Crystal Lake Elementary District 47

Elementary Boundary Recommendations

July 2026

Purpose of the Boundary Review

Maintaining balanced student enrollment across our schools is crucial for providing equitable access to resources, facilities, and educational opportunities. District 47 is reviewing current boundaries in an effort to balance enrollment, offer a cohesive K-12 experience, consistent access to programs, improve transportation efficiency, and keep students at their home schools whenever possible. This initiative is focused on the long-term stability for our schools, and ultimately, to better support our students.



Why is a Boundary Change Necessary?

- Enrollment aligned to capacity means appropriate class sizes and stronger learning environments
- Balanced buildings allow consistent, equitable staffing models that give every student access to qualified support
- These changes are preparing the school district long-term to be able to better accommodate new developments and student populations in the north and central areas of Crystal Lake

Connection to the Strategic Plan





- *Ensure facilities are equitable across the district*
- *Prioritize funds for the purpose of student growth*
- *Remaining fiscally responsible and good stewards of taxpayer dollars*

Our district has an enrollment imbalance across school buildings. Both recommendations will ensure that every child has the same quality of school experience, regardless of which building they attend. District 47 will be able to run more efficiently, the money saved can be put back into school improvements that directly benefit students and do not increase taxes.

Recent Feedback Opportunity

Survey Feedback

PARTICIPATION
Breakdown of Participation

What school(s) or building(s) are you associated with?

358
Responses

%		Answer *(Multiple select)*
9%	(34)	Canterbury Elementary
15%	(54)	Coventry Elementary
14%	(49)	Glacier Ridge Elementary
11%	(41)	Husmann Elementary
9%	(31)	Indian Prairie Elementary
11%	(38)	North Elementary
11%	(41)	South Elementary
6%	(21)	West Elementary
14%	(49)	Woods Creek Elementary
8%	(27)	Bernotas Middle School
14%	(50)	Hannah Beardsley Middle School
16%	(57)	Lundahl Middle School
1%	(2)	CORE
0%	(0)	Operations
1%	(2)	TJA

Top Themes

Social Emotional Impact

- Concerns about the emotional and social effects of boundary changes on their children.

Proximity and Transportation

- Proximity should be a key factor in boundary decisions to foster a sense of community and reduce logistical challenges.

Equity and Class Size

- Ensuring equitable class sizes and resources across schools is a priority for many respondents.

Top Themes

Special Programs and Inclusivity

- The need for dual language and special education programs to be accessible across the district, ensuring inclusivity and equitable opportunities for all students.

Communication and Timeline

- There is a call for transparency and timely updates to allow families to plan accordingly.

Timeline, Education, & Engagement Opportunities

Timeline

July 2026

- Dr. Hinz will begin presenting on the boundary adjustment recommendations at Board of Education meetings starting in July.

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.

Timeline

Boundary adjustments approved by the Board of Education will go into effect for the 2027-2028 school year

Moving forward:

The timeline doesn’t end after a decision is approved by the Board of Education. For families impacted by the change, schools will provide opportunities to connect, meet staff, and build a sense of belonging.

We are committed to ensuring every student feels supported and welcomed in their new school community.

Goals & Priorities of Boundary Review

Goals & Priorities

1. Establish contiguous boundaries, utilizing natural divisions between neighborhoods as attendance lines

2. Prioritize reducing time spent on buses for students to minimize transportation costs, looking for opportunities to add PreK and special education programming in more central locations

3. Balancing class size throughout the district

Goals & Priorities

4 Plan boundaries with longevity in mind, taking current and potential future housing developments into consideration

5 Facilitate a cohesive K-12 experience by ensuring as many schools as possible have students progress from one grade level to the next, maximizing student connectivity with their peers

6 Create a second centrally located site for PreK in order to reduce bus transportation times for early childhood students who live in our northern boundaries

Impacts of No Boundary Adjustments

What if we do nothing?

Impacts of No Significant Boundary Changes

Student/Family Impact

- Many students will continue to have long bus rides, including new ones created to accommodate students from new developments
- No PreK location will be able to be added more centrally if space isn't made available by boundary changes
- Overcrowding in some schools and class size variation by building

District Impact

- Increased transportation cost to the district
  - longer routes require more driver time, increased amounts of fuel, and more wear and tear on of the buses and equipment
- Inefficient use of facilities and human resources

Recommendation 1:
Grade-Level Centers

What are Grade-Level Centers?

