, utilities and transportation based on the expected effects of retiring a building. Exact transportation costs cannot be known until a final boundary plan is developed and specific routes can be modeled.
Busing	How are you going to manage busing at Western Trails when there does not appear to be a feasible way?	Transportation to and from Western Trails would require route adjustments, but the district believes those routes can be developed safely and effectively. Exact routing would be completed after a final boundary plan is approved.
Busing	How many additional bus routes will each concept require? I'm trying to do the math - $100,000 x what?	Each concept will actually reduce the total number of district bus routes.
Busing	What is the next busing change with both proposals? If you don't know, how can you let us know?	Specific route changes have not yet been developed for either concept. Bus routes are reviewed each year for efficiency, effectiveness and safety, and detailed routing would occur after a final boundary plan is approved.
Busing	Why hasn't the district included the actual dollar amount for changes in busing for each concept?	We do not yet have an exact transportation cost for each concept because specific routes have not been developed. Detailed routing would occur after a final boundary plan is approved. The preliminary financial analysis uses transportation assumptions, while the district and First Student remain focused on operating current routes safely and on time.
Busing	What constitutes the $100K for a bus route?	It is the approximate annual cost of a bus route. This figure was calculated by dividing the district's total annual transportation expense by the number of bus routes.

Category	Question	Answer
Busing	Do you know what the costs are for busing students with the new boundaries?	At this time, exact transportation costs are not available. However, the current analysis indicates that each concept would reduce the total number of daily routes, which is expected to reduce the district's overall transportation expense.
Busing	Western does not have busing. Will you provide a bus to Heritage students and how much will it cost?	The district would provide transportation to students who are eligible for it under the approved boundary plan and district transportation guidelines, which require transportation for students 1.5 miles or greater from the school, or who have to cross hazardous areas en route to school. In 2026-27, the average annual cost of a bus route is approximately $100,000.
Busing	If children are grandfathered, will busing be provided? How would this affect the budget if more money is spent to bus additional students?	The district has not yet determined whether grandfathering would be offered or, if so, whether transportation would be provided to grandfathered students. Those decisions would be made in the months after a boundary concept is approved, and any transportation implications would be evaluated as part of that discussion.
Class Size/Capacity	If either proposal were done today, what would be the student population in each school?	If Concept 1 were implemented, the approximate enrollment at each elementary school would be: Carol Stream - 357, Cloverdale - 474, Elsie Johnson - 383, Heritage Lakes - 432 and Western Trails - 347. If Concept 2 were implemented, the approximate enrollment at each elementary school would be: Carol Stream - 355, Cloverdale - 487, Heritage Lakes - 545, Roy DeShane - 259 and Western Trails - 349.
Class Size/Capacity	Have you looked at capacity for Roy and Western combined? The two schools are within half a mile of one another; this would impact fewer people.	Yes. The district and Boundary Committee considered consolidating Roy DeShane and Western Trails, but the option was not considered viable because doing so would place Western Trails at 99% capacity, which is unsustainable, and additional classroom size imbalance would be created.
Class Size/Capacity	Concept 1 impacts 168 students while concept 2 impacts over 200 students, but what about the students and teachers at the other schools that are taking on more students?	Yes. A boundary change would affect not only students who are reassigned but also students and staff at receiving schools. The district would plan staffing, class sections and support services based on the enrollment at each receiving school. Preliminary class size projections with either concept create greater equity and less variance among class sizes at each school than is currently in place.
Class Size/Capacity	Combining students will impact the level of education. What will be the student-to-teacher ratio? Will this impact the school's rating?	The district would continue working to maintain its current class-size guidelines: K-2: 17-22 students; grade 3: 20-24 students; and grades 4-5: 23-25 students. School ratings are based on multiple academic and school-quality measures, so the district cannot predict a specific rating outcome solely from a boundary change. Preliminary class size projections with either concept create greater equity and less variance among class sizes at each school than is currently in place.
Class Size/Capacity	What would be the highest class size you would be comfortable with for our children?	The district would not feel comfortable having any class size above 24 in grades K-2 or 27 in grades 3-5.
Class Size/Capacity	How many students will there be in a class? For example, Heritage currently has 392 students with a capacity of 610. My math says 12 more students per class.	The district would continue working to maintain its current class-size guidelines. If enrollment increases at a school under an approved boundary plan, the district would adjust the number of class sections as necessary to remain within those guidelines.
