



# Rebuilding Stronger

## Meeting 4

### Small Groups

Committee Responses

Public Responses

Examine the **financial data** (see slides 19-51) and respond to the following questions.

*What do you notice about the data?*

- Funding becoming more equal and less equitable
- IPS is NOT receiving the resources it needs – schools, students and families are not receiving what they need
- Need to keep up with inflation – state funds versus cost for SPED
- School choice is expensive with facilities and transportation
- District will go bankrupt without intervention and/or referendum
- **Transparency – the data is well presented and not hard to follow**
- **Property tax supports funding AND discriminates against black and brown students and/or poverty-stricken areas**
- **They are only statistics - not all schools have the same needs**
- **The questionnaires have lots of different questions that us as parents see**

*What does the data make you wonder?*

- What other funding streams are available to urban districts?
- If we know small schools cost more per pupil to operate, why do they remain open?
- What is the actual dollar # per pupil for an equitable and excellent district – that adequately supports general education, special education, English language learners, etc.?
- Will we be able to not only sustain the district but also produce an equitable system?
- If there is an increase in choice schools – will that impact the appetite/luster for them?
- Are we comfortable with the likely attrition of some of our current choice school families, in the event that we expand choice options and further diversify the population?
- Is there an opportunity to ensure choice enrollment demographics depict a more equitable picture of the actual demand?

- Is there an opportunity to increase Innovation restarts to propel an increase in enrollment?
- How will assess valuation (av) increases for residential and commercial impact in referendum dollars?
- When will IPS go after another referendum?
- **When coming to funding in data – will we hold businesses around the schools of middle- and lower-class areas accountable and responsible to helping students, schools, and communities?**
- **Can we replicate what more successful schools are doing?**
- **There is no access to transportation due to funding – how can we work with the city to find less dangerous ways?**

*What additional information or questions do you have after reviewing the data?*

- Is there a process or what is the process to determine which schools should be closed? Academic performance? Facility rating? Enrollment? What is the timeline?
- What is the overall impact if increasing the number of students – how beneficial – what is the cost versus the reward? Where is the sweet spot?
- Is there a cap on increasing teacher salaries?
- In reference to the guiding principles – how is “student need” determined?
- Slide 44 – bullet 4 – regarding central office spending remaining low relative to national peers – are the national peers referenced similar in enrollment, infrastructure, and school type?
- How are teacher salaries compared to other local districts?
- **How is IPS addressing opening access and preparing students for choice schools from middle- and lower-class status? Black and brown students?**
- **How are ELL students being qualified? There are many students that need the extra support and don’t fall under that – so less money.**