



Planning for the Future – Boundary Analysis

Community Consolidated School District 93

Committee Meeting #1

June 23, 2026

RSP & Associates

RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of combined education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Clients:

RSP was founded with a desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

RSP Planning Team:

Robert Schwarz, CEO

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

Ginna Wallace, Planner

- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Central Unit School District 301

- Enrollment Analysis, 2024/25

St. Charles CUSD 303

- Enrollment Analysis, 2025/26
- Boundary Analysis, 2023/24

Schaumburg CCSD54

- Enrollment Analysis, 2023/24



Agenda and Objectives

Part 1: About the Process	15 min
Part 2: Enrollment Analysis Summary	15 min
Part 3: Committee Activities	30 min
Part 4: Process Wrap Up	10 min



Tonight's Goal:

- Familiarize committee with process and framework from the Board
- Participate in brainstorming activity to be explored by facilitators

Committee Ground Rules



FACILITATOR WILL LEAD

Facilitator will lead meeting and provide opportunities for discussion



BE AN ACTIVE LISTENER

Provide complete thoughts, have no personal agenda



COME PREPARED

Come prepared for the discussion



REMAIN ENGAGED

Actively participate during the meeting

STAY OPEN MINDED



BE TIMELY

Make your points concisely, allow others a chance



REMAIN THOUGHTFUL AND RESPECTFUL



USE PARKING LOT

Place to save questions for future discussion



Parking Lot

Question Placeholder Tool

Purpose: Place to put questions to be answered at a future date. Use the sticky notes/cards to send questions/comments for future discussion.

Items that go in Parking Lot:

- ☐ Questions about items you would like answered
- ☐ General comments or thoughts
- ☐ Answered by either RSP or Administration prior to the next work group meeting

Important: The Parking Lot is **NOT** meant to be over-loaded with requests that are outside of this process' scope. Please be mindful of RSP and administrators when adding items to the Parking Lot.



Activity: Committee Introduction

Round Robin Introduction

Purpose: Build connections, understand the perspectives represented on the committee, and learn more about one another.

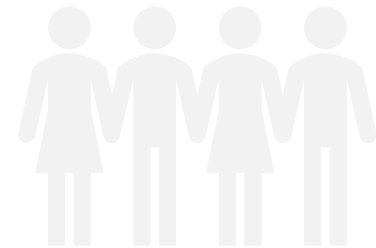
How it Works:

Please briefly introduce yourself by sharing:

- Your name
- Your role or connection to the district/community
- If you have children in the district, what school(s) they attend
- One thing you hope this committee accomplishes

Time: 10–15 Minutes

(Approximately 30–60 seconds per person)



Part 1:

About the Process

RSP's Role as Facilitator:

- ☐ Provide data analytics to utilize in process
- ☐ Guide discussion and keep conversations on-task
- ☐ Lead committee activities to consider new ideas, compare differences, build consensus, etc.

There may be tough conversations needed at meetings to move the school district in the direction best for students and to meet BOE objectives. RSP is not advocating for or against any decision but facilitating the work of this committee.

Boundary Process Introduction

Observations:

- This report kicks off a **6-month process** to review elementary attendance boundaries
- This process includes:
 - **3 Board Meetings**
 - **4 Committee Meetings**
 - **2 Public Input Nights**
- Board of Education is **set to establish the foundation and goals of this process** at the May 20th and June 22nd Board Meetings.
- **Board-Approved** foundation items may include, but are not limited to:
 - **Guiding Principles**
 - **Prioritized Boundary Criteria**
 - **Measures of Success**

2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93



Enrollment Analysis May 2026

Board One on One Meetings Virtual
Board of Education receives Board Homework and discusses their thoughts on possible Boundary configurations
May 20, 2026 @ 2:00 PM

Board Workshop Meeting #1 In-Person
Board of Education receives Enrollment Analysis, Guiding Principles & Boundary Criteria affirmation
June 22, 2026 @ 6:00 PM

COMMITTEE MEETING #1
RSP In-Person
Receive charge, process, and discuss options
RSP to present 1-3 solutions
June 23, 2026 @ 6:00 PM

COMMITTEE MEETING #2
RSP via ZOOM
Refine scenarios, discuss options, reach consensus
July 21, 2026 @ 6:00 PM

COMMITTEE MEETING #3
RSP via ZOOM
Refine scenarios, discuss options, reach consensus
Prepare for Public Input
August 5, 2026 @ 6:00 PM

COMMITTEE MEETING #4
RSP via ZOOM
Refine scenarios, Review Public Input
Discuss/Consensus/BOE Recommendation
September 30, 2026 @ 6:00 PM

Board Meeting #2 In-Person
Adopt Boundary Plan
October 29, 2026 @ 7:00 PM

Important Items
* Retire/Repurpose an Elementary School
BOE & Community Input: In-Person Committee Meetings: Mix of In-Person and Virtual

COMMUNITY INPUT NIGHT #1
Includes a community survey
August 31, 2026 @ 6:00 PM

COMMUNITY INPUT #2
Includes a community survey
September 1, 2026 @ 6:00 PM



February 25, 2026



Main Takeaway: Stable enrollment with shifting grade-level demand requires proactive planning, clear communication, and ongoing data review to support long-term district success.

Process Guiding Principles

Board Approved June 22, 2026.

The CCSD93 Board of Education agrees to the following guiding principles, which will inform the boundary recommendation presented at the conclusion of this process:

1. Boundary adjustments should maximize utilization of existing facilities (targeting efficient capacity ranges) and promote long-term financial sustainability without creating unnecessary operational costs to optimize building utilization.
2. Boundaries should be designed to anticipate and accommodate future residential growth, allowing developing areas to grow into available capacity and supporting long-term enrollment stability.
3. Boundaries should support equitable access to educational opportunities, programs, and resources so that students across all schools have a consistent and high-quality educational experience.
4. Where possible, boundaries should respect neighborhoods and community identity, supporting the neighborhood school concept while balancing broader district needs.
5. Consideration should be given to natural and man-made boundaries (e.g., major roads, railroads) to create clear, logical, and easily understood attendance areas.
6. Boundaries should promote reasonable demographic balance across schools, supporting diversity and ensuring a comparable student experience district-wide.
7. Grandfathering, transfer options, and student placement decisions will be determined by administration to support smooth implementation and address unique circumstances.
8. Grade configuration starting point: K-5, 6-8 or K-4, 5-6, 7-8

Prioritized Boundary Criteria

Board Approved June 22, 2026.



1. Boundary Natural Features

All portions of the boundary are physically adjacent, no disconnected islands within the boundary.



2. Demographic Considerations

Boundaries that seek some level of balanced socioeconomic indicators. Variables may include programming, race/ethnicity, census household, etc.



3. Duration of Boundaries

Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.



4. Feeder System

Boundaries are geographically aligned between grade level to create a system where students mature in similar cohort



5. Fiscal Considerations (Capital)

Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates



6. Fiscal Considerations (Operational)

Boundaries that are planned to maximize district resources.



7. Neighborhoods Intact

Boundaries that ensure subdivisions are maintained in a school's boundary. RSP utilizes Planning Areas as neighborhood lines.



8. Projected Enrollment/Building Utilization

Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.



9. Students Impacted by Boundary Change

Boundaries that minimize the number of current students that have to change schools.