Class Size/Capacity	How are we labeling our classrooms for Art, Music, PE as classrooms when these spaces are used to pull students out? This can't be used for a capacity. Please explain.	The district is not including classrooms identified for Art, Music or Physical Development in the overall capacity figures.
Class Size/Capacity	Can we look at the capacity numbers for Heritage Lakes? Thirty-one classrooms are listed, yet only 30 classrooms can be counted. Can you give us clear numbers to understand where this increase in operational capacity comes from?	There are 31 available classrooms at Heritage Lakes. Its capacity was increased to match Cloverdale because both schools have 31 classrooms.
Class Size/Capacity	Cloverdale is 4,000 sq. ft larger than Heritage Lakes. Why is Heritage Lakes capacity the same as Cloverdale?	There are 31 available classrooms at Heritage Lakes. Its capacity was increased to match Cloverdale because both schools have 31 classrooms.

Category	Question	Answer
Class Size/Capacity	If 95% is considered the upper boundary of acceptable utilization, what contingency planning is built into a projection of 90%? How many additional students would it take for Heritage to exceed the district's target, especially since you are not including special ed classes?	Contingency planning includes preserving space for specialized programming and monitoring actual enrollment against projections. The district cannot provide one exact number of additional students that would cause Heritage Lakes to exceed the target because the impact depends on grade-level distribution, class sections and program-space needs. If enrollment exceeds projections, the district may need to adjust class sections or class sizes.
Community Input	Why does this decision have to be made now versus next year? Let ALL of the community give input. One letter in the spring is not enough communication.	The district believes it is important to address the current enrollment, facility-utilization and financial inequities now rather than continue making smaller adjustments that do not resolve the underlying issues. CCSD93 has reviewed attendance boundaries for more than 10 years and implemented smaller modifications in 2013, 2017 and 2024. The current process has included multiple district communications, Community Input Nights and a community survey open through September 18 so stakeholders can formally provide feedback.
Community Input	Last night, a community member expressed disappointment about the lack of information shared with non-district families and older community members. He asked whether a referendum could be put in place for the community to vote on the concepts.	A referendum is legally possible, but it is not part of the current boundary-review process. Under the district's current approach, the elected Board of Education will make the final decision regarding any school attendance-boundary modifications. Typically a referendum is held if a district is asking to increase the tax rate, for example for the purpose of building a school. As this does not involve an increased tax rate, that was not considered.
Community Input	When was the consultant's report completed and why is the community only involved in two sessions to offer feedback? (I was a community provider in district U46 who took over a year to educate and involve the community members.)	RSP & Associates completed a five-year enrollment analysis in April 2026. It has not completed a final report with boundary-change recommendations. Working with the Boundary Committee, RSP developed concepts for community consideration based on the enrollment analysis, Board member guidelines and committee input. The U-46 process referenced in the question involved a substantially larger district and scope than CCSD93's review. The analysis, committee presentations, updates shared directly with families and additional information are available on the Boundary Committee webpage CCSD93 established and shared with the community in May 2026 at www.ccsd93.com/bc.
Community Input	The Board President said retiring a building has been discussed for a long time. Why was broader community engagement not initiated sooner?	The potential retirement of a school building has been discussed publicly at prior Board of Education meetings and can be found in previous Board materials and minutes. Board meeting minutes can be found at www.ccsd93.com/board.
Community Input	Did ESSER funds contribute to the deficit? Does community input have any impact?	No. ESSER funds did not create the district's current operating deficit. The district used ESSER funds to replace aging unit ventilators in three elementary schools, and no additional permanent staff positions were added using those funds. Community feedback will be reviewed as part of the process, while the Board of Education retains final authority over any attendance-boundary changes.
Community Input	You keep saying we can look at that. Isn't the committee supposed to decide on its recommendation by the end of the month so that you can present it to the Board? Will there be other concepts on which the community can provide feedback?	The Boundary Committee will consider community feedback made through the survey and other information before making a recommendation to the superintendent, and additional Boundary Committee meeting dates may be added beyond the currently scheduled September Committee Meeting, if necessary. Additional concepts may be developed based on the community input feedback. Those concepts would not be subject to another round of community feedback. After the Committee recommendation, the superintendent would then make that recommendation to the Board of Education for approval.
