

ILEA Dec. 10 Online Public Comment

Shaneka Pedersen	I am truly saddened and deeply displeased that the December 3rd meeting was scheduled with limited public notice and strategically timed during the school dismissal window for the majority of the schools impacted by this decision. It is difficult to view this as anything other than an intentional move to limit public participation from the stakeholders who matter most — the staff, teachers, parents, and students who live with these decisions every single day. This continued lack of transparency is not only unacceptable, it is harmful. When decisions are rushed, hidden from view, or deliberately structured to minimize community input, it feeds directly into the distrust families already feel. And that distrust becomes a driving force behind parents making other choices for their children. That pattern is exactly why we are in this position as a district — and continuing down this path will only make it worse. If we want IPS/District Managed Charters to remain strong, relevant, and trusted, the only way forward is through open governance, genuine community engagement, and decision-making rooted in respect for the people our schools serve. Rushed processes erode confidence. Exclusion breeds resentment. And the more families feel pushed out or ignored, the more they will pursue alternatives — leaving the district in an even weaker position. I strongly urge ILEA to suspend any vote and take real, intentional time to listen to students, families, educators, and community members. These are the voices that must shape the future of our public schools. We need a democratically elected school board with full decision-making authority, and I cannot support any model that removes our voting rights or undermines our ability to democratically govern our public schools. Our children, our educators, and our community deserve better and we deserve to be heard.
Toya Monroe	As a STEM and literacy educator working across multiple schools and neighborhoods in Indianapolis, I see the same pattern everywhere: transportation challenges consistently disrupt learning. Different systems operating independently create confusion for families and uneven access for kids. A unified, citywide transportation system would create clarity, consistency, and fairness. Families should not face different rules, routes, or reliability depending on which school their child attends. A single entity would streamline communication, reduce duplication, and allow resources to be used more effectively, all of which support better learning outcomes. Our students deserve a transportation system that meets the same standard everywhere in the city: safe, reliable, and built around their needs.
Robert Monroe-COO NexGeneration Learning LLC	For over 20 years, I've mentored and taught Black and Brown children and worked with families who depend on school transportation every single day. When buses are inconsistent, those kids are the ones most affected. It impacts attendance, discipline, and academic confidence.

	That’s why I believe we need a single entity responsible for overseeing transportation — not IPS, not OEI, but a unified, accountable system that ensures every child gets to school safely and on time, regardless of which school they attend. I hope ILEA considers solutions that ensure fairness, reliability, and safety for every student — especially those who lack access to backup transportation. When the system works well, kids show up ready to learn and thrive. When it doesn’t, everything becomes harder. Our families deserve better, and our kids deserve consistency.
National Association of Charter School Authorizers (NACSA)	Introduction The National Association of Charter School Authorizers (NACSA) is the nationally recognized, independent organization dedicated to advancing high-quality charter school authorizing. For more than twenty years, NACSA has worked with governors, mayors, state boards, districts, universities, and policymakers to strengthen authorizing and ensure that public charter schools deliver excellent results for students. Authorizers hold one of the most critical roles in public education. They approve only schools with the capacity to succeed. They protect students and taxpayers by enforcing academic, financial, and organizational standards. They ensure that autonomy and accountability are balanced so schools can innovate while still meeting clear expectations for performance. Indiana has historically been viewed as a national leader because it combined two essential elements. The first was a healthy system of multiple authorizers that created checks and balances, opportunities for strong schools to grow, and insulation from politics. The second was a meaningful layer of authorizer accountability that required authorizers to uphold professional standards and ensured that oversight remained rigorous and credible. Together, these two policy pillars created a strong foundation for school quality. One without the other is insufficient. A multiple authorizer system without accountability leads to inconsistency and weak oversight; authorizer accountability without multiple authorizers can lead to over-centralization and a single point of system failure. As the Indianapolis Local Education Alliance (ILEA) considers major governance changes, it is essential to preserve and strengthen both of these pillars. They reinforce one another and together form the conditions that allow high-quality schools to thrive. Indiana’s History of Strong Authorizing and Why It Matters Across the country, communities benefit when they maintain several strong authorizers rather than collapsing oversight into a single body. A multiple authorizer system protects families and students by ensuring that no single entity controls access to public schools. It also supports innovation, provides alternatives for high-performing operators, and reduces the likelihood that political changes will destabilize the sector. However, multiple authorizers only lead to strong results when paired with robust authorizer accountability. Without clear standards, transparent evaluations, and mechanisms to intervene when an authorizer is struggling, a state can end up with authorizer shopping, pockets of inconsistent oversight, and variable expectations for