10. Transportation Considerations

Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

The Top Three Boundary Criteria are:

#1

Duration of Boundaries

#2

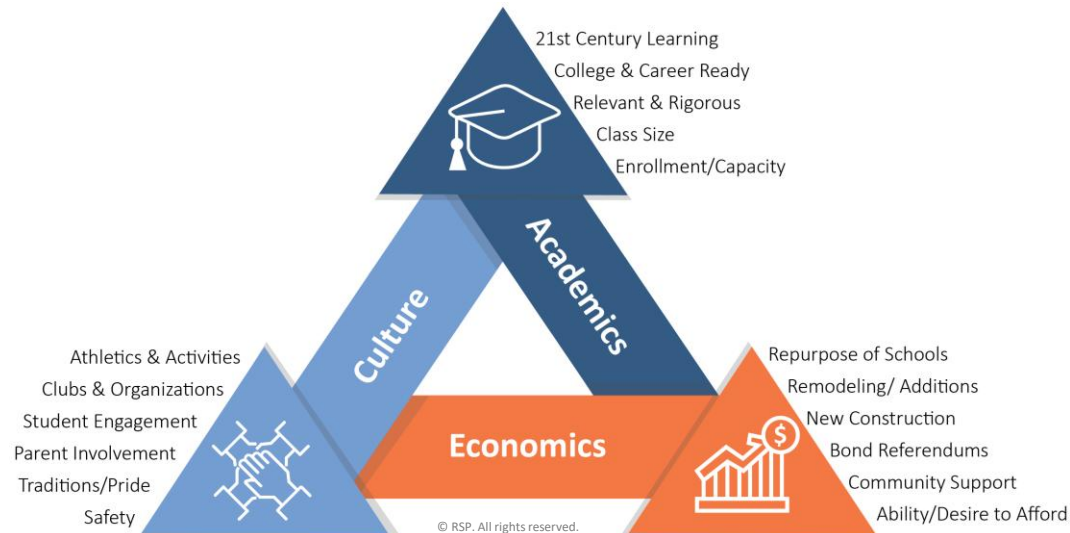
**Fiscal Consideration
(Operational)**

#3

Demographic Considerations

#4 Projected Enrollment/Building Utilization

ACE - Facility Planning Considerations



A

○ Academic Programming & Student Needs

- Alignment of facilities to support **core instruction, specialized programs, and future programming needs**
- Consideration of **special populations** (e.g., special education, multilingual learners, early childhood)

C

○ Community & Accessibility

- Walkability and **neighborhood connectivity**
- Impact on **student travel times and community identity**

E

○ Enrollment & Demographics

- **Current and projected** enrollment trends
- Distribution of students by **grade level and geography**

○ Capacity & Utilization

- Building utilization relative to **functional capacity (70–95% target)**
- Opportunities to improve **efficiency and reduce under-utilization**

○ Facilities & Infrastructure

- **Building condition**, age, and long-term maintenance needs
- Results of **facility condition assessments** and **capital investment priorities**

Part 2:

Enrollment Analysis Summary

Executive Summary

An overview of what is most notable for your school district, students, and community.



District wide enrollment is forecasted to remain stable but decrease at the elementary level:

- ↓ Elementary is forecasted to decrease by 68 students
- ↑ Middle School is forecasted to increase by 105 students



Capacity was provided by the district and analyzed in regard to projected enrollment for schools.

Under-utilization (<70% of Capacity with Attending Students) is forecasted to continue at:

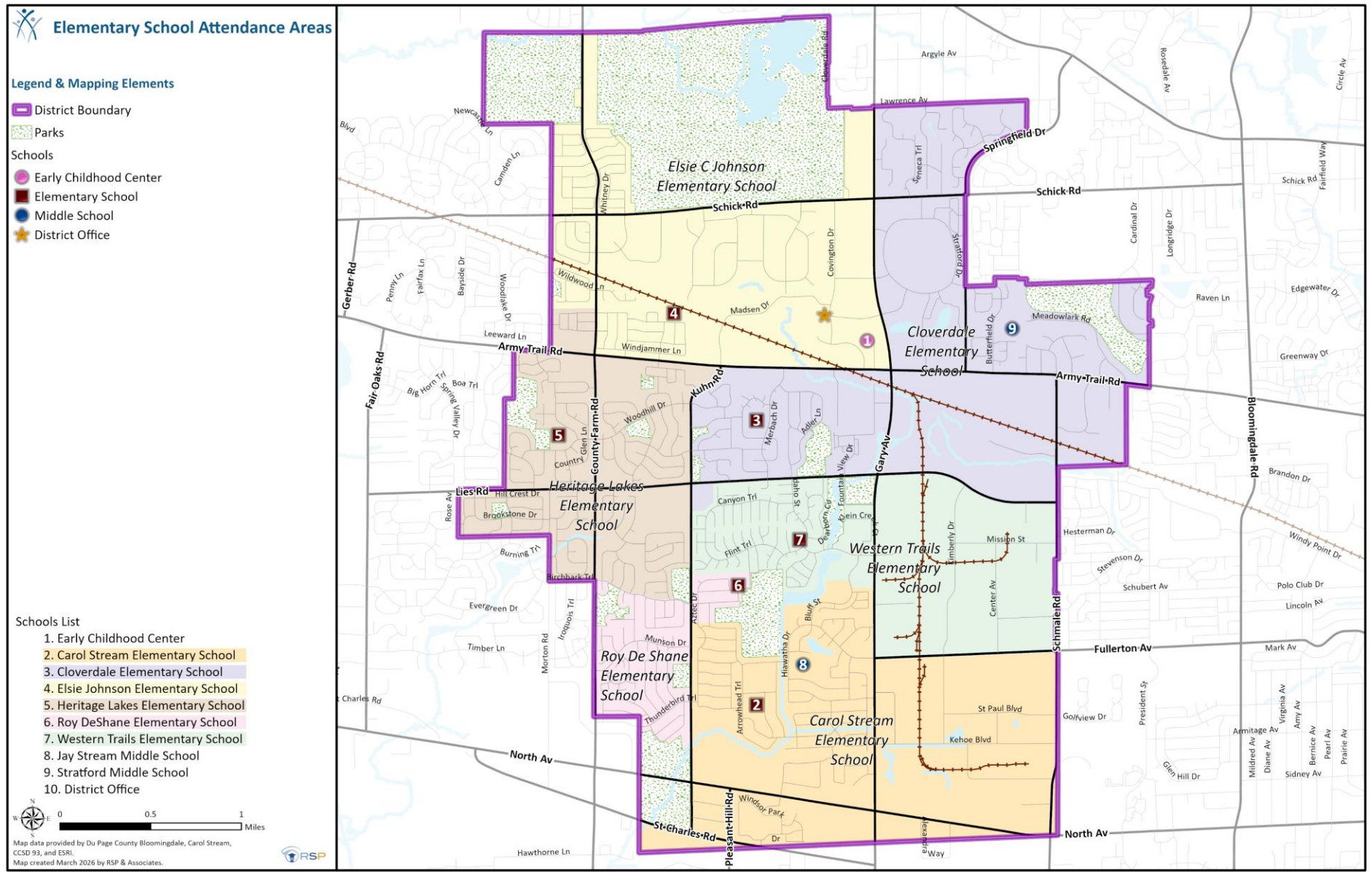
- Heritage Lakes Elementary
- Roy De Shane Elementary
- Western Trails Elementary
- Jay Stream Middle
- Stratford Middle



Key Variables to Note:

- ↓ Kindergarten lower than exiting 8th grade
- ↓ County live births are decreasing
- ↓ Total population is decreasing
- ↑ Redevelopment potential is increasing
- ↑ Housing turnover of existing units

Elementary Boundary Map



Middle School Boundary Map



Middle School Attendance Areas

Legend & Mapping Elements

-
- District Boundary

-
- Parks

Schools

-  Early Childhood Center
-  Elementary School
-  Middle School
-  District Office