Community Input	Can you give us a clear picture of how the district and board will partner with the community for this decision? Will our survey data be used?	The Boundary Committee will consider community feedback made through the survey and other information before making a recommendation to the superintendent, and additional Boundary Committee meeting dates may be added beyond the currently scheduled September Committee Meeting, if necessary. Additional concepts may be developed based on the community input feedback. Those concepts would not be subject to another round of community feedback. After the Committee recommendation, the superintendent would then make that recommendation to the Board of Education for approval.
Community Input	What guidelines are in place to ensure Board members represent community input and are unbiased in their decision-making if their home school is included in one of the options?	Board of Education members are elected to represent the entire district and take an oath of office to faithfully perform their duties. Each member is expected to consider the districtwide impact of any decision.

Category	Question	Answer
Community Input	When a school closes, or when the decision is made, what will happen to the building? Will it just sit there? Will the Carol Stream Park District use it for events or sports activities? Having an abandoned building is not logical for neighborhoods trying to prevent squatting, vandalism, unwanted persons, etc. What would be done, and for how long?	If the Board approves retiring a school, the district would continue maintaining and securing the property while evaluating future uses. One potential option would be to lease the building to another entity, preferably a school; no final reuse decision has been made. The district would then be able to re-open the school if needed.
Community Input	Can a referendum be added to the survey?	No. A referendum cannot be added to the survey.
Process	Concept 1 improves utilization, maintains complete feeder systems, impacts substantially fewer students, and is specifically identified by the committee as having less family disruption and logical boundaries. Why isn't concept 1 the baseline plan with targeted adjustments made to address its remaining utilization concerns?	The Boundary Committee chose to share both concepts so the community could review the tradeoffs of each approach and provide feedback before the committee develops a final recommendation. A foregone conclusion of a single option was not the committee's preference.
Dual Language	How many students and teachers are in the Dual Language program? How many students qualify based on language needs versus choosing to participate in the program?	The elementary Dual Language program has approximately 303 students, 17 teachers and eight support staff members. Approximately 60% of participating students qualify for language services, while the remaining 40% participate by choice.
Dual Language	Why separate the Dual Language groups at Elsie? Would a central school for all Dual Language students be possible?	Yes. A single-school Dual Language model has been considered. The district's Dual Language Committee concluded that students benefit from learning alongside non-Dual Language peers, which is why the district has not pursued a dedicated Dual Language building.
Dual Language	If Elsie closes, how will the dual language classrooms be impacted?	Under Concept 2, Dual Language students currently attending Elsie Johnson would be reassigned to Heritage Lakes Elementary School. Transportation would be provided to students who qualify for it under the district transportation decision tree.
Equity	How does Concept 2 align with the district's equity goals, given that Elsie Johnson is CCSD93's only school in Hanover Park? Please discuss the diversity maps as part of the response.	The purpose of the review is to identify a sustainable districtwide solution, not to target a particular school or community. With capacity for approximately 2,900 elementary students and enrollment near 2,000, the district has substantial unused space. As the committee evaluated possible approaches, retiring Elsie Johnson emerged as one concept based on enrollment patterns, student locations and other districtwide considerations. The district also continues to consider demographic diversity as part of its analysis. You can learn more about the Diversity Index measurement and its associated data in the Committee Meeting #3 Presentation document on RSP's CCSD93 Boundary Study website, linked to www.ccsd93.com/bc.
Middle School	Why isn't retiring a middle school being considered? Given current middle school utilization, could one middle school accommodate all students in grades 6-8 while keeping all elementary schools open?	The district is unable to fit all students in grades 6-8, along with specialized programming, into one middle school.
Middle School	Can we look into retiring Roy while also keeping middle school feeders? To achieve a good balance, would it make sense to make Jay Stream and Stratford grades 5-8? Those two schools are more underutilized. That would free up space in all elementary schools for resources.	Moving fifth-grade students to the middle schools would further increase the disparity between elementary capacity and enrollment. If the district considered this plan, it would likely need to close two elementary schools because elementary capacity would remain approximately 2,900 students while removing fifth grade would reduce elementary enrollment to approximately 1,650 students.