	school performance. Indiana's early charter landscape benefitted from the combination of these two elements. But in recent years, pieces of the accountability structure have been weakened or removed. This has reduced transparency into authorizer quality and has made it harder to ensure that all authorizers consistently apply rigorous standards. The ILEA has an opportunity to reinstate and modernize this accountability layer. For example, the Alliance could recommend that only authorizers with a demonstrated record of strong outcomes and adherence to professional standards be permitted to authorize schools within Indianapolis. This approach preserves the advantages of multiple authorizers while ensuring that only the most capable authorizers operate within city limits. Why Multiple Authorizers and Authorizer Accountability Must Be Considered Together Multiple authorizers and authorizer accountability work best when treated as a connected, interdependent system. Each strengthens the other. If Indianapolis were to reduce the number of authorizers without strengthening authorizer accountability, the city would lose the checks and balances that keep oversight objective and insulated from politics. If Indianapolis were to keep multiple authorizers but av
Aurelia Martinez-Garay	These are the options I would like to comment on. IPS run transportation board that would determine levels of service, transportation zones, walk zones, and other logistics. Participating schools pay a fee to participate. designate IPS as facilities provider. Receives property tax funding directly and schools pay a fee for use and maintenance of buildings. Independent education authority created featuring a secretary of education under the mayor. Both district and charter schools report to board of five mayoral appointees and four elected IPS board members, which would set policy on school accountability, transportation, and closures.
Lindsey Cornett	I am offering feedback specifically on the board governance models: Under NO circumstances should we be moving to a board made up of mayoral appointees. The school board must remain a fully-elected body.
Mind trust	Why has nearly all the members been paid directly or worked with the mind trust? Is the mind trust actually typing up all these recommendations?
Student Data	(LEGAL) Critical 'Continuity' for IT Security & Data Governance - Chapter 291 of City County Code As you finalize recommendations for the state legislature, I strongly urge the ILEA to include specific language ensuring that any current staff absorbed by the new agency are legally classified as a "transfer of duties" rather than as new hires, specifically database / programming / analyst / governance related IT, which was unknown by the ILEA falls under operations. The Critical Need for IT & Data Continuity beyond general staff retention, preserving

	the status of the current IT workforce is vital for data security. Our team manages sensitive infrastructure, including FERPA-protected student data, cybersecurity protocols, and proprietary legacy systems and customs. Risk Mitigation: Transitions are high-risk periods for data vulnerability. Retaining staff with institutional knowledge of our specific data governance and security architecture is the most effective way to mitigate these risks. Seamless Operations: Classifying this move as a formal "transfer of duties" ensures we avoid the "brain drain" of specialized technical staff that often occurs when tenure and benefits are threatened. Request for "Transfer" Classification To ensure this stability, we ask that the enabling legislation explicitly state that employees will transfer under Chapter 291 (Officers and Employees) of the Revised Code of the Consolidated City and County. This will allow the IT team to focus entirely on securing the transition. Thank you for your leadership in ensuring a secure and successful transition.
Lisa Grube	I oppose Model 2 and 3 presented and moved forward by ILEA. I believe in a fully elected, democratic school board. I urge you to please consider the People's Choice Model for choice and voice. Thank you for consideration.
Operational Transfer	As you finalize recommendations for the state legislature, I strongly urge the ILEA to include specific language ensuring that any current staff absorbed by the new agency are legally classified as a "transfer of duties" rather than as new hires, specifically database / programming / analyst / governance related IT, which was unknown by the ILEA falls under operations. The Critical Need for IT & Data Continuity beyond general staff retention, preserving the status of the current IT workforce is vital for data security. Our team manages sensitive infrastructure, including FERPA-protected student data, cybersecurity protocols, and proprietary legacy systems and customs. Risk Mitigation: Transitions are high-risk periods for data vulnerability. Retaining staff with institutional knowledge of our specific data governance and security architecture is the most effective way to mitigate these risks. Seamless Operations: Classifying this move as a formal "transfer of duties" ensures we avoid the "brain drain" of specialized technical staff that often occurs when tenure and benefits are threatened. Request for "Transfer" Classification To ensure this stability, we ask that the enabling legislation explicitly state that employees will transfer under Chapter 291 (Officers and Employees) of the Revised Code of the Consolidated City and County. This will allow the IT team to focus entirely on securing the transition. Thank you for your leadership in ensuring a secure and successful transition.
Christine Bizzell	I like the two proposed models. I see it like this. If the charter and innovation network school partners want to remain under the umbrella of IPS and use it's facilities and transportation, then they must partner as a collaborator fully. See the CRPE's published report that highlights

	key elements to a successful school-charter collaboration. https://crpe.org/lessons-learned-about-district-charter-partnerships-how-sharing-instructional-practices-can-pave-the-way-for-more-collaboration/#:~:text=A%20Strategy%20to%20Build%20Goodwill,schools%20as%20laboratories%20of%20innovation. If the Charter School and Innovation Network schools do not want to be under the umbrella of IPS and become a true collaborator, then allow them to part ways from IPS and become a fully self-run governing entity.
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