

November 12, 2024

Board Member Questions

<p>Duncan 11/11/24</p>	<p>S 5 - How many 21st Century Learning Centers are supported by this grant? Do we need more to serve as Elev8-type centers for suburban students?</p>	<p>3 schools. Some others are applying.</p> <p>Here is the list of potential schools that may apply for this grant:</p> <ul style="list-style-type: none">• Byck Elementary – continuation grant• Foster Traditional Academy – continuation grant• King Elementary - new grant• McFerran Preparatory Academy - new grant• Perry Elementary - new grant• Newcomer Academy – continuation grant• Shelby Academy – new grant• Slaughter Academy – continuation grant
<p>Duncan 11/11/24</p>	<p>C DEP - Will this Equity Coordinator for Athletics focus on proportionate representation of all our groups in sports, regardless of their skill level or on making sure all groups have the opportunity to earn positions on teams, with no guarantees of representation?</p>	<p>The Equity coordinator will focus on addressing inequities in the district as well as targeting supports to address access and opportunities that all students need and deserve.</p>
<p>Duncan 11/11/24</p>	<p>Z - August 6 and August 7 are too early to start school. Kentucky Kingdom must be hurt by our earlier and earlier starts. Getting out May 22 also feels too early. Why are we shifting our calendar earlier each year?</p>	<p>When looking at the start date for each school year, there is a correlation with our paycheck calendar. To push the start date one week later for the 2025-26 school year pushes the first paycheck for our bus drivers and nutrition services personnel two weeks later than normal and leaves a large gap in the summer between paychecks. Without advance planning, this causes issues for employees with automatic payments scheduled through their financial institutions. This was considered by the Calendar Committee during discussions and the recommendation was to keep the start dates as represented by the proposed calendars.</p>

<p>Duncan 11/11/24</p>	<p>C - I see "Schools" is creating an EA for Choice Zone. Do we have an Assistant Superintendent of Choice Zone?</p>	<p>We do not have an Assistant Superintendent of Choice Zone. The EA for Choice Zone will report to the Assistant Superintendent of Accelerated Improvement Schools.</p>
<p>Duncan 11/11/24</p>	<p>S 2 - A magnet School Assisted Grant "aims to reduce minority isolation at Western High and Coleridge-Taylor." What does that mean? Too many minority students there?</p>	<p>We have diversity targets embedded in our new Student Assignment Plan. The grant will assist with us meeting our goals for both schools. I would not use the phrase "too many", but disproportional at this time.</p>
<p>Duncan 11/11/24</p>	<p>L - what school are we building on Terry Rd?</p>	<p>Grace James Academy.</p>
<p>Duncan 11/11/24</p>	<p>B - What is "Assistant Principal @Culture and Climate"? What is a Technician School Choice?</p>	<p>The individual was reassigned by HR to Culture and Climate and has now returned to a school. This was submitted in March. I will email the PDF of the job description.</p>
<p>Duncan 11/11/24</p>	<p>V - 30% of our elementary schools with Wellness Plans report they are not able to follow up on abnormal hearing, vision, or physicals screenings. Why not? Are nurses not available in 30% of our elementary schools?</p>	<p>Follow-up for abnormal hearing, vision, and physical screenings is consistently conducted by school nurses at every school. We have robust systems in place to ensure this follow-up. If schools reported otherwise, it may be because the school nurse or nurse practitioner was not involved in responding to the assessment questions. In addition to our follow-up systems, we have implemented vision clinics directly at schools, allowing students to receive prescribed eyeglasses at no cost. Nurse practitioners are also providing on-site vaccine and physical clinics. For hearing screenings, we follow a district protocol developed in collaboration with Speech-Language Pathology (SLP) program leadership and district audiologists to ensure timely follow-up for any failed screenings.</p>

Are there no Wellness expectations for middle and high schools?

Yes, wellness expectations are in place for middle and high schools. According to **702 KAR 1:160**, every school board is required to maintain a program of "continuous health supervision for all currently enrolled students," ensuring that wellness is prioritized across all grade levels.

At our middle and high schools, school nurses play a vital role in supporting student wellness. They conduct follow-up care for any abnormal findings from vision and hearing screenings during required 6th-grade physicals, following detailed protocols outlined in our **School Nursing Manual**. This manual provides standardized guidelines, allowing nurses to deliver consistent, high-quality care tailored to students' needs.