Grade-level centers create school pairs that house specific grades rather than a traditional K-5 elementary. They facilitate targeted, developmentally appropriate instruction, social-emotional support, and easier teacher collaboration.

Combining grades from both schools would help balance class sizes, reducing the number of classrooms that are over or under capacity.

School Pairings

1	2	3	4
Glacier Ridge Polar Bears: PreK-2nd	Coventry Eagles: K-3rd	North Star Huskies: PreK-2nd	West Wildcats: K-3rd
Woods Creek Cubs: 3rd-5th	Canterbury Knights: 4th-5th	Husmann Cougars: 3rd-5th	South Sabre Cats: 4th-5th

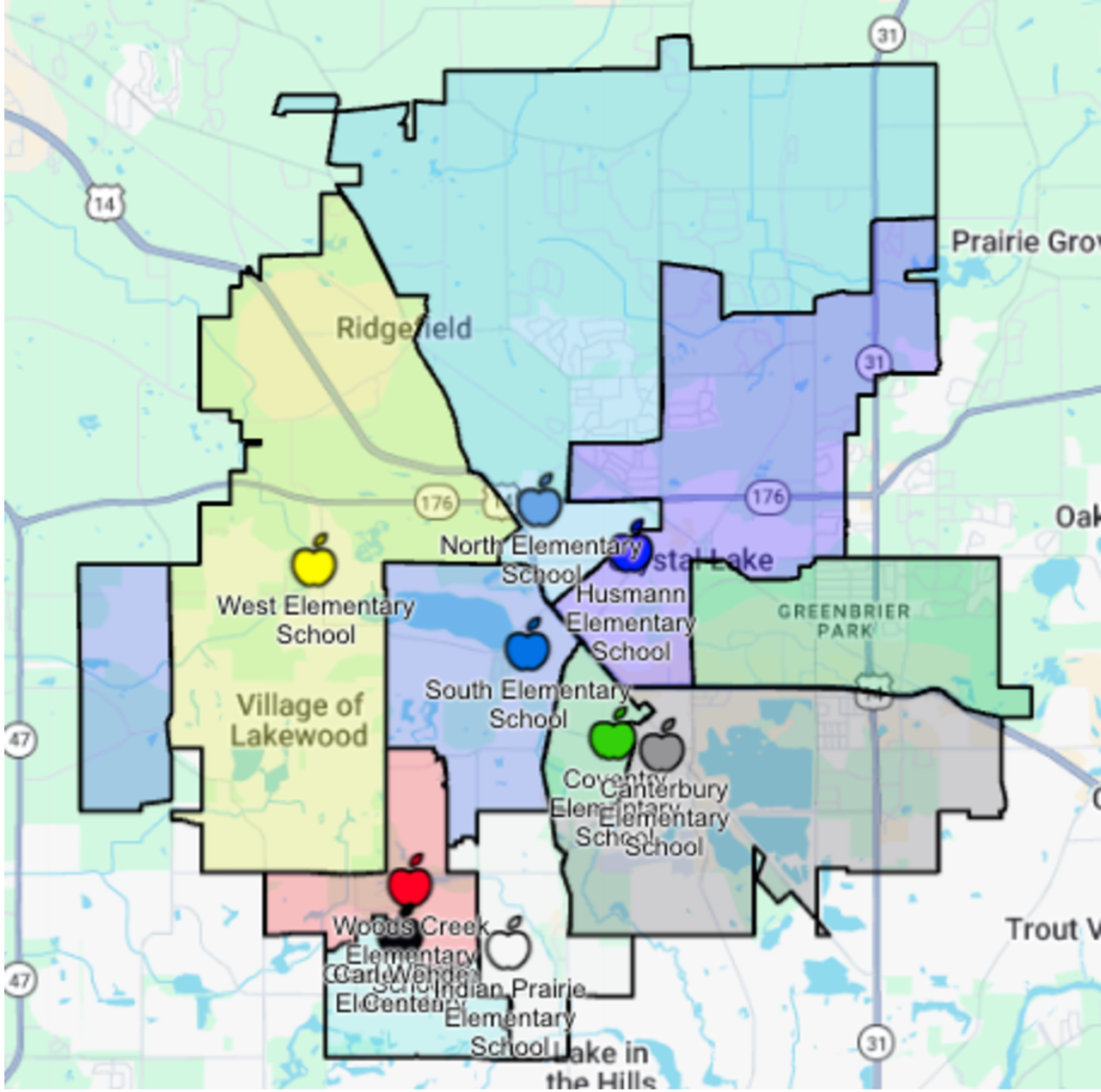
Indian Prairie Wolves

Creates up to 4 pairings of elementary schools into grade-level centers. Indian Prairie would remain a K-5 school building.

Map

Attendance Areas would be combined and then split by grade levels

- North & Husmann
  - Light blue and purple
- West & South
  - Yellow & dark blue
- Woods Creek & Glacier Ridge
  - Red and light aqua
- Coventry & Canterbury
  - Green and gray



How this Aligns with Our Priorities

- Keeps neighborhoods intact while addressing future capacity, transportation, and long-term enrollment balance
- Nearby buildings allow transportation routes and sibling schedules to remain largely unchanged
- Open up space at North to add a more centrally located PreK program
- Removes both non-contiguous boundaries and creates a K–12 pathway for the Ridgefield area.
- Supports balanced class sizes and flexible student grouping options in grades K–5
- Creates more developmentally appropriate elementary environments, routines, and learning spaces
- Improves building space usage, traffic flow, and operational efficiency
- Gives teachers more targeted professional development opportunities and stronger grade-level collaboration
- Reduces duplication of curriculum materials, library resources, and specialized software across buildings



Key Benefits

- Balances class size by redistributing enrollment
- Additional, more centralized PreK at North Elementary. (PreK would have exposure to the Dual Language program)
- Keeps neighborhoods together
- Creates larger teacher teams, leading to more support, climate, and culture
- Professional development for staff and instruction for students can be more focused, potentially leading to more growth

Acknowledging Challenges

- Grade level configurations are inconsistent across the district (K–5, K–2/3–5, K–3/4–5)
- Some building modifications like bathrooms and playground area would be necessary to accommodate primary grade levels in some buildings and intermediate at others
- Does not move enough students to southern schools, which keeps most special education programming concentrated in those buildings
- School start and end times would need to shift slightly between paired schools due to transportation needs. Staggered schedules would still allow siblings to be picked up and dropped off in their neighborhoods at the same time

Recommendation 2:

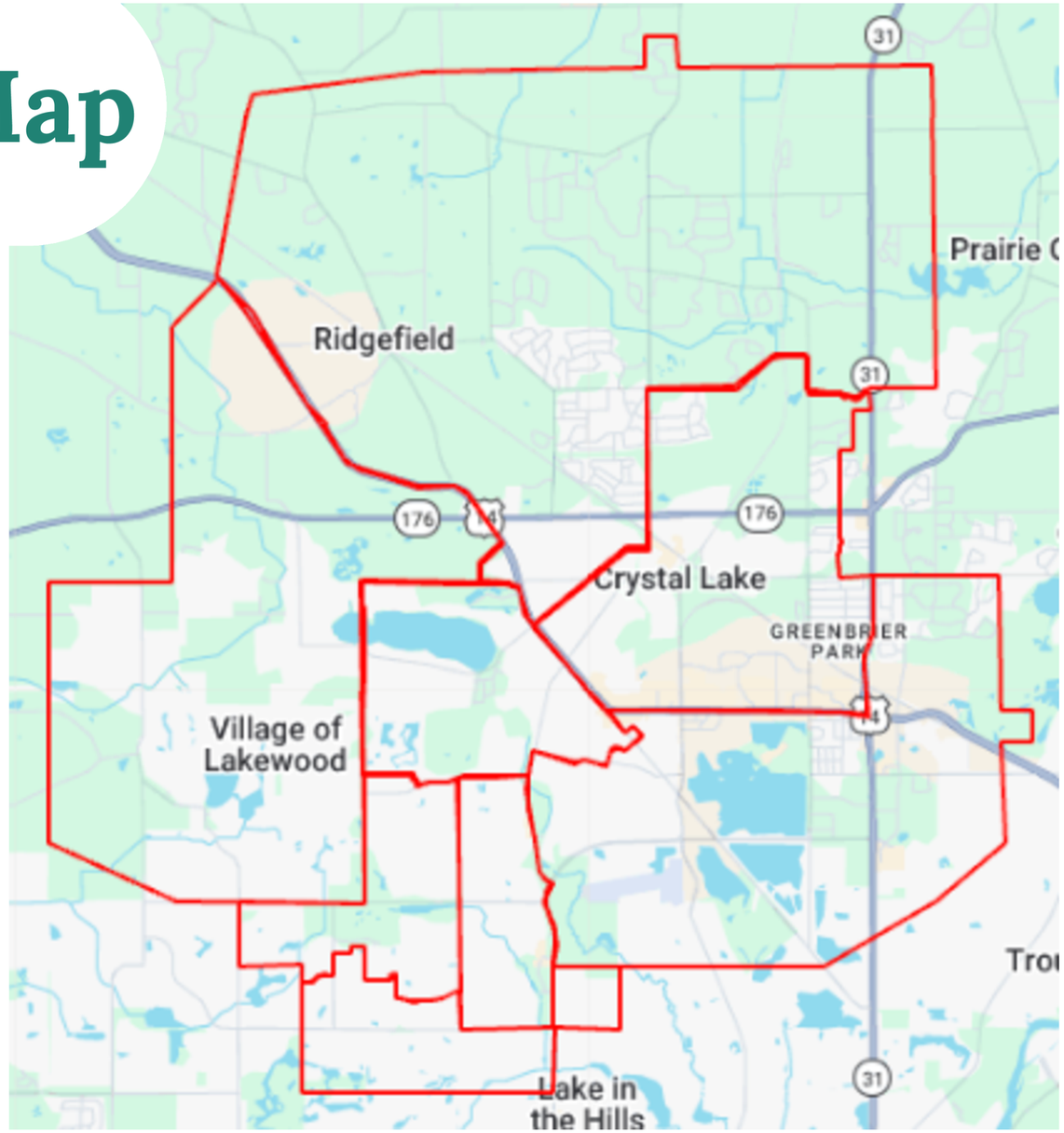
Multilingual Language Academy

