

May 28, 2024

Board Q&A

<p>Have we considered shrinking the overall number of magnet offerings to prioritize our most popular programs and work toward offering these programs at multiple schools located in different places in the county?</p>	<p>Part of our new Student Assignment plan was the development of a magnet strategy to improve the true intent and purpose of magnet schools. The Office of School Choice, in collaboration with Magnet Schools of America, have been working to refine and implement our current plan. During some of their discussions and visits to other urban districts, we have found intentional geographic location of certain popular programs to be successful. Shifting to that model will require some significant planning and strategy from multiple departments, but it is definitely something that we can explore.</p>
<p>Are we adding sexual harassment to sexual assault and sexual abuse in prep for making wrong pronoun use a sexual harassment violation?</p>	<p>We utilize the statutory language as a guide. The updated Title IX regulations consider this a violation.</p>
<p>If a student is sexually abused or assaulted, why are we telling staff to report this to the Title 9 Coordinator (?) instead of CACU?</p>	<p>Staff will report to both entities. CACU also works directly with our Title IX office in these situations.</p>
<p>If an ECE student were being removed for over 10 days or changing placement, don't we already do a manifestation determination meeting anyway?</p>	<p>Yes, this was added as clarifying language. This is an existing procedure.</p>
<p>On p. 27 why is calling someone racial slurs treated more harshly than directing profanity and vulgarity at others?</p>	<p>This decision is a function of the District SSBIH Review Committee.</p>
<p>Why is directing profanity/vulgarity at a teacher treated more harshly than directing it at another student?</p>	<p>This decision is a function of the District SSBIH Review Committee.</p>
<p>When a student refuses to go through a WD system, we don't let them go on to class unchecked but given detention, do we?</p>	<p>Students who refuse to go through the Weapons Detection system are not allowed in the building. Other behaviors that occur during weapons detection are documented and addressed by administrators in Infinite Campus.</p>

<p>REAP</p> <p>What evidence do we have that disparities in referrals by group are products of unequal treatment of students?</p>	<p>The District REAP team discussed racial/ethnic groups that could be affected differently, unintended consequences as a result of the policy, and the racial or ethnic groups that could be most impacted. Disparities in referrals by groups being products of unequal treatment of students was not mentioned.</p>
<p>Who checks to make sure referrals are made based on unacceptable behavior?</p>	<p>School administrators are expected to use the SSBIH as the guide for assigning consequences, if any.</p>
<p>If every student who punches a teacher is suspended for three-six days, aren't the consequences proportionate to the offense?</p>	<p>We expect administrators to utilize professional judgment, progressive discipline, and the SSBIH when assigning discipline. See definition of disproportionality below.</p>
<p>Please explain disproportionality -</p> <p>disproportionate discipline given according to the percent a group represents?</p> <p>Or when a consequence for the same offense is given more often to one group than another?</p> <p>If all students who bring guns to school are assigned alternative placement, how can that be a disproportionate use of discipline?</p>	<p>In terms of behavior consequences, disproportionality occurs when one demographic group experiences more referrals/consequences/removals than other groups.</p> <p>Disproportionality is objective data that looks at numerous events over time. There are differences, or there are not. It is not subjective. Disproportionate data or trends cannot be determined by one event. In this case, we would review how consequences are assigned over time to identify a trend. Disproportionality is not used to determine how discipline is assigned.</p>
<p>Why would a parent whose kid punched a teacher be more concerned about disproportionality than the fact that his kid punched a teacher?</p>	<p>We cannot provide answers on parent perceptions.</p>

<p>“What unintended consequence could result from a discipline policy?” What unintended consequence could result from a student’s suspension for having punched a teacher? He could fall behind in his work, but he KNEW he would be suspended and fall behind for having punched his teacher.</p>	<p>Research indicates numerous unintended consequences that may occur from assigning a student consequences. This could include reduced attendance, academic performance, sense of belonging, and damaged relationships with peers and staff.</p>
<p>“Have stakeholders been meaningfully informed?”What does “meaningfully” mean?</p>	<p>For this process, meaningfully means providing information for stakeholders in a user-friendly manner. Often, this means the utilization of parent, staff, and student friendly language. It would also include efforts to ensure changes are accessible to those who may be impacted most (i.e. website, social media, email, etc.).</p>
<p>“What root causes may be producing disparities?” Root causes from the adults or from the students?</p> <p>“Do consequences increase disparities or lessen them?” Meaning? If a student verbally abuses a teacher and the student is suspended, how is disparity increased or decreased?</p>	<p>Research indicates numerous root causes to disparities (trauma, poverty, bias, etc.). It could be from both.</p> <p>Research would indicate that consequences could increase disparities. Again, disproportionality is visible when looking at a body of data or trend data not isolated situations.</p>
<p>“Who is the main driver for increasing or decreasing disparities?” I would think that would be the students who choose to punch or not to punch their teachers.</p>	<p>When we are discussing disproportionality, we are simply stating there is a difference in consequences between groups. Again, this is trend data over time that is used as one measure of behavior. This is similar to how we use demographic data to analyze academic performance. There may be numerous drivers, but that is not how we analyze data.</p>
<p>Could we please see a list of schools by start time at each level (ES, MS, HS) that are in each of the following categories and any other categories you think are salient?</p>	<p>How many ES Title I start at 7:30? At 8:40? At 9:40? How many MS Title I start at 7:30? At 8:40? At 9:40? How many HS Title I start at 7:30? At 8:40? At 9:40?</p>

