

## **8.11 Boundary Committee DISTRICT ANSWERS**

What is the annual cost savings of fully repurposing a district elementary facility?

Administration's estimate for the operational savings of closing an elementary facility is \$400,000. This is broken into three main expenditure categories

Personnel Reduction \$625,000

Building and Facilities \$125,000

Less - additional transportation (\$350,000)

Cost savings for reducing personnel include the reduction of a Principal, student service coordinator, LMC Director, Nurse, LMC and office support staff, and expected efficiencies in assigning classroom teachers.

Cost savings for building and facilities include reduced janitorial services, utilities, routine maintenance and reduced landscaping. As long as the facility is still owned by the District, there would be some level of expense associated with basic upkeep and security.

Cost savings would be partially offset by additional transportation requirements, as additional students would become eligible for transportation to a new building.

For reference, the District spends \$13,800 per student. Assuming the closing elementary school is approximately 300 students, this would be a savings of \$1,330 per student or 9%. The total operating budget for the district is approximately \$380 million.

Can administration present on the "innovation room" concept and how these rooms would be used in District buildings?

We will present on August 25th, but the idea would be to have a dedicated space in each building that would provide student opportunities for:

- Flexible spaces
- Future-ready resources and technology
- Collaboration hub
- Space to explore, fail, learn, and ignite passions
- Expose students to new possibilities

More information and visual examples will be provided.

Can administration present on professional development spaces and how these spaces would be used by the District?

We will present on August 25th, but the idea would be to have a large dedicated space in at least one building that would provide staff opportunities for:

- Flexible space to maximize collaboration and learning
- Social space to expand ideas and breakdown barriers
- Demonstration classroom and ideas
- Encouraging creative ideas and forward thinking instructional practices

More information and visual examples will be provided.

Is there a way to provide additional elementary classroom space in the northern part of the District?

Administration last evaluated potential expansions in 2018. Three potential solutions, along with current cost estimates, are:

1. \$3.3 million addition to Longwood Elementary. This would include four additional classrooms, lunchroom expansion, one additional office, and expanded parking lot.
2. \$3.5 million addition at Brooks Elementary. This would include six additional classrooms and two additional offices.
3. \$2.3 million renovation of Indian Plains. Indian Plains would have 12 classrooms that could be used as a satellite to another elementary school or a standalone school. While this would make the building usable, there are limitations to this 100 year old facility. The building is not fully ADA compliant. The building includes three levels but does not have an elevator in the facility. Three of the classrooms are basement units.

Administration believes that a portion of these costs could be offset by reduced transportation costs if the space is used to keep neighborhoods intact. An additional source of funds could be repurposing another building.

If Illinois adopts a universal preschool (similar to a system like Wisconsin), what would be the impact on our district?

Administration is not aware of Illinois considering implementing a universal preschool system. The District also does not have reliable data on what percentage of incoming kindergarteners currently attend private Pre-K programs. As mentioned at the last meeting, the District does not have a waiting list for the current Pre-K programs. Thus, it is difficult to estimate what additional enrollment would occur with a requirement to expand Pre-K programming.

The expansion of any pre-K programming would require additional space. Ideally, kindergarten and Pre-K rooms have standalone bathrooms and sinks for room use only. So, the expansion of these programs could result in reconfiguring classrooms as well.

Demographic considerations- is there a specific goal? How do we know if a concept meets this criteria?

Dr. Talley will briefly discuss this at Wednesday's meeting. In general, the Board would like individual schools to reflect the demographics of the District. However, the Board recognizes this is not practical in some situations or may conflict with other priorities. In these cases, the Board expects the committee to identify how the system can support individual schools that have higher populations of students with diverse needs. For example, this could include having lower capacities at schools with larger ELL or low income populations to ensure the school has the space to offer supporting services.

- Fiscal considerations (both operational and capital)- will we find out how any proposed boundaries/ adding programs/ taking schools offline etc impact a budget?

The significant operational cost drivers are personnel, transportation, and facilities. Administration can provide potential operational savings or expenses when a full proposal is available. In general, personnel savings are driven by increased efficiency in staffing created through more uniform enrollments. Facility savings are likely minimal unless a facility is completely sold. More concise, neighborhood oriented boundaries would likely create transportation savings.

Administration provided estimates on what potential capital expenditures would be to expand capacity at three facilities. Capital savings are only likely with the full disposition of a current facility. The District has only previously explored the disposition of the Wheatland and Indian Plains facilities. Administration believes other facilities likely have limited resale value given their locations in neighborhoods away from arterial streets.

Is there expert advice on how important a feeder system is? And if so, which is more important to the social emotional development of students, complete elementary to middle school feeders or middle school to high school feeders?

Administration believes a clean feeder system between middle and high school is more important. In general, students and families identify more with their incoming high school than middle or elementary. Middle school students generally form stronger relationships with other students than elementary students. Middle school students are also more focused on the extracurricular opportunities available at the high school and have started to participate in those programs at the middle school level.

For both transitions, the administration believes the focus is on the culture and social emotional considerations for students. The District has consistent curriculums at all levels so students would not experience gaps or inconsistencies in curriculum between schools.

Overall, is there information that RSP shared with the board that would help inform our decisions when it comes to making choices between concepts that meet certain criteria better than others.

RSP presented twice to the Board of Education on April 12 and May 17. Both presentations are available at [ipsd.org/Boundaries](https://www.ipsd.org/Boundaries). RSP will continue to evaluate each concept and collect

feedback. RSP and administration will compile the full rationale behind any concept presented so that the criteria and rationale are fully explained.

Will we know when we get to a concept that we are moving forward with and just making adjustments?

When we have a concept that appears to generate consensus, RSP will request the committee formally support the proposal. The committee will need to have at least one proposal for each level prior to the Public Forums (After meeting 7). It is possible the committee has proposals for one or multiple levels settled before meeting 7. It is also possible the committee recommends multiple proposals go forward to the Public Forum.

Can you give us an idea of what 50% vs 75% vs 95+% capacity looks like at the three levels? Is it classes with 15 vs 20 vs 30 kids for example? Or is it more empty classrooms but same class sizes, etc?

For buildings less than 75% capacity, class sizes will generally be similar to other schools. Staffing levels are done based on projected enrollment and not the number of classrooms in a building. Historically, the District has used the extra capacity at these schools for other programs such as self contained special education classrooms or Pre-K programs. A limited number of rooms may also be used for storage or administrative purposes.

Schools at greater than 90% capacity can see larger than average class sizes. Even though enrollment may support additional sections, the space simply isn't available to add them. Other areas of the building may also be converted into core classrooms, such as elementary art and music rooms.