Our wellness initiatives are structured around the **RISE (Ready to Learn, In School, Safe, and Empowered)** framework, which emphasizes creating conditions that support students' readiness for learning, consistent school attendance, safety, and overall empowerment. By addressing these pillars, our nursing staff can support students holistically, ensuring both preventive care and responsive health interventions.

To keep our nursing staff connected and informed, we publish **StethoSCOOP**, a weekly newsletter for school nurses that provides updates on district health protocols, shares best practices, and offers guidance on wellness initiatives. StethoSCOOP is a key resource for ensuring our nurses stay aligned with district-wide health and wellness priorities.

Additionally, **nurse practitioner clinics** are now available at every JCPS school, including middle and high schools, offering expanded access to essential health services, such as physicals and vaccinations, directly at school.

With these structured systems and resources in place, we ensure that all students—at every grade level—receive the continuous health supervision and support needed to support academic success.

[2024-2025 JCPS Health & Wellness Nursing Manual](#)

[Stethoscoop, JCPS School Nursing Newsletter](#)

How has this report expanded this year?

How do we monitor schools' Wellness Plans?

Are the same schools out of compliance every year?

Jefferson County Public Schools
The Stetho-Scoop
Empowering School Nurses to Help Students RISE
November 4, 2024



Every child matters and deserves the best opportunity in life. We commit to this work by ensuring students are Ready to learn, IN school, Safe and Empowered to graduate prepared and inspired to reach their full potential.

Stethoscoop, JCPS School Nursing Newsletter

Jefferson County Public Schools The Stetho-Scoop School Nursing Newsletter 8/12/2024 8/20/2024 8/26/2024 9/3/2024 9/9/2024 9/16/2024 9/23/2024 9/30/2024 10/7/2024 10/14/2024 10/23/2024 10/28/2024 11/4/2024 Jefferson County Public Schools The Stetho-Scoop Empowe...

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This year's report includes information from the triennial assessment required for the district. Every three years, districts must evaluate their District Wellness Policy using the WellSAT 3.0 tool and produce a summary report. Both are linked in the report and posted on the website. Additionally, we included information about Smart Snacks and other resources due to high interest from schools.

Monitoring wellness plans within Jefferson County Public Schools (JCPS) involves a structured approach that includes school-level assessments, district oversight, and community engagement:

1. School-Level Self-Monitoring:

- **Wellness Assessments:** Each elementary school conducts assessments using the School Wellness Assessment tool to develop action plans tailored to their specific wellness goals. These plans are primarily self-monitored, with some schools establishing Wellness Teams to oversee implementation and provide ongoing recommendations.

2. District Leadership Review:

- **Wellness Leadership Group :** JCPS team members including Jessica Napier, Terina Edington, Andrea Wright and Eva Stone review assessment results and schools' action plans. They monitor compliance, identify areas needing improvement, and provide expertise to address significant gaps in wellness efforts.

Are there any consequences for a school's being out of compliance with Wellness recommendations?

3. Community and Stakeholder Engagement:

- **Public Reporting:** Annually, a nutrition and physical activity report is prepared by the Executive Administrator of School and Community Nutrition Services and made available to the public on the District website. This report is released no later than sixty days prior to a public forum, as required by KRS 158.856.
- **Public Forums:** The District holds advertised public forums by January 31 each year to present plans for improving school nutrition and physical activities, inviting community input and fostering transparency.

4. Documentation and Reporting Requirements:

- **Recordkeeping:** Both the District and individual schools maintain comprehensive records, including copies of written wellness policies, documentation of policy assessments, and evidence of public notifications.
- **Annual Reporting:** By May 1 each year, the Superintendent submits a wellness plan to the Kentucky Department of Education (KDE). This plan includes a summary of findings, compliance evaluations, and measurable progress toward wellness goals, as mandated by KRS 158.856.

Through this multi-tiered monitoring system, JCPS ensures that wellness initiatives are effectively implemented, align with district goals, comply with regulatory requirements, and support students' health and academic success.

All schools completed the assessment. The tool provides guidance to help schools identify their strengths and weaknesses and plan accordingly.

For elements mandated by state or federal regulations (such as the federal meals program), there can be consequences for non-compliance. However, there are no formal consequences for not following recommendations from local wellness teams.