Middle School	Why can't you discuss possible grandfathering for middle school? If you have not discussed this yet, where are the projected numbers coming from?	Grandfathering has not yet been determined. If the Board approves a boundary change, the district would then evaluate whether grandfathering is appropriate and how it would affect enrollment, transportation and family transitions. Current enrollment projections do not include grandfathered students.

Category	Question	Answer
Middle School	We were told fifth graders and middle schoolers were considered in terms of whether they would be grandfathered. Jessica said an eighth grader would be included in the boundary changes, so which is it?	Grandfathering has not yet been determined. If the Board approves a boundary change, the district would then evaluate whether grandfathering is appropriate, including for students approaching middle-school transitions.
Middle School	Middle school utilization is still around 50-55% at both schools. Why would that be a concern?	Lower utilization at both middle schools is not, by itself, the primary concern. The district is also seeking to avoid a significant enrollment imbalance between Jay Stream and Stratford and to maintain appropriate space for specialized programming.
Middle School	Since there is more capacity at the middle schools, can students in grades 6-8 for the next three years who would be affected have a choice of where to attend? Middle school is a difficult time for students to change friend groups.	Grandfathering has not yet been determined. If the Board approves a boundary change, the district would then evaluate whether grandfathering is appropriate and how it would affect students, families, transportation and enrollment.
Other	If the committee did not support closing Carol Stream because it would split students in middle school, how is it different if some Heritage Lakes students move to Roy or Western while students remaining at Heritage Lakes attend Stratford and those who move attend Jay Stream?	The committee did not support retiring Carol Stream Elementary School because the concept involved one school's 5th graders feeding into both middle schools, and that was initially not considered palatable. Heat maps of student residency also made this concept more difficult logistically to enact.
Other	Will specials still be provided at the same level in buildings?	Yes.
Process	Can you provide the actual weighting or scoring methodology used to compare the concepts? Specifically, how are student disruption, utilization, fiscal impact, equity, transportation, neighborhood continuity and feeder patterns weighted against one another?	There is no single formula that assigns numerical weights or scores to the concepts. The committee and Board are reviewing multiple factors, including students impacted, facility utilization, fiscal considerations, demographics, transportation, neighborhood continuity, feeder patterns and the Board's stated priorities. Pros and cons are articulated in the Committee Meeting #3 Presentation document on RSP's CCSD93 Boundary Study website, linked to www.ccsd93.com/bc.
Process	How are you expecting to get numbers in October but make a life-changing decision only days later?	The district does not expect the forthcoming Department of Health and Human Services data referenced in the question to materially change the enrollment projections.
Class Size/Capacity	The district population is similar to when Cloverdale was built in 2000-01 and when Jay Stream and Stratford became grades 6-8; it seems that our community grew back to capacity. Have you considered consolidating Roy and Western? They are half a mile apart and serve the same community.	To clarify, there were roughly 3,350 elementary students when Cloverdale was built, and there are roughly 2,000 now. Yes. We have considered consolidating Roy DeShane Elementary School and Western Trails Elementary School. Western Trails does not have the capacity to absorb all Roy DeShane students while also providing the necessary specialized academic programming.
Class Size/Capacity	Can you explain how we plan to get to building capacity? For example, would three classes of 16 become two classes of 24, resulting in fewer teachers and larger class sizes?	The district will strive to maintain its current class-size guidelines. However, there may be situations in which class sizes need to increase slightly.
Other Options	What alternatives have been discussed?	The options and concepts that have been shared through the Boundary Review process have been discussed by the committee. You can find all committee meeting documents posted on RSP's CCSD93 Boundary Study website, linked to www.ccsd93.com/bc.
Other	Is video recording of both nights going to be available to the public?	Yes. Video recordings of the presentation, as well as the two Q&A sessions, are available at www.ccsd93.com/bc.
Other	Have you asked for student input?	No.
Other	How many Board positions are up for re-election at the end of this year?	Three Board of Education positions are up for re-election.

Category	Question	Answer
Other	Some questions were not answered during the previous night's session. How does the district respond to concerns about transparency and unanswered questions?	We attempted to answer as many questions as possible during the Community Input Nights. Some questions may have required information that was not available in the moment or involved decisions that have not yet been made. This document is intended to clarify or answer such questions.