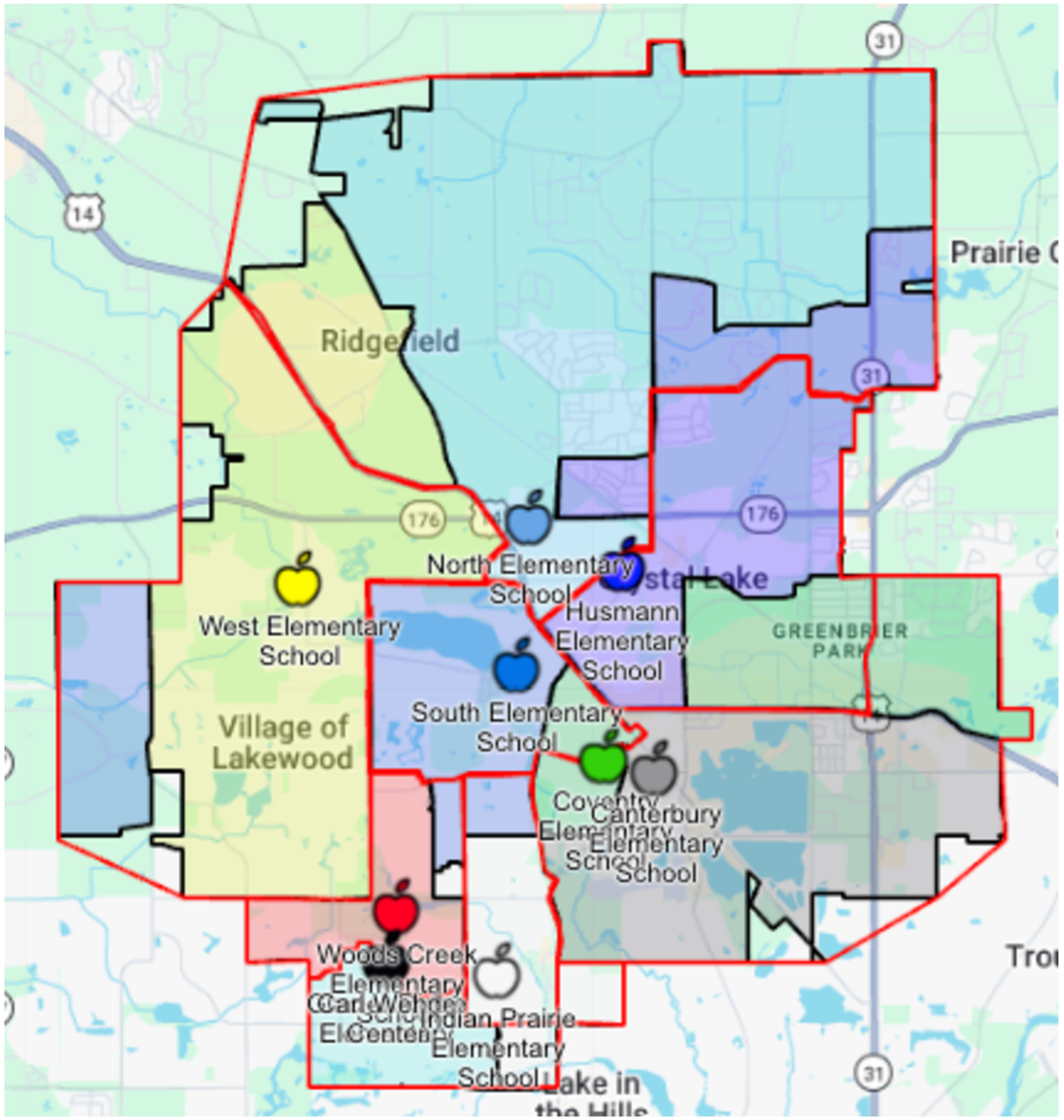
What is a Multilingual Language Academy?