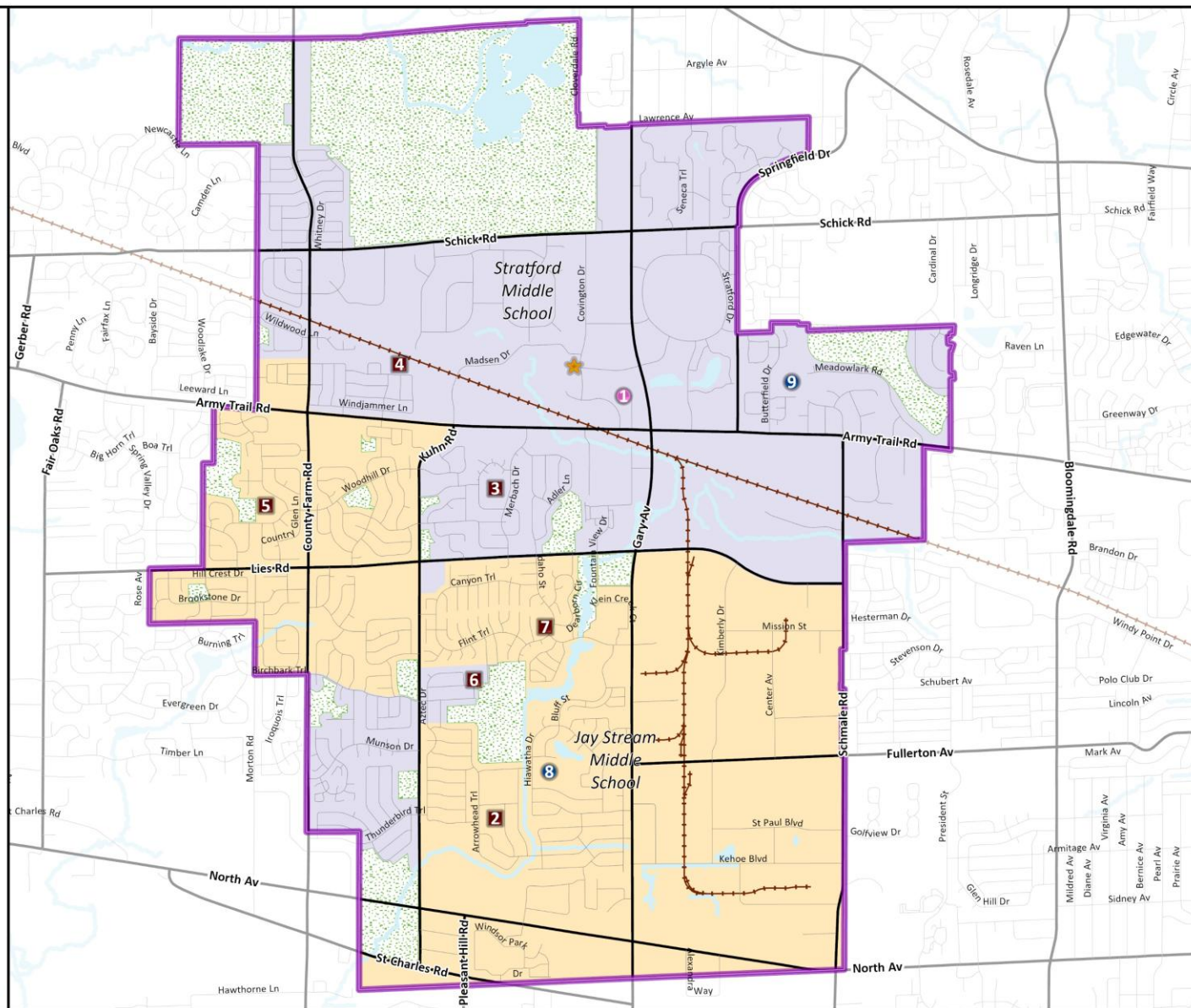
Schools List

1. Early Childhood Center
2. Carol Stream Elementary School
3. Cloverdale Elementary School
4. Elsie Johnson Elementary School
5. Heritage Lakes Elementary School
6. Roy DeShane Elementary School
7. Western Trails Elementary School
8. Jay Stream Middle School
9. Stratford Middle School
10. District Office

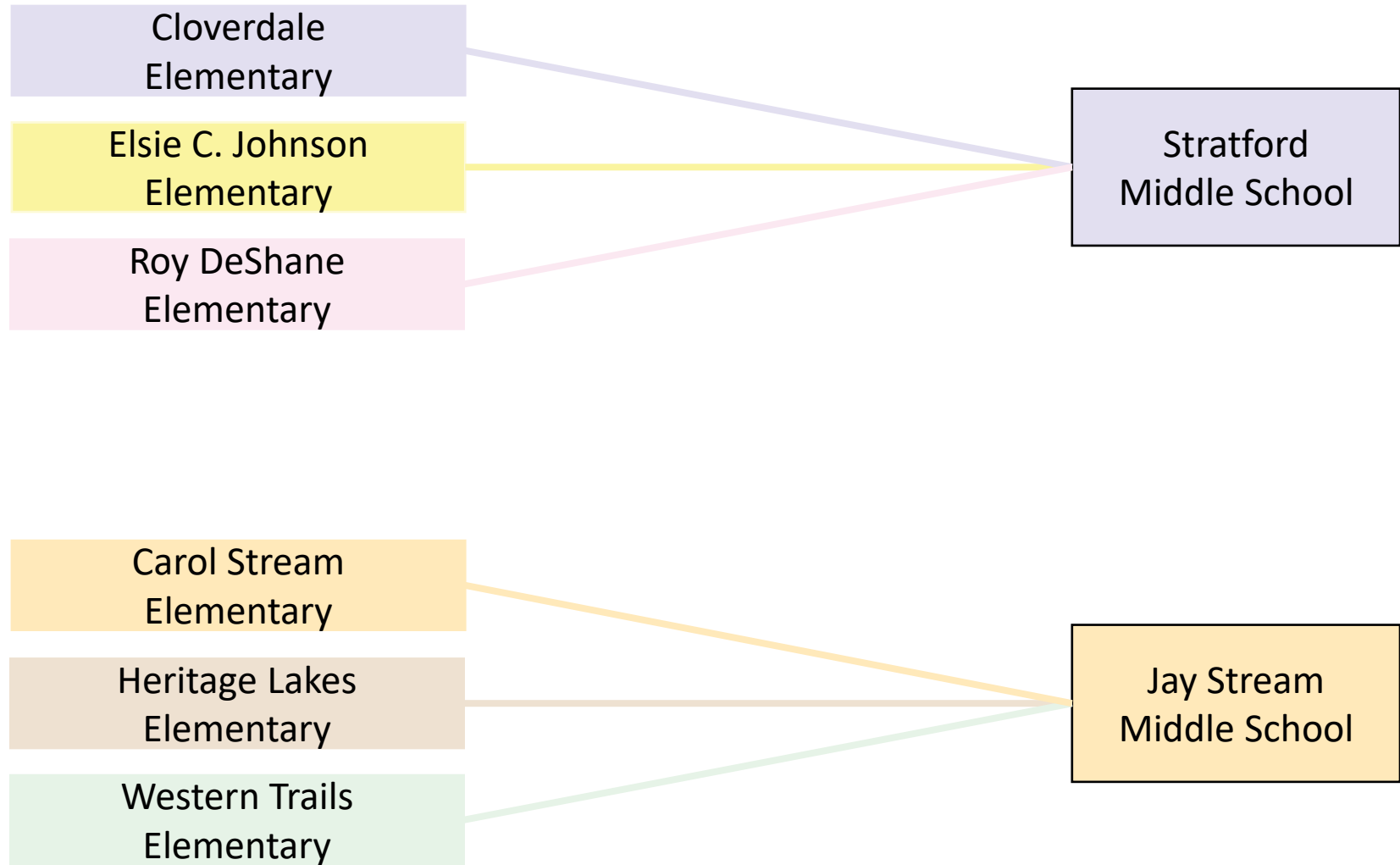


0 0.5 1 Miles

Map data provided by Du Page County Bloomingdale, Carol Stream, CCSD 93, and ESRI.
Map created March 2026 by RSP & Associates.



