

January 28, 2025

Board Member Questions

<b>Board Member</b>	<b>Question</b>	<b>Response</b>
1/28/25 Duncan	How does a “school of color” meet diversity guidelines for Magnet Schools of America certification? Would a school with reverse enrollment still meet diversity guidelines?	<p>Thank you for your question regarding how schools meet diversity guidelines for Magnet Schools of America (MSA) certification, particularly when addressing “schools of color”. Diversity is one of the foundational pillars of MSA, which aims to ensure equitable access, inclusive learning environments, and culturally rich educational experiences for all students.</p> <p>Diversity as a Pillar of MSA: Magnet Schools of America emphasizes diversity in multiple forms, including racial, cultural, socioeconomic, linguistic, and academic diversity. This pillar seeks to create school environments that reflect the broader community while fostering opportunities for students to learn from peers with differing backgrounds. A diverse student body enriches the educational experience by promoting cross-cultural understanding, and ensuring equitable opportunities for success. Magnet Schools of America evaluates schools holistically. Schools that adapt their practices to ensure all students feel welcome, represented, and supported will be recognized for their commitment to diversity, even in unique demographic scenarios.</p> <p>Thank you for your continued support in advancing the mission of School Choice and ensuring our magnet schools and programs meet the highest standards of equity and excellence to provide unique experiences for our Jcps students. The particular school in question has met the national certification standards through Magnet Schools of America which is the national organization that sets the standard for best practice in magnet schools and programs across the United States.</p>

<p>1/27/25 Duncan</p>	<p>I want to see if parents driving for stipends has increased attendance or decreased attendance at MTs (magnets)</p>	<p>About 50% of students who received the stipends improved their attendance from last year (with an average increase of 3.7%). The 50% of students who <i>did not</i> improve their attendance saw an average decrease of 3.4%. Please note that this doesn't account for when they started to receive the stipend (or how many days they received it).</p> <table border="1" data-bbox="737 308 2003 649"> <thead> <tr> <th>Improved Attendance</th> <th># Students Receiving Stipend</th> <th>23-24 1st Semester Attendance</th> <th>24-25 1st Semester Attendance</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>1166</td> <td>92.1</td> <td>94.6</td> <td></td> </tr> <tr> <td>No</td> <td>5551</td> <td>95.9</td> <td>92.5</td> <td>-3.4</td> </tr> <tr> <td>Yes</td> <td>5572</td> <td>92.1</td> <td>95.8</td> <td>3.7</td> </tr> <tr> <td>Grand Total</td> <td>12289</td> <td>94.0</td> <td>94.2</td> <td>0.2</td> </tr> </tbody> </table> <p>Note: N/A missing attendance data for prior year or in preschool</p>	Improved Attendance	# Students Receiving Stipend	23-24 1st Semester Attendance	24-25 1st Semester Attendance	Change	N/A	1166	92.1	94.6		No	5551	95.9	92.5	-3.4	Yes	5572	92.1	95.8	3.7	Grand Total	12289	94.0	94.2	0.2
Improved Attendance	# Students Receiving Stipend	23-24 1st Semester Attendance	24-25 1st Semester Attendance	Change																							
N/A	1166	92.1	94.6																								
No	5551	95.9	92.5	-3.4																							
Yes	5572	92.1	95.8	3.7																							
Grand Total	12289	94.0	94.2	0.2																							
<p>1/27/25 Duncan</p>	<p>When it says revenue increased from last year by 3.5%, is that 3.5% beyond the 4%?(more like 7.5% more than last year's receipts?)</p> <p>If we collect more than 4%, do we keep that additional revenue and figure a rate that gives us 4% more than that last collection?</p>	<p>These are two separate factors to our tax calculation and do not compound on each other. First, we are assuming that our assessments will increase by 3.5%, which approximates our historical average. This assessment growth percentage not only is used in our tax rate calculation, but it affects our state SEEK revenues by increasing our 30-cent local effort (thereby decreasing how much we get from the state).</p> <p>Second, we are assuming that the Board will approve the 4% tax rate. This tax rate is calculated using the PVA's certified assessments as one component of the calculation. This means that the more our assessments go up, the lower the tax rate will need to be to accomplish the 4% revenue increase, including potentially decreasing while still achieving the 4% revenue increase.</p>																									

<p>1/27/25 Duncan</p>	<p>Q 3 - the Fern Creek Alumni Association just donated \$60,000 to the school. How did they raise that much money?</p>	<p>The Fern Creek High School Alumni Association is a 501(c)(3) organization. The Fern Creek High School Alumni Association is one of the strongest and most active alumni organizations for a public high school in the country.</p> <p>They generate support through various fundraising events, general donations and direct donor donations. All of our information can be found on our Alumni Website (<a href="https://www.ferncreekalumni.com/">https://www.ferncreekalumni.com/</a>).</p> <p>However, this specific donation was an anonymous, direct donation to the Alumni Association that was expressly designated to be used by JCPS for the purpose of funding, in part, the position of Mr. Beau Baker at Fern Creek High School for him to provide college readiness and post-secondary service to FCHS students.</p>
<p>1/27/25 Duncan</p>	<p>R 7 - is Lincoln still considered a high-needs school needing mentors from Phi Beta Sigma?</p>	<p>According to the January Vital Signs, the number of African/American students projected P/D in Math is 14% lower than peers. The number of African/American students projected P/D in reading is 20% lower than peers. Mentors will provide positive support for them in the classroom and help build their confidence.</p>
<p>1/27/25 Duncan</p>	<p>G - I don't agree that Traditional schools, like Butler, touted for their academic prowess, should be given Career Pathways to further advantage them in being able to attract capable students from regular schools. The gulf between MT's and regulars will just get bigger.</p>	<p>Our traditional high schools have had career and tech pathways for at least the past 5 years, Butler even longer.</p> <p>If you can recall, one of our primary missions of our high school office is for students to leave JCPS "Diploma+". Meaning students will have a high school diploma plus an opportunity for further education or the workforce in a career field. Not all traditional students are college bound and we want to make sure ALL students have options.</p>
<p>1/27/25 Duncan</p>	<p>R 14 - Titan Associates - Are they serving alternative schools (Breck Metro, Minor Daniel) or other schools, too?</p>	<p>They serve 27 schools, K-12.</p>

