


Board Q&A

Everett 8/19/25	I've heard we have CEP kids being dropped off at schools that don't match the same dismissal time. For example students who get out at 320 are taken to a school that doesn't let out until 420. Is this a temporary issue or something we are stuck with due to logistics?	Yes, same as last year. This is unavoidable to provide service to CEP/ our parents. We could drop a ton of services and not do this- at the cost of buses. So yes, we are stuck with it if we want to continue to give service to our families/ CEP- which we should continue.
Everett 8/11/25	When will we be discussing and having to finalize start times and who is offered busses for next year?	We will reiterate that the structure of transportation should not change next year, as we will be implementing full use of our routing software. To change the structure at the same time as routing software, this is a repeat of the actions taken the year of the crisis. We would recommend the board stay consistent with the transportation plan currently for another year, with the exception of possibly adjusting timing on start/ end times which will be discussed with the Principal Communication Committee on 8/21.
Duncan 8/19/25	Action - Tax rate Please provide our total tax receipts for 2022-23, 2023-24, and for 2024-25. Do we really need to raise the tax rate in order to be bringing in more than 4%? each year	2024-25 \$725,872,136.82 2023-24 \$678,872,894.09 2022-23 \$645,609,875.06 The Board's Revenue Advisory Task Force will determine whether they feel it is important to increase taxes more than what 4% rate. The Task Force will advise the Jefferson County Board of Education of their recommendation. The Board will take any action they choose after receiving the Task Force's recommendation.
Everett 8/15/25	What is our current policy on vaping within schools?	The Student Support and Behavior Intervention Handbook outlines resources and consequences for youth struggling with vape use. The specific consequences can range from student conference to suspension depending on the number of incidents, student age, etc. Most importantly, we want our

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		<p>students to be informed of the negative outcomes and resources associated with vape use. Our school counselors are required to provide a one-page handout of resources to parents and students anytime a student vapes. We also proactively disseminate this information to parents and staff through the Insider each year.</p> <p>JCPS Student Support and Behavior Intervention Handbook</p>
Duncan 8/19/25	When data is disaggregated by groups, how are differences within groups addressed?	<p>When we disaggregate student performance data by groups, it helps us identify trends and highlight areas where certain groups of students may need additional attention. At the same time, we recognize that there is variation within every group. To address these individual differences, we use student-level data to guide instruction and provide targeted interventions and supports based on each student's specific needs. This means that while group data informs our overall strategies, our instructional practices and support systems are tailored at the individual level to ensure every student has the opportunity to succeed.</p>
Duncan 8/19/25	What is the role of DEP in closing the achievement gaps among other racial and ethnic groups?	<p>DEP plays a crucial role in closing the achievement gap by identifying and dismantling systemic barriers that disproportionately affect marginalized students. This department works to ensure that all students have the resources, opportunities, and support they need to succeed, regardless of their race, ethnicity, socioeconomic status, or other factors.</p> <p>This is also the reason why the board approved a racial equity policy in 2018. In addition, the monitoring, measuring, and managing of systems that improve outcomes for students. Beyond the achievement gap, this department helps restructure systems so as to not give any students superiority complexes or inferiority complexes.</p> <p>Core Functions </p> <p>Key functions include:</p> <ul style="list-style-type: none">• Policy and Practice Audits: We review and revise school policies, from discipline codes to grading systems, to eliminate discriminatory practices that contribute to achievement gaps.• Data Analysis and Accountability: We analyze student performance data, disaggregating it by race, income, and other demographics. This helps identify where gaps exist and hold schools and districts accountable for creating and implementing targeted strategies to close them.• Culturally Responsive Education: DEP provides professional development and training for teachers and staff on culturally responsive pedagogy. This helps educators create inclusive classroom environments, incorporate diverse perspectives into the curriculum, and understand and address their own biases.

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		<ul style="list-style-type: none">• Resource Allocation: We advocate for the equitable distribution of resources, such as funding, high-quality teachers, technology, and advanced coursework, to schools and students who need them most. We work to challenge the notion that "equality" means giving everyone the same thing, instead focusing on "equity," which means giving everyone what they need to succeed.• Community and Family Engagement: We assist departments build strong partnerships with families and the community. This includes providing resources and support to parents and ensuring their voices are heard in the decision-making process, as family involvement is a strong predictor of student success
Duncan 8/19/25	How does DEP support improvement in closing the black-white gaps in literacy and math?	<p>training, coaching, tools that support the curriculum.</p> <p>Dr. Greenwell unpacks this more in her answer below.</p> <p>The ARE Tool is one of the anchor documents that assist in addressing the causes of the achievement gap that does not center the child. Instead, it focuses on the pedagogy and curriculum and beliefs of the adults.</p>
Duncan 8/19/25	Monitoring What are the percentages for non-FRL? For FRL they are 28.7, 27, and 23% met academic and Defense benchmarks. The poverty gap is one of our biggest.	<p>The five board goals are established for ALL students; however disaggregated data is provided based on the board request for additional context. Overall, there is a performance gap between FRL and non FRL students. If the board would like to change the goal to focus on a particular student group, we can update the reports accordingly.</p>
Duncan 8/19/25	How would a vibrant learning environment provide differentiated support?	<p>A vibrant learning environment provides more opportunity for differentiated support because it allows multiple entry points for students to access learning. Regardless if they are auditory learners, visual learners, kinesthetic learners, etc. there is opportunity for every student's needs to be met. Having multiple ways to engage, varied resources, flexible grouping, along with student voice and choice allow for a focus on differentiated experiences.</p>