School Feeder Diagram



Source: CCSD93 and RSP

Understanding the Model

RSP recommends to continually monitor the following indicators:

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

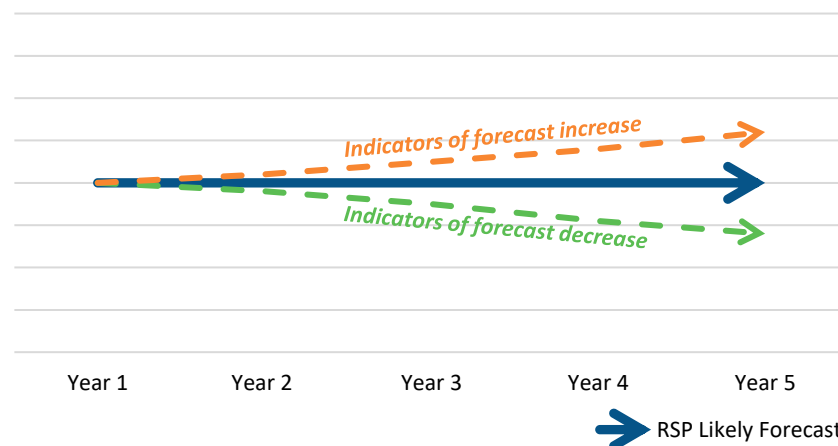
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each has a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

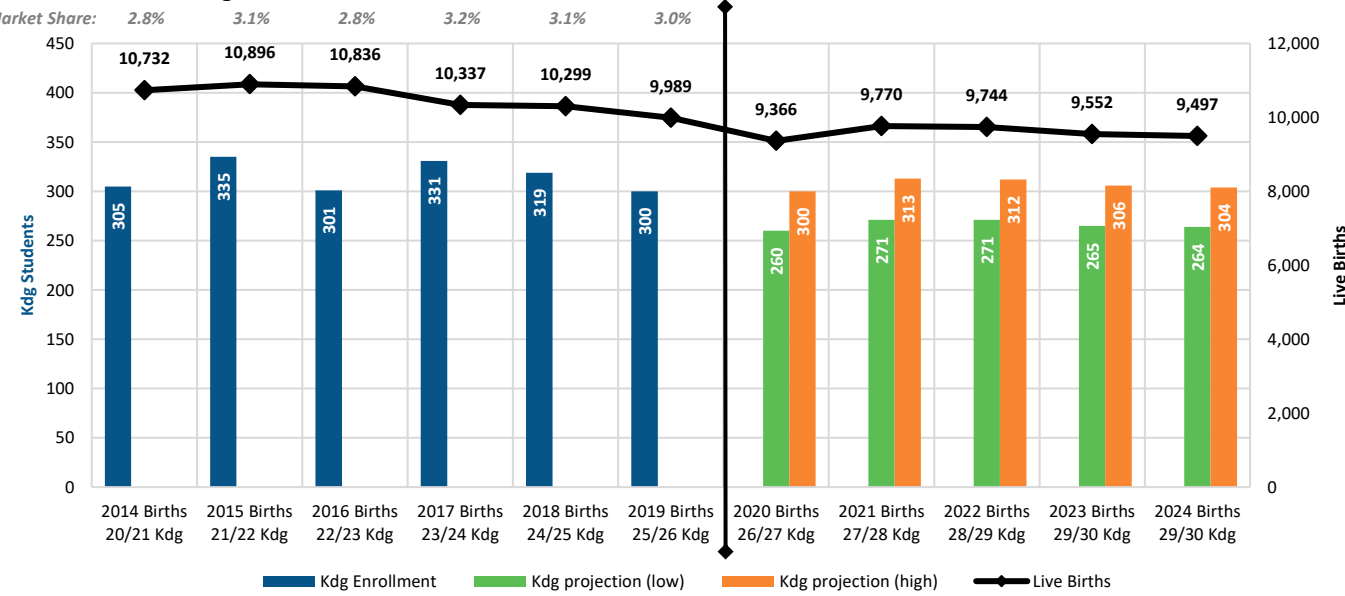
The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution



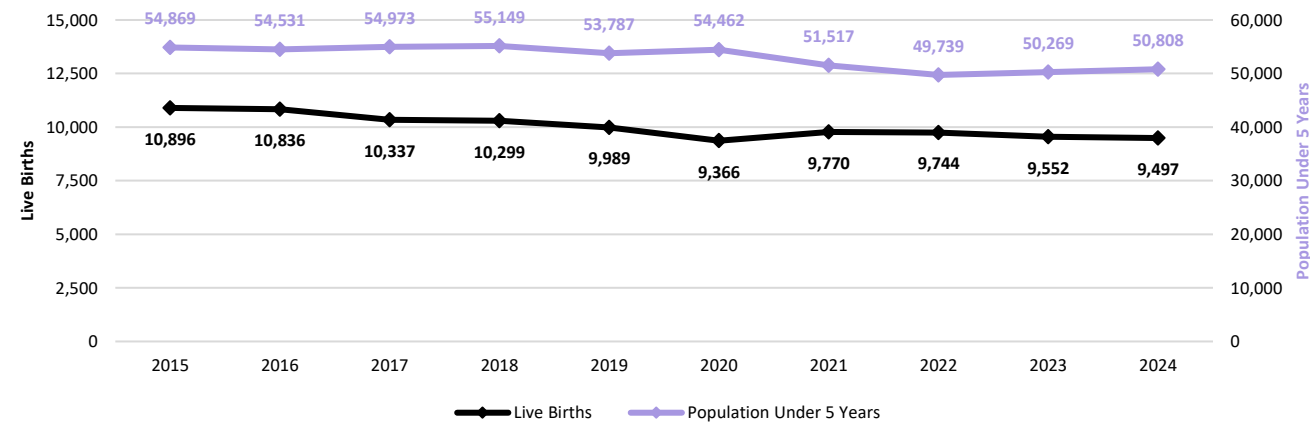
DuPage County Birth Rate Visuals

Live Births vs. Kindergarten Students 5 Year Later



Source: Illinois State Health Department 2008 to 2022, CDC Wonder 2023-2024, and CCSD93

Live Births and Population Under 5 Years of Age



Source: Illinois State Health Department 2008 to 2022, CDC Wonder 2023-2024, and US Census

Observations:

- Live births have **declined (↓)** since 2015, remaining below 10,000 annually since 2018
- Kindergarten enrollment mirrors this trend with a **decreasing trend**
- District market share of births has **trended downward**, reducing enrollment capture from available births
- Population under age five has **declined (↓)** to ~50,000 reinforcing a smaller future student pipeline
- Future Kindergarten enrollment will rely more on improving market share than on birth recovery alone
- **Enrolling over 300 students in Kindergarten will be a challenge with this demographic reality**

Main Takeaway: With both births and young population declining, sustaining Kindergarten enrollment will depend on improving the district's share of area births rather than relying on population growth.

Past Enrollment and Grade Progression

Enrollment By Grade

School Year	Grade										PK-8			K-8		
	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Change	% Change	Total	Change	% Change
2020/21	121	305	304	334	340	352	360	347	415	440	3,318			3,197		
2021/22	168	335	322	309	336	342	352	344	355	408	3,271	-47	-1.4%	3,103	-94	-2.9%
2022/23	188	301	348	328	315	342	345	355	360	370	3,252	-19	-0.6%	3,064	-39	-1.3%
2023/24	182	331	318	360	341	323	355	345	365	363	3,283	31	1.0%	3,101	37	1.2%
2024/25	187	319	353	315	367	354	332	352	358	382	3,319	36	1.1%	3,132	31	1.0%
2025/26	225	300	333	345	335	354	356	333	352	369	3,302	-17	-0.5%	3,077	-55	-1.8%

Enrollment Grade Change

School Year		Grade Progression Change										PK-8		K-8	
From	To	PK→PK	K→K	K→1	1→2	2→3	3→4	4→5	5→6	6→7	7→8	Change	% Change	Change	% Change
2020/21	2021/22	47	30	17	5	2	2	0	-16	8	-7	-47	-1.4%	-94	-2.8%
2021/22	2022/23	20	-34	13	6	6	6	3	3	16	15	-19	-0.6%	-39	-1.2%
2022/23	2023/24	-6	30	17	12	13	8	13	0	10	3	31	1.0%	37	1.1%
2023/24	2024/25	5	-12	22	-3	7	13	9	-3	13	17	36	1.1%	31	0.9%
2024/25	2025/26	38	-19	14	-8	20	-13	2	1	0	11	-17	-0.5%	-55	-1.7%
3-Year Average		12.3	-0.3	17.7	0.3	13.3	2.7	8.0	-0.7	7.7	10.3	16.7	0.5%	4.3	0.1%
3-Year Weighted Average		19.7	-8.5	17.2	-3.0	14.5	-0.8	6.2	-0.5	6.0	11.7	8.7	0.3%	-11.0	-0.3%