Other	Can we discuss grandfathering existing students? I have a sixth grader and a fourth grader. When this goes into effect, I will have a seventh grader, a fifth grader and a kindergartener. Will my children be split? Will grandfathering apply student by student or by family?	Grandfathering has not yet been determined. If the Board approves a boundary change, the district would then evaluate possible grandfathering options, including their impact on families, enrollment and transportation.
Other Options	Could consideration be given to closing the District Office to cut expenses and housing those employees in schools? Could this help the financial side of the budget and reduce the need to move children and staff?	The district can evaluate the District Office as part of its broader cost-reduction work. However, based on current analysis, closing or relocating District Office operations would not eliminate the need to address excess elementary capacity or the movement of students and staff. CCSD93 owns the District Office outright and does not pay property taxes on the building. It is also used for substantial storage of district curriculum resources and operational/facility equipment. Any savings from a sale would be short-term, and the long-term cost of renting a replacement facility would be greater.
Process	Is there a chance neither concept is chosen and nothing changes?	Yes. That is a possibility.
Process	Why weren't these "guiding principles" addressing growth, financial responsibility and related issues two and a half years ago? Was this mismanagement? The 2001 figure is not accurate.	Earlier boundary changes were developed internally and generally focused on smaller geographic adjustments. The current review uses an external consultant, a broader committee process and formal districtwide criteria to evaluate longer-term solutions.
Process	Where can we see the actual calculations and documents?	RSP & Associates performs the enrollment and boundary calculations used in the concepts. Supporting presentations, maps and other documents are available on the district's Boundary Review website at www.ccsd93.com/bc and RSP's site linked there.
Process	How do you address the potential conflict of interest/bias with a board predominantly made up of members with ties to Roy DeShane?	Board of Education members are elected to represent the entire district and take an oath of office to faithfully perform their duties. Each member is expected to consider the districtwide impact of any decision. Additionally, their ties extend beyond Roy DeShane School.
Process	Does the Board vote strictly yes/no on the presented recommended option, or do they have the ability to override the recommended option and vote the opposite option for approval?	The Board of Education would vote on the superintendent's recommendation and could support it, reject it or modify it if a majority of Board members supports a different action.
Process	The Board’s top three boundary criteria are: No. 1, duration of the boundary; No. 2, fiscal considerations; and No. 3, demographics. How is No. 9, students impacted by a boundary change, not in the top three? Concept 1 impacts 14% of elementary students and 23% of middle school students; Concept 2 impacts 22% of elementary students and 32% of middle school students.	The Board selected its priority criteria to guide the review from a districtwide perspective. Those priorities are considered alongside other factors, including the number of students affected.
Process	The Board President referenced an example in which an eighth-grade student's friend could be reassigned to a different school. How is that possible if no decision has been made?	No decision has been made. The Board President was describing a hypothetical example of how a boundary change could affect a student, not announcing an outcome for a specific student.
Programs	Where will the Magnet Program go if Roy closes? Is leasing out one of the schools an option?	If Concept 1 were approved, the Magnet program would need to be relocated to another district building. A specific location has not yet been determined. Leasing a retired school building is also one potential future-use option.
Dual Language	Has a Dual Language Building ever been considered?	Yes. The Dual Language Committee believes it is best for Dual Language students to interact with non-Dual Language students on a daily basis.

Category	Question	Answer
Programs	If Roy were to close, what happens to the Magnet and Monarch programs?	If Concept 1 were approved, the Magnet program would need to be relocated. The Monarch program could potentially continue to lease Roy DeShane School.
SAC	Where is SAC going if not at Heritage? My daughters have already been moved from Roy, and children, especially those with special needs, thrive on structure and routine with regular and stable staff and schooling. They thrive at Heritage Lakes.	If a school is retired, the district would review the location of all specialized academic classrooms and special education programs to determine placements that best meet student needs and available space.
SAC	As a committee member, I've heard concerns about not knowing where SAC would be located. Can the committee review utilization numbers at the next meeting both without SAC and with the district's projected SAC locations?	Yes. Additionally, the committee will receive utilization information both with specialized programming removed and with the administration's projected program placements.
