



7.7 Boundary Committee QUESTIONS AND DISTRICT ANSWERS

Q: Is closing a school an option? (Possibly Long-Range Planning – GP #2))

A: At this time, the Board is not considering closing a current school and prefers a boundary solution that utilizes all facilities.

The Board and Administration would consider solutions that modify how the following programs are distributed across district facilities:

- Pre-K
- Self-Contained special education classrooms
- STEPS Program
- Alternative High School (Wheatland Academy)
- Use of Freshman center (Birkett)

Q: Are there any ARPA/ESSER funds being used for addressing issues related to the boundary changes? (GP #4)

A: The current priorities being funded by ESSER Funding include class size reduction for grades K-2, district-wide coordinators in the areas of mental health, literacy, and math, and secondary positions such as academic coaches, community engagement specialists and interventionists.

The District must spend ESSER funds by September, 2024, which would make funding any recurring operating expenses with these funds difficult. ESSER funds could be available if one-time expenses, such as capital improvements, are needed to implement a boundary recommendation.

Q: In November how is community feedback being solicited?

Q: What are the multiple opportunities being provided for underrepresented and historically marginalized families (GP #1)

A: Leading up to the public input sessions, the district will reach out to all families through ConnectEd, with tailored messages coming directly from building Principals. The District will also advertise the meetings in school buildings utilizing school message boards and advertising signs visible during school drop off and pick up. Boundary information is also being discussed at each Board meeting and has been set up as a separate link prominently featured on the District website.

The district webpage ([ipisd.org/boundaries](https://www.ipisd.org/boundaries)) contains guiding principles, boundary criteria, as well as tables, charts, visuals, maps that help provide context to the options on which the public will provide feedback.

Administration will evaluate the feasibility of the following to encourage attendance, and is open to the committee's suggestions or other recommendations:

- Need for translating boundary communications in additional languages
- childcare/ babysitting options at community forums
- Providing transportation options to meetings
- Location of meetings

Q: What considerations are being given to our special populations? (GP#1)

Examples: Classrooms for support services, self-contained, SEL, sensory ,
offices for support staff, intervention

A: The Board and Administration expects any boundary recommendations to consider the needs of all students. The capacities used for all buildings assume classroom and office space to support special education services delivered within the general education environment.

Self-contained programming serves special education students with a high level of needs; these students spend significant portions of their day outside the general education environment. Currently, self-contained programming locations are not equitably located throughout District 204, leading to some students having to travel close to an hour each way in order to get to their school. In many cases these are our most medically and behaviorally challenged students. A more equitable distribution of self-contained programming sites would alleviate this issue.

Within the STEPS program for our young adults, classroom space at the Birkett Center is a challenge. Although the current administrative staff are working at a high collaborative level, the space needed for equipment (wheelchairs, standers, walkers, etc) coupled with the space needed for adult students and the privacy/medical needs of our more challenged adult students necessitates a larger space for the future. In previous years, STEPS enrollment declined throughout the year as students aged out of the program on the day before their 22nd birthday. This resulted in an increase in available space. Due to new legislation, students turning 22 years of age during the school year will now be allowed to finish the entire school year (instead of exiting), thus the STEPS population will no longer decrease during the year.

Q: Are there projections for special education? (GP#1 and GP#4)

A: Special education projections parallel the general enrollment of District 204, which has experienced an ongoing decline. However, it should be noted that families specifically move to District 204 in order for their children to gain access to the inclusive nature of District practices and the availability of high quality services.

Q: How accurate have prior projections been? (GP #3 and GP #4)

A: RSP has worked with IPSD since 2012. RSP enrollment projections have tracked to 98% or greater accuracy in the first year of the projections and 95% or greater in year five.