

December 9, 2025

Board Member Questions

<p>X.N - Can we negotiate a bulk discount with Millennium Learning Concepts given that our 5 different contracts with them equal over \$500,000?</p>	<p>We are working with the vendor to attempt to negotiate a district wide contract moving forward, but the five previous contracts are specific based on SIF grant needs for each individual school. If the vendor agrees to a district contract moving forward, we will work with 2 other departments who utilize their services to maximize potential savings.</p>
<p>Is there an MOU between JCPS and NFHS and if not why not?</p>	<p>We have made multiple attempts, but the vendor has not yet met JCPS Digital Resource requirements and we have not come to an agreement on contract terms.</p>
<p>Are we no longer allowing elementary school kids to go to Waller Williams and are all the current elementary school kids being sent back to Elementary schools unit or not unit?</p>	<p>Currently, there are significant safety concerns with very young elementary students being served in the same building as older students, due to the staffing limitations and the available instructional space. The district continually aligns special education classrooms based on ever-changing special education student needs. The continuum of services must first allow students to stay in their comprehensive school with supplemental supports and related services. Currently, we have sufficient EBD classrooms and supports in place to meet the needs of our most challenging EBD elementary-aged students.</p> <p>This transition will also allow the certified staff to shift from serving three students to supporting a classroom currently staffed by a non-certified long-term substitute. As enrollment patterns change, the district will add additional classrooms, staffing, and supports as necessary to ensure we continue to meet individual student needs across settings.</p> <p>We also work collaboratively with our state agencies if a student continues to require more intensive programming due to significant mental-health-related needs and unsafe behaviors toward staff.</p>
<p>X.O.2 - Why is there a department called The "Archdiocese Office" that we pay money to?</p>	<p>That is not an internal department. The department is the title I, II and IV office. They are pass-through funds that are allocated by federal law to the title students in the parochial schools. JCPS holds the funds as the recipient from the state, but the funding is allocated to students in those schools by law.</p>

<p>W - Who is studying the adjustment of goals based on our growing number of English-learners? It seems more time is needed for all to reach desired academic goals. Keeping pace with growth in content knowledge looks more and more difficult as fewer kids even understand what their teachers are saying.</p>	<p>Proficiency or above is the desired student performance on state tests. The results of the 2019 state assessments set the Proficiency school goals for each student demographic group through 2030. These Proficiency goals are set for the levels of Elementary (grades 3-5), Middle (grades 6-8), and High (grades 9-12). An analysis of our English Learner Progress results shows that, although elementary students experienced a slight decline, we remain above the state's interim progress goal. At the middle school level, we came within 4% of meeting the goal, and in high school we were just 3% below the target. As our multilingual learner population continues to grow, the state's progress goals remain closely aligned with our students' overall performance. Please refer to the charts linked here for a visual summary of these results.</p>
<p>T - Buses - At \$164,000 per new bus, how long can we afford to keep transporting students to school?</p>	<p>Current bus prices are showing us a 5% increase post COVID. Given that our bus purchase cycle has been off kilter for the last years, we anticipate this rising cost increasing as we play catchup for the years we did not purchase buses. This bus in particular is a special needs bus, which is always more.</p>
<p>In the legislative priorities doc the below statement has me curious, what type of assessments would we have them remove?</p> <p>2026 Kentucky General Assembly Legislative Priorities</p> <ul style="list-style-type: none"> JCPS supports greater local autonomy for classroom staff qualifications including state-mandated assessments that present unnecessary obstacles to employing qualified certified and classified staff. 	<p>Currently, teachers are required to take the PRAXIS exam, while classroom instructional aides are required to take the Kentucky Paraeducator Assessment (KPA). While we obviously want to ensure that our classroom professionals are qualified, neither of these assessments are necessarily geared to that purpose. For example, knowledge of calculus for the math PRAXIS is not really suitable for someone looking to teach middle school math. As a result, we may be providing unnecessary obstacles to filling the 200+ teaching vacancies we have.</p> <p>There is growing sentiment in Frankfort on the certified side that while the PRAXIS is useful, there should be alternative methods for prospective teachers to demonstrate their abilities and knowledge base. On the classified side, KDE is revamping the KPA, but we do not know at this point if it will be an accurate reflection of classroom duties for those role groups.</p>