SAC	Students in the SAC program will be displaced with Option 2. We should work hard to keep our SAC students in as consistent an environment as possible. Have you considered this?	Yes. The stability and continuity needs of students in specialized academic classrooms are one of the many important considerations in determining program placement. We will attempt to minimize these types of moves if possible.
SAC	You moved SAC last year. With Concept 2, there isn't enough space, according to your principal. Does that mean you want to move our special education students again?	There is a possibility that some special education programming could need to move again depending on the final plan. The district recognizes that consistency is especially important for many students receiving specialized services and would consider student needs and transition supports in making any placement decisions. We will attempt to minimize these types of moves if possible.
SAC/Budget	Constantly moving students with special needs, who often have the hardest time with change, is extremely concerning. The superintendent’s salary is over $300,000 while the district has a budget deficit. Are you taking a pay cut or freezing raises?	No members of the organization have been asked to take a pay cut or pay freeze.
School Selection	Based on utilization percentages: Roy DeShane at 46%, Western Trails at 50% and Elsie Johnson at 70%, why isn't Western Trails being considered for retirement instead of Elsie Johnson?	Western Trails was considered. Student-location data show a significant concentration of students living close to Western Trails, which makes retiring that building more disruptive from a neighborhood and transportation perspective.
School Selection	The red is heavy near Western, but we are putting more students there? And if you are moving Western students to place Heritage Lakes students there, that does not make sense.	The red in the heat map represents a high concentration of students living near the school, however its current overall utilization is roughly 62% of its capacity, meaning there is room for more students there.
School Selection	Why is Elsie Johnson included for potential retirement in Concept 2 rather than another school? What would happen to Elsie Johnson staff if Concept 2 were approved?	No decision has been made to retire any school; Concept 2 remains a draft concept for community consideration. Retiring a school would reduce the total number of positions needed districtwide. If a school retirement were ultimately approved, the resulting staffing reductions would not simply apply to that school's employees. Staffing decisions would be made on a districtwide basis in accordance with Illinois law, applicable collective bargaining agreements and employees' qualifications, tenure, performance evaluations and district service, as appropriate. For teachers, Illinois law establishes a formal reduction-in-force process that considers the positions teachers are qualified to hold and places them into groups based largely on their performance evaluation history. As a result, a teacher's current school assignment alone would not determine whether that teacher remains employed by CCSD93. Some teachers from the retired school could be reassigned to available positions elsewhere in the district, while staffing reductions could affect eligible employees currently working at other CCSD93 schools as overall staffing is aligned with districtwide enrollment and program needs.

Category	Question	Answer
School Selection	How does the district's philosophy on equity align with Concept 2 potentially retiring CCSD93's only school in Hanover Park?	The district is seeking a districtwide solution that improves facility utilization, supports equitable opportunities for students and demonstrates responsible stewardship of community resources. The concept involving Elsie Johnson was not developed because of its location in Hanover Park; it emerged from analysis of enrollment, where students live, capacity and other districtwide factors.
Staff	By closing one school, what happens to excess staff (e.g., CATS, specialists, administrators, support staff, etc.)?	Retiring a school would reduce the total number of positions needed districtwide. If a school retirement were ultimately approved, the resulting staffing reductions would not simply apply to that school's employees. Staffing decisions would be made on a districtwide basis in accordance with Illinois law, applicable collective bargaining agreements and employees' qualifications, tenure, performance evaluations and district service, as appropriate. For teachers, Illinois law establishes a formal reduction-in-force process that considers the positions teachers are qualified to hold and places them into groups based largely on their performance evaluation history. As a result, a teacher's current school assignment alone would not determine whether that teacher remains employed by CCSD93. Some teachers from the retired school could be reassigned to available positions elsewhere in the district, while staffing reductions could affect eligible employees currently working at other CCSD93 schools as overall staffing is aligned with districtwide enrollment and program needs.