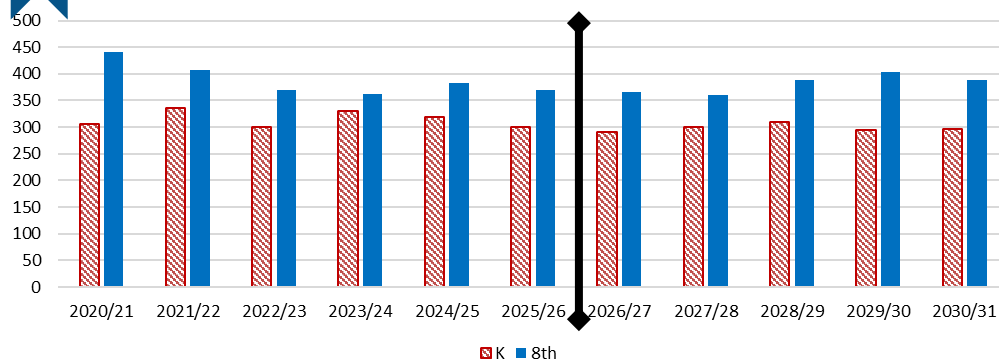
Source: Illinois Department of Education and Community Consolidated School District 93 (2020/21 to 2025/26)

Observations:

- Enrollment has fluctuated around 3,300 students for the past five years
 - This year's enrollment of 3,302 PK-8 students reflects a decrease of 17 students from last year
 - Recent trends show **minor year-to-year fluctuation rather than sustained growth or decline**
- Class size imbalance across grade levels is a key driver of enrollment change
 - Largest K-8 class in 2025/26: **8th grade with 369 students**
 - Smallest K-8 class in 2025/26: **Kindergarten with 300 students**
 - Smaller incoming classes replacing larger graduating classes create a natural enrollment decline that must be offset by other factors (e.g., grade progression, in-migration).
- Cohort progression shows typical growth patterns through elementary grades**
 - Most grade levels increase as students move through the system, reflecting **in-district retention and possible in-migration**

Class Size Comparisons

Kindergarten and 8th Grade Comparison

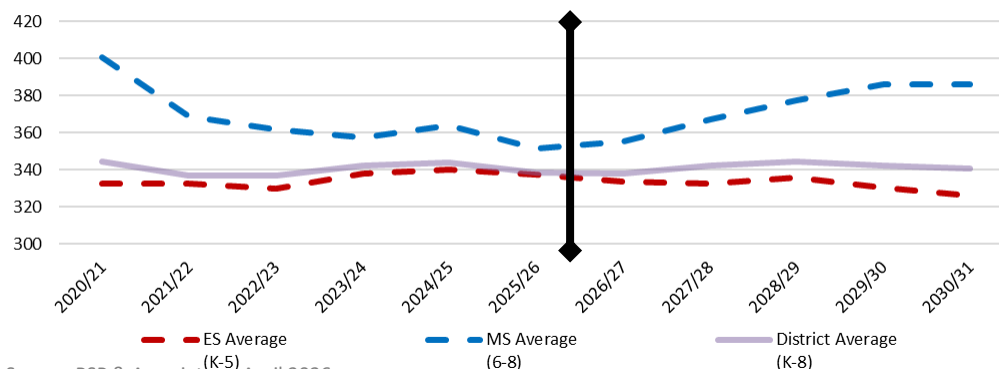


Source: RSP & Associates – April 2026

K and 8th Grade Comparisons:

- The current 8th grade class is ~69 students larger than Kindergarten, reflecting a cohort imbalance
- Larger graduating classes are not being fully replaced by smaller incoming Kindergarten classes, contributing to downward pressure on enrollment
- Over the next 5 years:
 - Kindergarten is projected to remain **relatively stable (~290–310 students)**
 - 8th grade is projected to **increase toward ~380–400 students**, maintaining the imbalance

Grade Size Comparison by Grade Level



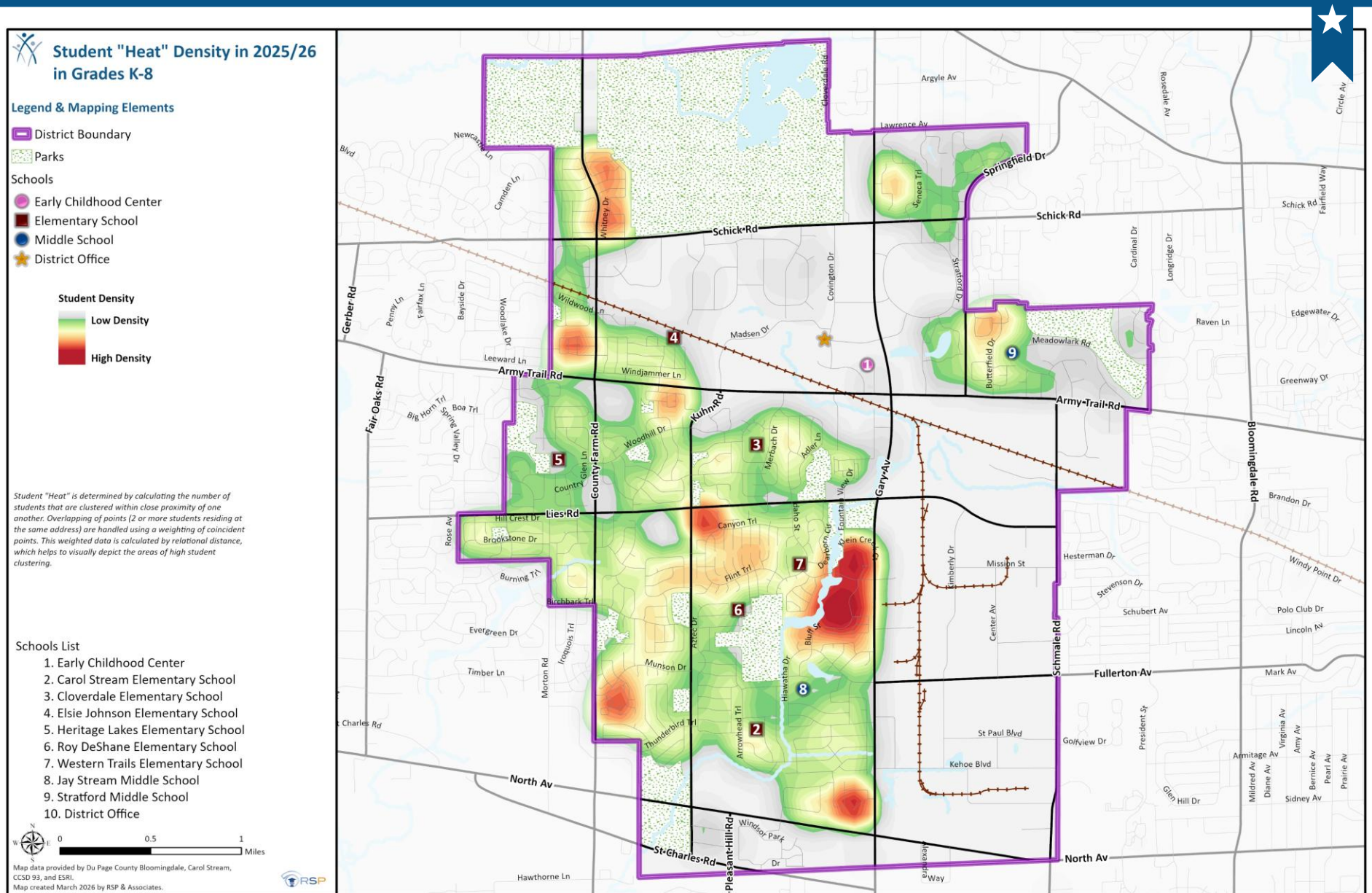
Source: RSP & Associates – April 2026

Average Class Sizes

- Middle school grades (6-8) have consistently larger cohorts than elementary grades (K-5)
- The gap between elementary and middle school sizes is expected to widen slightly over time
- Cohort progression supports middle school growth, while demographic trends limit elementary growth