Instead of offering the Dual Language program in multiple elementary schools, a Multilingual Language Academy would bring all Dual Language students together in one building. Students split their instructional time between two languages, English and Spanish. Coventry Elementary would transition to a Multilingual Language Academy, serving all Dual Language students in a single location.

- The boundary lines would be redrawn for those in the current Coventry boundaries to go to other schools
- This is for the dual language program only, English Language Learners (ELL) would still receive services in all other schools

Map


Ridgefield
Crystal Lake
GREENBRIER PARK
Village of Lakewood
Lake in the Hills
31
176
14


Ridgefield
West Elementary School
North Elementary School
Husmann Elementary School
South Elementary School
Coventry Elementary School
Canterbury Elementary School
Woods Creek Elementary School
Indian Prairie Elementary School
Village of Lakewood
GREENBRIER PARK
31
176
14

How this Aligns with Our Priorities

- Removes both non-contiguous boundaries
- Creates a K–12 pathway for the Ridgefield area
- Supports balanced class sizes and allows flexibility in separating K–5 students as needed
- Provides more targeted professional development, support, and growth for Dual Language staff and programs
- Opens space for additional PreK classrooms in a more central location
- Allows for movement of self-contained programs across the district
- Improves operational and resource efficiency by reducing duplication of curriculum and books, focusing resources at the Multilingual Language Academy
- Supports teacher recruitment through stronger team structures, collaboration, and community building



Key Benefits

- Balances class size by redistributing enrollment
- Additional, more centralized PreK at North Elementary
- Allows for redistribution of enrollment in the southern schools, which frees up space to move self-contained programs across the district
- This would allow for more targeted professional development and stronger staff support systems, addressing current challenges that contribute to the loss of dual language teachers to other districts

Acknowledging Challenges

- Coventry has enough space to serve all current Dual Language students. To keep enrollment within the building's capacity, enrollment for students each year at kindergarten would need to be limited to 5 classes or a total of 110 students.

- Transportation is provided for students who meet the State’s requirements (i.e. 1 ½ miles from the school) without having to cross a hazardous walkway/intersection. The program is centrally located in town and remains voluntary for English-speaking participants.

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 presentations in July, August, September, and 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
- September survey

Crystal Lake Elementary District 47

Balanced Classes. Focused Support. Stronger Schools.