<p>V - Legislative priorities - I am thinking we need separate funding to support our growing English-learner population. 60:1 is not enough.</p> <p>Parents being held accountable for their kids' possession of guns needs to be there. If not Criminal, Civil penalties for sure need to be imposed.</p> <p>And more flexibility in how districts use NTI needs to be added. It could be cost-saving for many districts.</p>	<p>Funding for Multilingual Learners is currently part of the SEEK formula, but at an inadequate level (an additional 9.6% of the SEEK per-pupil level.) There are several options on the table for addressing this both in statutory and budget language, and we will be pushing for a significant increase.</p> <p>Two years ago part of the draft priorities included penalties for parents whose children commit gun crimes as a result of gaining access to weapons they should not have. However, that language was altered after study and review, and that revised language is what we have here. That said, Dr. Yearwood has spoken directly to legislators, as have I, about the need for a focus on parental responsibility in this area.</p> <p>As you might expect, JCPS requests for NTI flexibility are unlikely to gain much traction in Frankfort after COVID. However, I will reach out to you directly, Ms. Duncan, to see what flexibilities you might think wise, and I can plant seeds in that direction.</p>
<p>The past 10 years of state assessment data.</p>	<p>10 year State Assessment data</p>
<p>What is the per year cost savings for each of the 5 building closings?</p>	<p>Recurrent savings:</p> <p>King \$2.8 million</p> <p>Zachary Taylor \$1.2 million</p> <p>Waller Williams \$256 thousand operational</p> <p>TAPP \$75 thousand operational</p> <p>Liberty \$4.7 million</p>
<p>The 2 contracts we are awarding appear to be at schools and groups not affiliated with JCPS,</p>	<p>The Title I grant requires that we allocate funds to all at risk students in the county, including those who attend parochial or non-profit schools. The two contracts are supporting those schools. We issue their</p>

<p>how does that work and why are we paying for this training at other schools?</p>	<p>contracts in this way because it's less administratively burdensome than making them a subgrantee, which involves significant oversight and audit.</p>
<p>I don't see the updated process for approving sole source professional services contracts, when is that coming?</p>	<p><u>Sole Source Contracts</u></p> <p>Administrative Procedure <i>04.32 AP.11 Contracts and Purchases Using Noncompetitive Negotiation</i> was on the November 18, 2025 Board meeting for Board review. It is ready for implementation by the Finance Division.</p> <p><u>Professional Services Contract Process & ROI Review</u></p> <p>Administrative Procedure <i>04.32 AP.111 Professional Services Contract Process and Return on Investment Review</i> is on the December 9, 2025 Board meeting for review.</p>
<p>With liberty can you outline what a day will look like for these kids when they go to their reside school vs what it looks like today at liberty?</p>	<p>The most significant change for students transitioning from Liberty, which serves about 135 students, will be moving into a much larger school environment. Each student's day will be designed to address their individual needs to graduate on time and postsecondary ready.</p> <p>Credit Recovery</p> <p>We are still finalizing the details of the transition plan, but a student's daily schedule will continue to be driven by where they are on the credit-recovery continuum. The work students complete will be driven by the completion of a personalized learning plan (if a current Liberty student, their current plan will transition with them). In that regard, much will remain the same. For example:</p> <ul style="list-style-type: none"> • Students close to graduation who have recovered most of their credits and are participating in work-based learning will begin their day by completing any remaining coursework and then be released for their apprenticeship or internship. • Students who are significantly behind will spend a substantial portion of the day focused on credit-recovery coursework to stay on track for diploma attainment. <p>The primary shift in service delivery is that, rather than having multiple teachers monitoring their instructional progress (as is the case at Liberty), each host school will have one dedicated instructor for the program. This is possible because caseloads will be smaller at each site.</p>

	<p>CTE Opportunities</p> <p>We are still working through CTE logistics, but students will have access to the career pathway options offered at their reside schools, providing opportunities to explore programs that may match their interests. Students may also engage in the CTE Launch Pathway or earn enough work-based learning hours through an internship to be considered postsecondary ready (if they are not able to complete 3 CTE courses in a pathway to be eligible to test for the industry certification(s)).</p>
Do we have concerns of closing an east end school with how the population is moving, how positive are we that we won't need this building and land in the future as the population keeps shifting?	<p>Ballard cluster has 486 open seats. Zach Taylor has like 240 kids. That's the optimal number of seats.</p> <p>We aren't positive in terms of shifts. If we do, we'd build a new one - further out. The school is 67 years old.</p>
Can you outline how the TAPP program will be replicated at Gheens, will it be the same size with the same amenities and access to same support? How will this effect Male HS students, will they be overcrowded in school now	<p>We can replicate the existing structure using the moving budget. We anticipate it to be 200-300k. As we've said before - there is always the potential it may be more but based on doing similar work at Young, Wheatley, and RP - that is our estimate. It is already outfitted on the ground floor for early childhood - which makes the plumbing refit not as extensive as when we had to do it at Wheatley.</p>
Were we able to replenish our investment account after having to use it last month to cover some of the payroll and vendor costs, now that we have received the tax money?	<p>Yes. We sold \$5 million of federal securities in early November and bought another \$5 million later in November.</p>