Staff	What does this mean for staffing? Will the other schools need renovations or expansions to accommodate the new students? What staff could be minimized that are not at a school? Admin?	No building expansions are currently anticipated under either concept. The district also reviews staffing outside individual schools as part of its broader effort to align expenditures with its mission, enrollment and financial resources. Retiring a school would reduce the total number of positions needed districtwide. If a school retirement were ultimately approved, the resulting staffing reductions would not simply apply to that school's employees. Staffing decisions would be made on a districtwide basis in accordance with Illinois law, applicable collective bargaining agreements and employees' qualifications, tenure, performance evaluations and district service, as appropriate. For teachers, Illinois law establishes a formal reduction-in-force process that considers the positions teachers are qualified to hold and places them into groups based largely on their performance evaluation history. As a result, a teacher's current school assignment alone would not determine whether that teacher remains employed by CCSD93. Some teachers from the retired school could be reassigned to available positions elsewhere in the district, while staffing reductions could affect eligible employees currently working at other CCSD93 schools as overall staffing is aligned with districtwide enrollment and program needs.
Staff	Is it true that positions have been added at the District Office level?	No. District Office staffing is the same today as it was immediately before COVID-19.
Staff	For either school closure, what happens to the staff and teachers in that school?	Retiring a school would reduce the total number of positions needed districtwide. If a school retirement were ultimately approved, the resulting staffing reductions would not simply apply to that school's employees. Staffing decisions would be made on a districtwide basis in accordance with Illinois law, applicable collective bargaining agreements and employees' qualifications, tenure, performance evaluations and district service, as appropriate. For teachers, Illinois law establishes a formal reduction-in-force process that considers the positions teachers are qualified to hold and places them into groups based largely on their performance evaluation history. As a result, a teacher's current school assignment alone would not determine whether that teacher remains employed by CCSD93. Some teachers from the retired school could be reassigned to available positions elsewhere in the district, while staffing reductions could affect eligible employees currently working at other CCSD93 schools as overall staffing is aligned with districtwide enrollment and program needs.

Category	Question	Answer
Staff	A staff member told me directly that you have not communicated to them the impacts on their jobs. Can you speak to this?	The district has shared general information with staff about the boundary review, but specific individual job impacts cannot be determined until the Board makes a final decision. The district does not want to create unnecessary anxiety by speculating about individual positions before an outcome is known. Once a decision is made, the district will communicate with affected staff as soon as possible. One reason this process is taking place early in the school year is to give any affected staff members the best opportunity to seek open positions in other districts when hiring for the following school year typically begins in winter and spring.
Staff	Last night you told us the staffing was similar at Roy and Elsie. The online directory shows a significant difference in staffing. Can you elaborate?	The original statement was intended to refer to the school-office staffing, including administration and building secretaries, not teaching and support staff. Elsie Johnson Elementary School has more teachers and support staff than Roy DeShane Elementary School.
Student Support/SEL	If there would be a reduction in staff when closing a school, doesn't that mean there would be less support for students since the number of students isn't changing?	The overall number of staff positions could decline, but support resources would be redistributed based on student enrollment and needs at each school. The district's intent is to continue providing appropriate academic, social-emotional and specialized support to students.
Student Support/SEL	My daughter is close with a lot of Cloverdale students. I know firsthand that some did not receive the support they needed. How are you assuring social-emotional support?	We take concerns about student support seriously. Families with a concern about an individual student's experience should contact the school principal so the specific situation can be understood and addressed. At the district level, we remain committed to providing appropriate social-emotional supports at every school.
Student Support/SEL	Friendships and community are made in elementary, but you can't tell me where current 5th graders will go to keep their community?	No final decision has been made, so the district cannot yet identify the future school assignment of every current fifth-grade student. If a boundary change is approved, the district would communicate assignments and any transition or grandfathering provisions as soon as those decisions are finalized.
Student Support/SEL	What types of support will be in place to support students who are switching schools entirely and won't have any of the students they previously went to school with?	Students changing schools would be identified in advance, and support teams at the receiving schools would be given information needed to help plan their transition. The district would provide transition supports intended to help students build connections and adjust to their new school, including welcome events.
Student Support/SEL	If more students flow to Stratford, how will resources be allocated to better support the students there? (Concept 1)	Resources would be adjusted based on enrollment and student needs at both middle schools. If Concept 1 results in additional students at Stratford, that could include reallocating staff or other resources from Jay Stream to Stratford so supports remain appropriately aligned.
Student Support/SEL	Moving to a new school can bring new opportunities or challenges. I want to know that our children would receive at least the same level of educational support. How do these two concepts help my child's education?	Both concepts are intended to improve districtwide equity in areas such as class sizes, access to support services and use of facilities. The district cannot predict how a boundary change would affect every individual student's experience, which is why transition planning and maintaining consistent educational opportunities would be important parts of implementation.