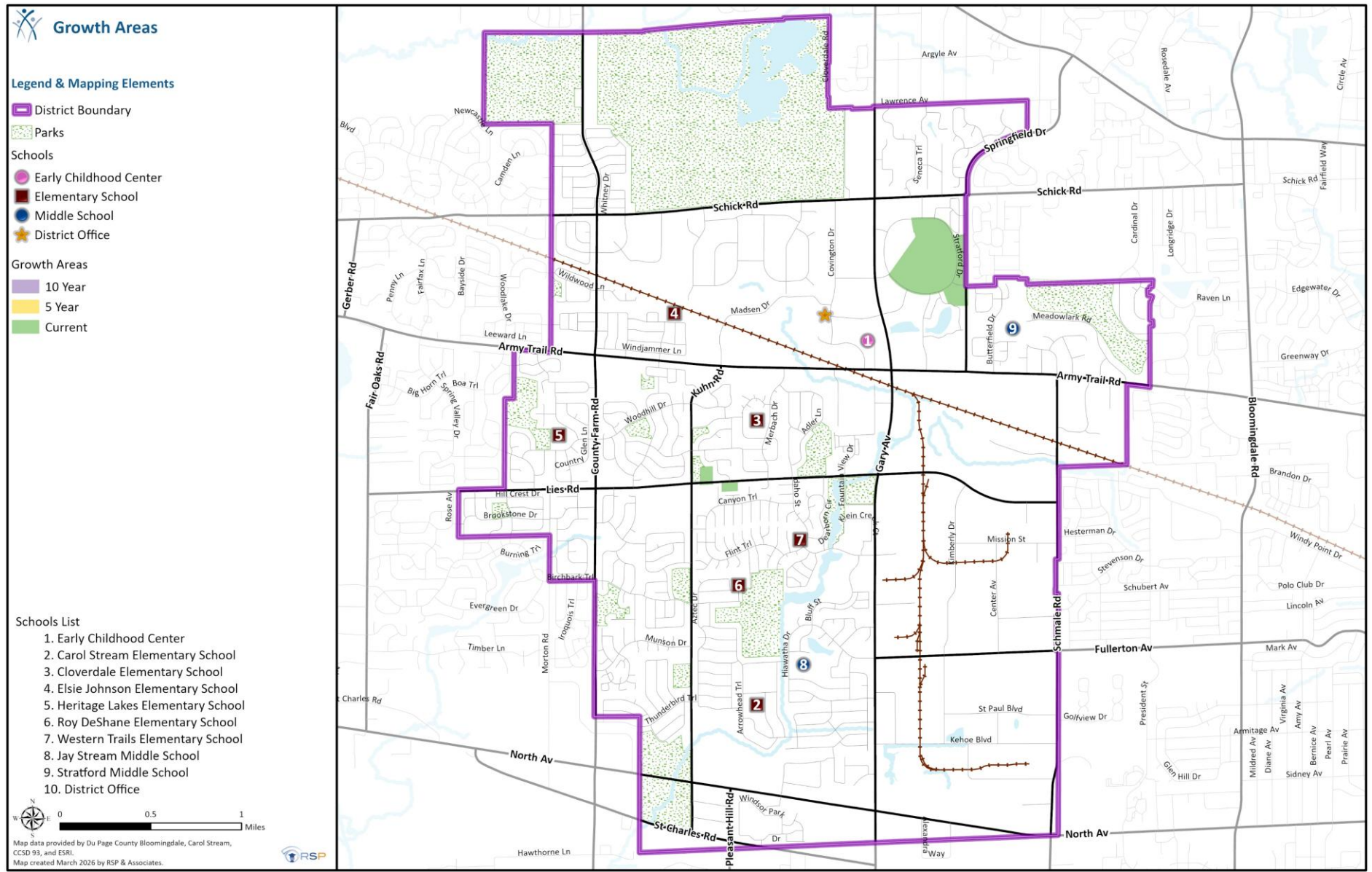
Main Takeaway: Enrollment change is being driven by cohort imbalance—not system-wide decline. Smaller incoming Kindergarten classes compared to larger exiting 8th grade cohorts will continue to limit overall enrollment growth, even as students are retained through the system

K-8 Student Heat Density Map



Main Takeaway: Student heat density is greatest east of Western Trails Elementary School (#7) in the multi-family housing.

Growth Area Map



Development Table and Growth Outlook

RSP Plan Area Name: Identified Growth Areas	Current Development Type	Timing of Growth	Existing Units	Potential Units	Elementary Boundary
The Enclave	Townhome	Current	0	32	Cloverdale Elementary School
The Reserve	Townhome	Current	0	32	Western Trails Elementary School
The Grove	Mixed-Use	Current	0	305	Cloverdale Elementary School
Total Growth Area Potential:			0	369	

Note: "Timing of Growth Areas" are general estimates indicating phase of development status: some current projects may continue to develop for 5+ years.

Source: Cities of Carol Stream, Bloomingdale, Hanover Park, DuPage County, and RSP

Observations:

- **Limited near-term development pipeline, with 369 units in the development queue** for the next five years
 - **Growth is concentrated in redevelopment and mixed-use projects**, rather than large-scale greenfield expansion
- **Market-driven timing introduces uncertainty**, with some projects dependent on infrastructure and economic conditions
- Although development capacity remains modest, it is **greater than what the district experienced in the previous five years**

Regional Project Spotlight:

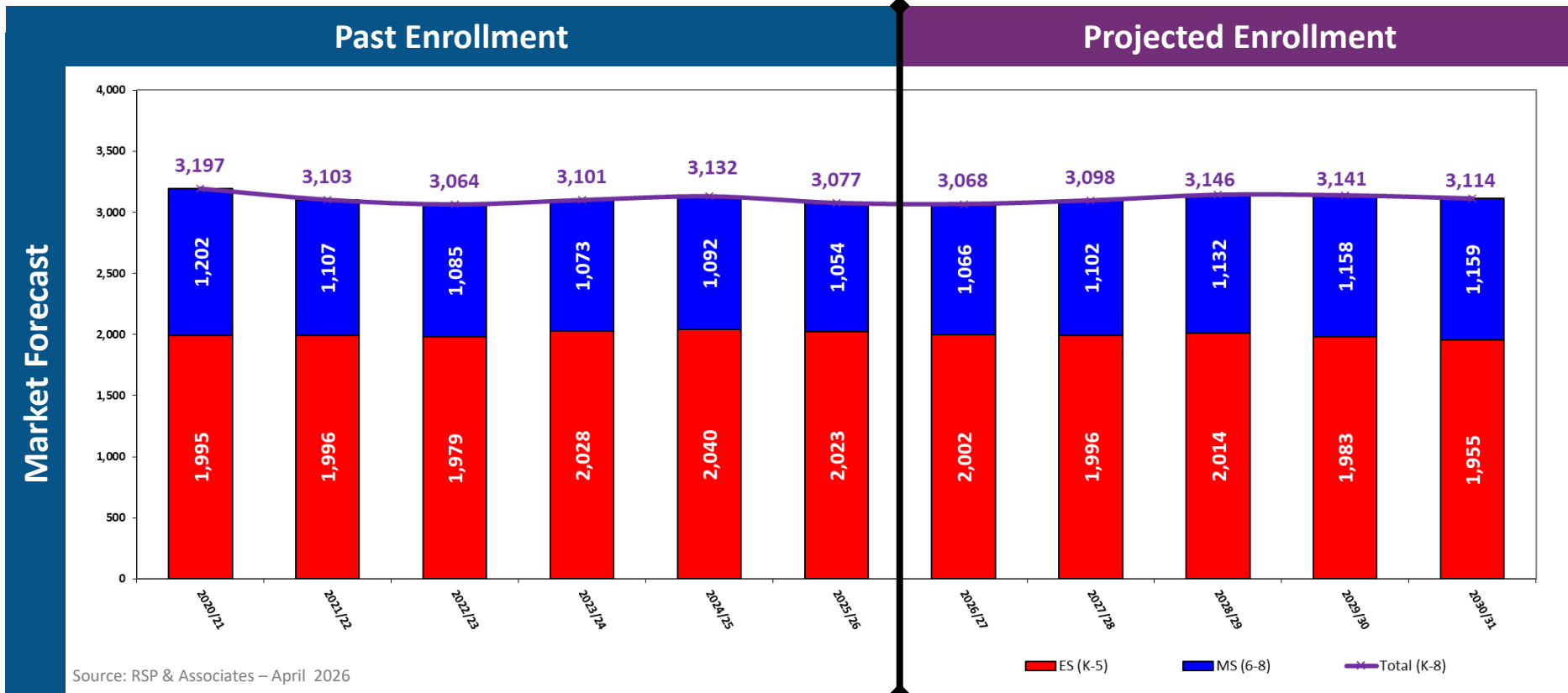
- **The Grove** (Stratford Mall redevelopment) represents the largest upcoming project, adding mixed-use housing, retail, and community space (opening ~2027)
- Local growth is driven by **reinvestment, not expansion**:
 - Bloomingdale / Hanover Park → redevelopment focus
 - Carol Stream → strong employment base (industrial/logistics, data center)
- Communities are largely built out, with growth occurring through **housing turnover and incremental redevelopment**
- Ongoing infrastructure and amenity investments (roads, utilities, parks) support long-term livability but not rapid population growth



Source: <https://www.costar.com/article/2048279961/chicago-suburb-unveils-new-vision-anchor-tenant-for-site-of-demolished-mall>
<https://www.datacenterdynamics.com/en/news/oppidan-breaks-ground-on-chicago-data-center/>
<https://carolstreamil.maps.arcgis.com/apps/dashboards/ec9a6b711252477e8501d837fa3b3632>



Past, Current, & Future Enrollment



Observations:

District enrollment is forecasted to continue fluctuating around 3,000-3,100 students.

By 2030/31 total enrollment is forecasted to be **3,114 students (K-8)**, reflecting an increase of 37 students (+1.2%)

↓ **Elementary** enrollment is forecasted to **decrease by 68 students** by 2030/31; bringing enrollment to 1,955 (-3.4%)

↑ **Middle School** enrollment is forecasted to **increase by 105 students** by 2030/31; bringing enrollment to 1,159 (+10%)

Projections by Building

School Utilization Legend		
	Under 70% Operational Capacity	
	Over 100% Operational Capacity	

Community Consolidated School District 93 Projections By School (Based on Student Reside)

Market Forecast	School	Capacity Operational	Enrollment Type (Past)	Past School Enrollment				Projections Based on Residence (1-5 years)					Projected Change	Capacity % 2030/31
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31		
	Carol Stream Elementary School PK-5	420	Reside/Attend	319	399	377	302							
			Reside	370	424	412	415	422	430	424	422	413	-0.5%	98.3%
			Attend	323	408	396	308	308	320	312	307	300	-2.6%	71.4%
	Cloverdale Elementary School PK-5 Dual Language 2025/26	610	Reside/Attend	412	431	435	410							
			Reside	420	438	447	434	427	428	438	437	428	-1.4%	70.2%
			Attend	575	561	466	478	476	477	484	485	477	-0.2%	78.2%
	Elsie C Johnson Elementary School PK-5 Dual Language 2025/26	510	Reside/Attend	240	231	248	247							
			Reside	247	237	259	255	253	239	246	244	242	-5.1%	47.5%
			Attend	277	239	253	386	380	370	380	379	377	-2.3%	73.9%
	Heritage Lakes Elementary School PK-5	550	Reside/Attend	319	324	415	382							
			Reside	447	445	428	440	426	416	415	411	410	-6.8%	74.5%
			Attend	321	325	420	404	398	384	380	378	372	-7.9%	67.6%
	Roy De Shane Elementary School PK-5	340	Reside/Attend	192	189	179	144							
			Reside	202	193	187	180	173	174	172	167	164	-8.9%	48.2%
			Attend	193	192	185	181	172	171	170	168	167	-7.7%	49.1%
	Western Trails Elementary School PK-5	450	Reside/Attend	265	283	294	238							
			Reside	293	291	307	299	301	309	319	302	298	-0.3%	66.2%
			Attend	290	303	320	266	268	274	288	266	262	-1.5%	58.2%
	Jay Stream Middle School 6-8	1,000	Reside/Attend	501	521	557	516							
			Reside	608	611	640	612	631	636	671	693	714	16.7%	71.4%
			Attend	505	532	572	532	555	555	593	611	638	19.9%	63.8%
	Stratford Middle School 6-8	1,200	Reside/Attend	473	451	437	426							
			Reside	477	462	452	442	435	466	461	465	445	0.7%	37.1%
			Attend	580	541	520	522	511	547	539	547	521	-0.2%	43.4%
	ELEMENTARY SCHOOL TOTAL K-5	2,880	Reside/Attend	1,747	1,857	1,948	1,723							
			Reside	1,979	2,028	2,040	2,023	2,002	1,996	2,014	1,983	1,955	-3.4%	67.9%
			Attend	1,979	2,028	2,040	2,023	2,002	1,996	2,014	1,983	1,955	-3.4%	67.9%
	MIDDLE SCHOOL TOTAL 6-8	2,200	Reside/Attend	974	972	994	942							
			Reside	1,085	1,073	1,092	1,054	1,066	1,102	1,132	1,158	1,159	10.0%	52.7%
			Attend	1,085	1,073	1,092	1,054	1,066	1,102	1,132	1,158	1,159	10.0%	52.7%
	DISTRICT TOTALS K-8	5,080	Reside/Attend	2,721	2,829	2,942	2,665							
			Reside	3,064	3,101	3,132	3,077	3,068	3,098	3,146	3,141	3,114	1.2%	61.3%
			Attend	3,064	3,101	3,132	3,077	3,068	3,098	3,146	3,141	3,114	1.2%	61.3%

Source: RSP & Associates, LLC - March 2026

■ Reside: Student living in each boundary (home school)
 ■ Reside / Attend: Students living and attend their assigned school
 ■ Attend: Students attend each school (accounts for intra-district movement like the Dual Language Program)

How To Use Table: Examine the totals by Elementary and Middle School levels to determine available **district-wide capacity and utilization**. Examine **building-by-building** where under 70% or over 100% to guide **decision making for areas of too low or too high enrollment**. Reside vs. Attend projections are influenced by **intra-district movement** (Dual Language, ELL, SPED, etc.)