Title I
 AIS, CSI, TSI
 Choice Zone
 Full-school magnet

	ES	MS	HS	SP/SA
7:30	18	6	4	8 (includes Binet, Breck Metro, TAPP, Grace James, Liberty, Minors Daniels, Newcomer, Phoenix, WEB, Boy & Girls,)
8:40	5	10	11	1 (includes Waller-Williams)
9:40	44			1 (includes Churchill Park)

How many ES in the choice zone start at 7:30? At 8:40? At 9:40?
 How many MS in the choice zone start at 7:30? At 8:40? At 9:40?
 How many HS in the choice zone start at 7:30? At 8:40? At 9:40?

	ES	MS	HS
7:30	0	0	0
8:40	0	2	1
9:40	11	0	0

How many ES AIS/CSI/TSI start at 7:30? At 8:40? At 9:40?
 How many MS AIS/CSI/TSI start at 7:30? At 8:40? At 9:40?
 How many HS AIS/CSI/TSI start at 7:30? At 8:40? At 9:40?

	ES AIS/CSI/ TSI	MS AIS/CSI/ TSI	HS AIS/CSI/ TSI
7:30	5/4/4	4/4/4	2/0/2
8:40	3/1/1	3/3/10	2/3/8
9:40	14/10/15		

How many ES full-school magnet start at 7:30? At 8:40? At 9:40?
 How many MS full-school magnet start at 7:30? At 8:40? At 9:40?
 How many HS full-school magnet start at 7:30? At 8:40? At 9:40?

	ES	MS	HS	SP
7:30	0	3	5	2
8:00	J Graham Brown School			

	8:40	10	1	0	0
	9:40	0	0	0	0

To the best of our ability, estimate how many instructional minutes we are on pace to lose by the end of the year due to the current transportation plan.

To the best of our ability, estimate how many individual students will lose a meaningful amount of instructional minutes by the end of the year due to the current transportation plan.

For above, race and ethnicity of these students and percent of total minutes lost by students in each race/ethnic group.

For above, schools at which these minutes will be lost, how many at each school, and percent of total minutes lost at each school.

9,680,719 minutes lost

31,997 students

Here is a [link](#) that shows the total minutes lost by racial group

Here is a [link](#) that shows the total minutes lost by school

If we pass an above 4% revenue increase at this point (past the deadline for 11/24 election) what happens? Do we collect the full rate and hold the above 4% money in escrow until after a possible recall? If there is a recall election, would that recall election be in 11/25, and thus an election I presume JCPS would have to pay for (unless there are other things on the ballot I'm not aware of)? If so, what would that cost?

If we pass a tax rate greater than 4%, the Sheriff will collect at the rate that was passed. Since the law was changed to decrease the number of votes required to require a referendum on the rate (from over 35,000 signatures down to only 5,000), the additional tax will certainly go to the voters. JCPS will escrow the additional tax revenues beyond the 4% rate, then pay for a special election to vote on the new tax rate. If the new rate doesn't pass, JCPS would be required to reimburse all taxpayers with the unapproved tax amounts.

<p>Is it possible that, in making unsubstantiated claims outside the scope of the audit, that Dr. Prieto violated the terms of the contract and we can recuperate the fee we paid her, or at least some of it, or terminate the contract. Her public comments have done a lot of damage to the school board and to the district.</p>	<p>According to Article VIII Termination for Convenience of JCPS in the signed contract between JCPS and Prismatic, "JCPS may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. Upon termination, the rights and obligations of the Parties shall be as set forth in Article X."</p>
<p>When they are officially hired, can we pay bus drivers (and teachers for that matter) a signing bonus if they completed the application process within a certain amount of time? Or perhaps just pay them a signing bonus no matter what?</p>	<p>No.</p> <p>Any additional stipend would need to be approved by the Board.</p>