<p>1/27/25 Duncan</p>	<p>R 17 - Do we know what this MOA with JCTA is covering?</p>	<p>We have two MOAs that address the transfer process. One allows external and internal candidates to apply at the same time and for transfer positions to potentially be posted for a shorter time period. This both allows the process to go more quickly and for us to be able to contact and recruit external applicants earlier in the staffing season. The second MOA is a renewal of one entered last year allowing current JCPS teachers with a provisional certification to participate in the transfer process.</p>
<p>1/27/25 Duncan</p>	<p>H 3 - is the new school "near Indian Trail" the Elev8 school or Dubois or the new Indian Trail we recently built?</p>	<p>It is the BG-5 for Indian Trail's new construction reflecting they are finished with the job, completely.</p>
<p>1/27/25 Duncan</p>	<p>C - are we decreasing any positions to offset the costs of the added HR positions?</p>	<p>These positions are being added to drive and enhance our recruiting strategies. They will allow our team to increase both our university partnerships and our job fairs for classified positions. We are not decreasing positions but are decreasing our use of outside vendors.</p>
<p>1/21/25 Everett</p>	<p>Follow up question- On the lighting project, makes sense this is the end of the project. Also, it looks like this project was already approved. Is the 249k just being approved again because the project is nearly done, and we need to release the original approved contract amount?</p>	<p>Yes, it is a BG-4.</p>
<p>1/21/25 Everett</p>	<p>I love how you are looking at continually optimizing what buildings are being used in what</p>	<p>Looking at rough estimates based on 20:1 class sizes for all schools, the elementary average for all schools would be 103% of optimal, middle would be 110% of optimal, and high would be</p>

	<p>areas. I'd really like to see how feasible it would be to shrink class sizes by mandating people go to their reside school, how would I start that process?</p>	<p>112% of optimal. 6 elementary clusters would be over 115%, 9 middle schools over 115%, and 13 high schools over 115% of optimal capacity. Major boundary changes would be required to do this, parent choice would be reduced, and schools across the board would be very tight on space. We already have teacher vacancies, so this would lead to additional vacancies.</p>
<p>1/21/25 Everett</p>	<p>Follow up question- For the sole source contract with Maxim it appears the rationale was because it was for a licensed professional. Just so I am understanding, the justification for sole source isn't because this is the only place to find the service it's simply because it's a license professional? So, any time the district wants to procure a licensed professional they don't need to go out to bid or use a coop?</p>	<p>State Model Procurement law provides a list of circumstances where competitive negotiation is not required. Non-competitive negotiation does not mean that the service is sole-source, just that an exception to competitive negotiation applies. If the circumstances fall within the non-competitive negotiation list, the district may go outside of the competitive (bid) process. Our Purchasing staff use best efforts to stay within the competitive process where appropriate, even if an exception applies. For example, nurses are licensed professionals, but we utilize a competitive bid for nurse staffing except for the limited circumstance where the district has a need that cannot be filled by the competitive process (highly skilled nurses for ventilator dependent students).</p>
<p>1/21/25 Everett</p>	<p>Item 12-g-2 talks about replacing lights in a hallway for \$249,000 that seems really high, any more details here?</p>	<p>This is a bg-4, which means it's almost finished. Barret is 3- stories, plus it was also the gym lights.</p>
<p>1/21/25 Everett</p>	<p>The largest spend item is the new stadium for \$8,000,000, how does this cost compare to other stadiums we've built recently?</p>	<p>Dubois is higher but it's a ground up build and includes a field house, sports lighting, detention basin etc. The other stadiums we've done are renovations.</p>

<p>1/21/25 Everett</p>	<p>Section 12.M talked about services contracts over 20,000 dollars. I noticed that nearly all of them were sole sourced, including a staffing one. It says the rationale is because there is no one else who can do this, I just don't get that? I know for a fact that staffing firm is not the only one who can provide medical staffing services, let me know if I'm missing something here.</p>	<p>The Professional Services Contracts are sole source in nature. Contracts that go through competitive negotiation are reported to the Board in a different manner by Purchasing. The Noncompetitive Negotiation Determinations &amp; Finding sheet at the back of each contract shows which exception to competitive negotiation that the contract falls under and who made that determination.</p> <p>In the case of medical staffing, we have 2 medical staffing agencies on bid. We have 2 ventilator dependent students who require highly skilled nursing care. The staffing companies on bid are unable to provide the highly skilled staff necessary for those students specifically. The Professional Services Contract with Maxim is to fill the gap in what our other staffing agencies are unable to provide and is only for utilization when the staffing agencies on bid are unable to meet the District's need.</p>
----------------------------	--	---