Main Takeaway: Most schools are projected to **remain under-utilized (<70%)**, with Cloverdale Elementary as the highest utilized (~475 students). **Persistent under-utilization impacts efficiency, staffing, program quality, and equitable resource distribution, while best practice targets 70–95% utilization for optimal operations.**

Part 3:

Committee Activities

Activity #1: Map Brainstorm

Directions:

- Work with table to discuss elementary boundaries
- Draw ideas of adjustments to boundary for RSP to analyze
 - Areas of Concern
 - Areas of Opportunity
- Write notes/questions of data that you would like to considered at next meeting

Materials:

- Large Elementary Boundary Map
- Information packet
- Sticky Notes
- Markers

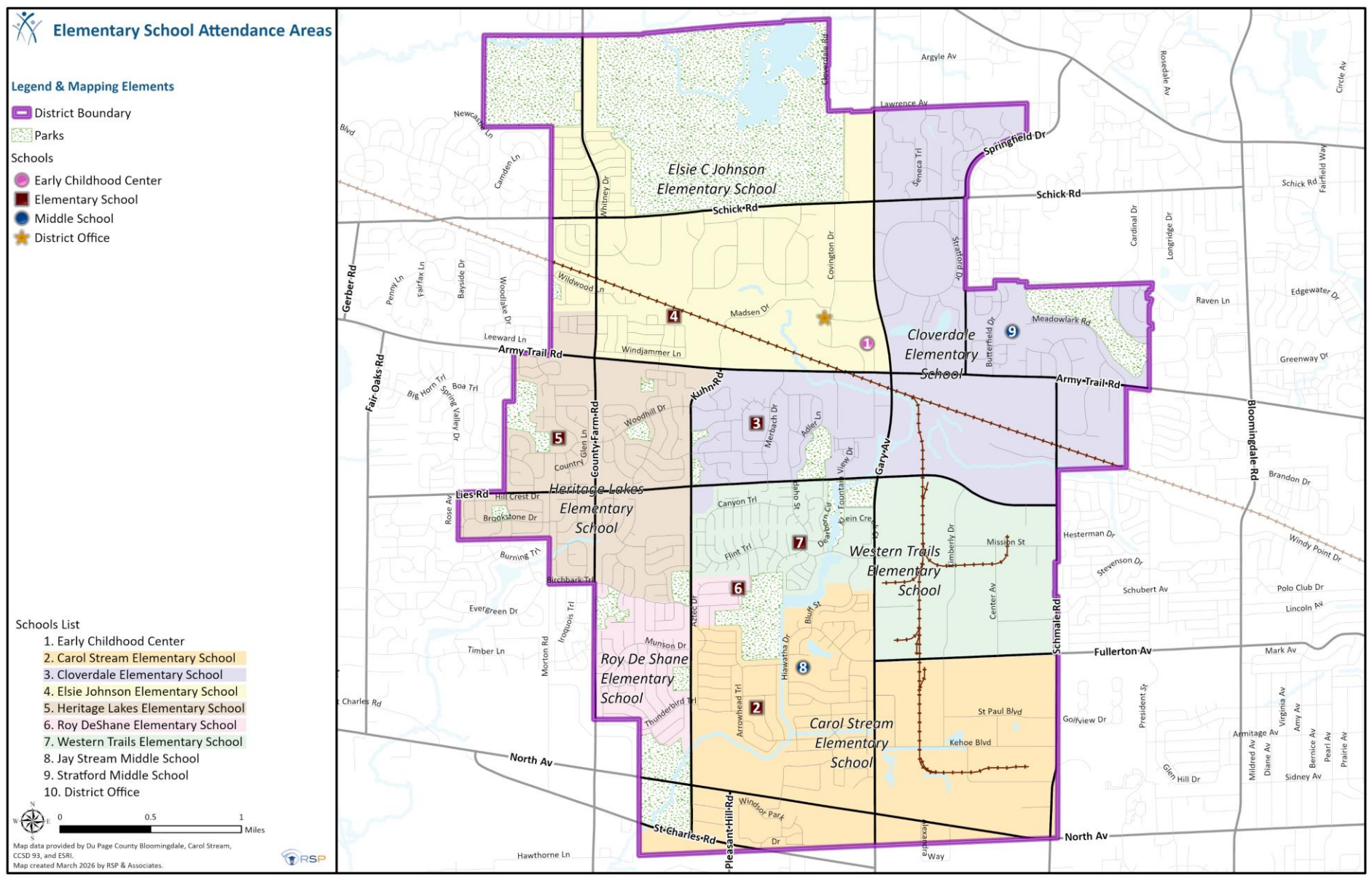
Time:

- 30 minutes (or until end of meeting time)

Consider the Guiding Principles and Boundary Criteria when brainstorming ideas!



Elementary Boundary Map



Part 4:

Process Wrap Up

Committee Results from Meeting 1

PARKING LOT:

- Do the K-5 Dual kids continue with their cohort or go back to homes school in the future?
- How long is it realistic to expect these changes to last? Is there a range of time RSP hopes for?
- Grade configuration – with our declining population and size of buildings, did the Board consider transportation costs and times when considering a 5-6, 7-8 model?

SPHERE OF INFLUENCE:

- Roads
- Factors to Retire
- School Condition/Age of Building
- Capacity Understand of Space
- Students Location to Building Location

Next Steps

The process will kick off with the Committee on June 23, 2026:

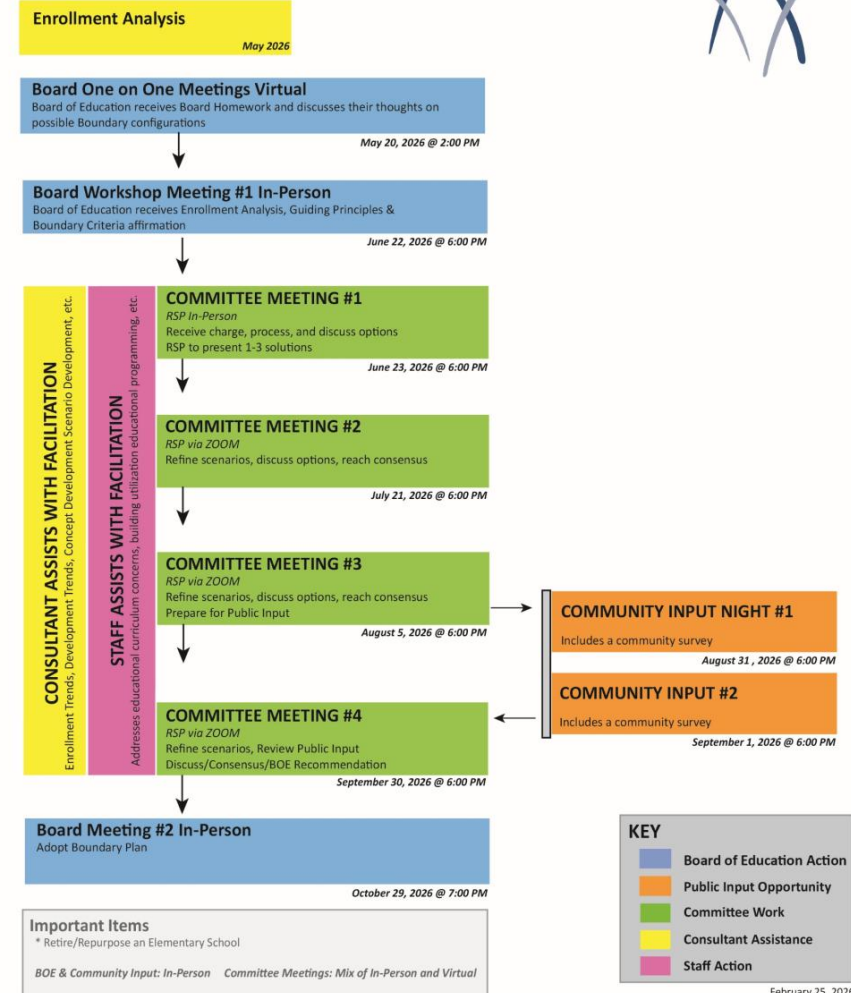
- Includes:
 - 4 Committee meetings
 - 2 public input meetings
 - 3 board meetings
 - 1 RSP enrollment analyses

RSP will present to the full Board on June 22, 2026.

Board will approve:

- Guiding Principles
- Prioritize Top Three Boundary Criteria

2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93



Stay Connected

Visit the Committee Website

 Scan the QR code for updates and resources.

Stay Informed

 Follow the page to receive email notifications when new information is posted.

Check Back Often

 Meeting materials, updates, and committee activities will be added throughout the process.



<https://rsp.mysocialpinpoint.com/ccsd-93-boundary-study>