Student Support/SEL	Where in the scoring methodology is the social-emotional impact of separating established students measured? The students have spent six years developing friendships and support systems. Did you quantify the disruption, or is student impact simply a count of students whose assigned school changes?	There is no numerical scoring methodology for social-emotional disruption. However, the number of students changing schools and the effect on school communities are factors considered in the review. The district recognizes that changing schools can cause anxiety and would develop transition supports for affected students if a boundary change is approved.
Sustainability/Future Concerns	How sustainable are these concepts? If savings are not achieved or enrollment falls, will we be in this room again discussing something again in a few years?	Based on current enrollment and demographic projections, the district believes either concept could remain effective for approximately five to seven years, assuming there are no significant unanticipated changes in housing development or household demographics. Enrollment and facility utilization would continue to be monitored after any change.
Sustainability/Future Concerns	How much stability does each concept give the community when potentially having another boundary change down the road? How many years does concept 1 give vs. concept 2?	Based on current enrollment and demographic projections, the district believes both concepts could remain effective for approximately five to seven years. Neither concept is expected to eliminate the need for ongoing enrollment monitoring, and future changes could still be necessary if actual conditions differ significantly from projections.

Category	Question	Answer
Sustainability/Future Concerns	Any plans to reopen or reutilize whichever building closes? Can you share any plans or options?	A retired building could potentially be reused by the district in the future if enrollment or program needs warranted it. In the meantime, the district would evaluate appropriate uses for the property, which could include leasing it to another entity, ideally a school. While current projections do not indicate a need to reopen a retired school in the near term, any lease agreement would provide the district with flexibility to reclaim the building for district use if it became necessary.
Sustainability/Future Concerns	What will be done if these changes negatively impact our data and learning?	The district will continue to monitor academic outcomes through the methods currently in place, including Key Performance Indicators identified within our Strategic Plan. If academic outcomes decline following implementation, the district would analyze the data with school administrators and teaching staff and adjust instructional strategies, staffing or supports as appropriate.
Sustainability/Future Concerns	If our academic data dips, what will be done? How will you proactively support this before the 2027-2028 school year?	The district would plan transition supports before any approved change takes effect and would continue monitoring academic, attendance and student-support data after implementation. If outcomes decline, administrators and teaching staff would identify and implement appropriate instructional or support strategies.
Sustainability/Future Concerns	If Elsie closes, what happens in the future with the new apartments in The Grove? There are 250+ units. What school will those students attend if Heritage and Cloverdale are near capacity?	The district's enrollment projections account for anticipated housing development, including the planned apartment development referenced in the question. Based on the currently expected unit mix, communications with Village of Bloomingdale officials, and demographic assumptions, the district does not project a large number of school-age children from that development. Actual enrollment would continue to be monitored as the development is completed.
Sustainability/Future Concerns	How long before more cuts are needed?	The district reduced expenditures in the 2026-27 budget by approximately $1.5 million. The current goal is to reduce expenditures by approximately $3 million for 2027-28 and another $1.5 million for 2028-29, with the objective of returning to a balanced operating budget. A potential school retirement would contribute a substantial portion of these savings.
Sustainability/Future Concerns	More housing construction is occurring along Lies Road, in Bloomingdale and in other nearby areas. Could this cause the district to reopen a school that the committee closes within the next 1-4 years?	The district would continue monitoring actual enrollment from new housing developments against RSP's projections. A retired school could be reconsidered for district use if actual enrollment or program needs eventually exceed available capacity.
Title I	How many Board members have children in the district, and which attendance areas do Board members and their families collectively represent? Could a boundary change cause another school to qualify for Title I status?	Based on both where the seven elected Board of Education members live and the schools their children attend, the Board members collectively represent the attendance areas of all six elementary schools and both middle schools in the district. All six elementary schools provide rigorous academic programming and social-emotional supports, and a boundary change would not necessarily result in another school qualifying for Title I status.
Title I	Since Elsie Johnson is a Title I school, could Heritage Lakes become a Title I school under Concept 2? How is Title I status determined?	Not necessarily. Title I status is determined using student economic-need data and available federal funding; a boundary change by itself would not automatically make Heritage Lakes a Title I school.