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		<p>In a vibrant learning environment, curricula like EL and IM are designed to provide differentiated support not by lowering expectations, but by creating multiple, equitable pathways for students to meet the same high standards.</p> <p>EL Education creates this by using carefully designed instructional routines and protocols that provide structure, as well as scaffolding. Teachers use a variety of tools, such as graphic organizers and chunked texts, to ensure students of all levels can access and engage with complex, grade-level material. Flexible grouping allows teachers to provide targeted support, while collaborative discussions ensure every student actively participates in the learning process.</p> <p>IM promotes a vibrant, collaborative environment by using a problem-based approach that offers a low floor and a high ceiling. This means every student can find a way into the problem, using their own knowledge and experience. Embedded Math Language Routines give all learners, especially multilingual learners, the language and communication tools they need to share their mathematical thinking. Furthermore, learning centers provide opportunities for students to practice a variety of skills at their own pace, strengthening areas where they need additional support.</p> <p>In both curricula, the focus is on a student-centered, active learning model that meets kids where they are and empowers them to reach ambitious goals.</p>
Duncan 8/19/25	How can we provide better Tier 2 and 3 support at the high school level?	<p>Mr. Everett asked a similar question, here's the response:</p> <p>At the school level, a clear process is in place to determine student needs. Schools use screeners and diagnostics to identify students who require support, including Lexia Power-Up, a successful online tool, to address gaps. Additional support can come from reading interventionists or through an ECE referral when a diagnosis is suspected. The Instructional Systems Monitoring Tool (ISMT) is used to guide schools in determining individualized reading needs.</p> <p>Recognizing that most secondary teachers are content specialists rather than reading teachers, we have focused on building foundational knowledge. Since there is no state or district mandate for secondary teachers to have a reading background, we require all middle and high school principals and Instructional Support Leaders to complete the 9-hour JCPS Adolescent Literacy Series. To build on this, we've partnered with KDE and TNTP to offer additional professional learning, which has been completed by 155 educators to date. We paid for the stipends with Title funding, which was recently cut and then reinstated.</p> <p>Here are the district's requirements for reading support:</p>

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		<ul style="list-style-type: none">• Reading Screener: Determines growth and proficiency. We use CERT in high school and MAP in middle school.• Reading Diagnostic: Capti is used after screening to diagnose the root cause of reading issues.• Tier 1: Strong curricular support is provided through myPerspectives at the high school level and EL at the middle school level. The Schools Division principal supervisors monitor implementation.• Tier 2: Small-group differentiated instruction and Lexia Power-Up are used to address student needs. This is a focus area for growth at the middle and high school levels.• Tier 3: Structured classroom support is provided for struggling readers, often those with an IEP. This is usually delivered in an additional class or as part of their individualized support plan. <p>Schools may also utilize Extended School Services (ESS) programs to provide extra literacy support to small groups of 2-5 students outside the regular school day. These services can be delivered through various formats, including before- or after-school sessions, Saturday programs, and summer learning opportunities. In certain situations, schools may receive a waiver to offer these services during the school day. ESS funding is distributed to all school districts to support students who need additional time to achieve academic proficiency.</p>
Duncan 8/19/25	How do we align MAP academic measures with state assessment measures and SAT measures?	MAP is correlated with the Kentucky Summative Assessment. Overall, MAP Growth scores have a high accuracy rate of identifying student proficiency on the KSA tests. According to the latest NWEA linking study published in 2025, the MAP Growth Proficient cut score has an accuracy rate between .81 and .86 for grades 3-10 in Reading and Math. This means it accurately predicted student achievement on the state test for 81% - 86% of the sample.
Duncan 8/19/25	How can we increase supports in high-density ML schools beyond hiring more Bilingual Assistants that are not abundant?	Each high-density school receives prioritized support from the OML team in the following ways: weekly/bi-weekly coaching for ELD team, ongoing professional learning for ELD team and content teachers, monthly PLC meetings and on-site support for ML counselors, quarterly principal meetings for HD principals and ongoing on-site support for FRYSC for family and community engagement and supports.
Duncan 8/19/25	C - Org Chart - Who is prepared to hold the position	The position will be posted and open to both external and internal candidates. A candidate with JCPS experience is preferred. The Foundation has authorized funding for this position. The salary range is

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	of Special Assistant to the Superintendent - someone from outside JCPS? What will be the cost of this position?	\$130,902-\$182,194, with the starting salary, based on our placement rules, most likely \$151,339 - \$156,547.87.
8/12/25 Craig	Can board members have an update on any changes on requirements around senior year standardized testing, what colleges are looking at, etc.?	Here is a brief summary of the potential change from ACT to SAT as the college admission exam, part of the KDE accountability system.
8/11/25 Everett	What is our policy on recess and when does it stop being offered? Are we able to bring it to all grades or at least some more movement during the day?	<p>All JCPS elementary schools follow KRS 160.345 which requires schools to develop and implement a wellness policy that includes 150 minutes of physical activity per week not to exceed 30 minutes per day. Dr. Stenton has copies of each school specific wellness policy.</p> <p>KRS 160.345 (11) Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week.</p>
8/11/25 Everett	Do we have any options to get healthier food in the schools for breakfast and lunch, what would think creased cost look like?	<p>The breakfast and lunch meals we serve to our JCPS students must meet the strict meal pattern and nutritional requirements of the United States Department of Agriculture. These guidelines are based on the Dietary Guidelines for Americans. Menus must be planned for each age grade group; preschool, K-5, 6-8, and 9-12.</p> <p>We offer breakfast and lunch at all school locations. Breakfast consists of an entrée, juice, fruit, and milk. At lunch we offer three entrées choices each day, one is always a nonmeat/ meat alternative (cheese) item. For lunch we also offer fruits, vegetables, and a choice of milk.</p> <p>The items we offer on our menus that are purchased from vendors are specially designed and manufactured for the K-12 market so that they meet the strict nutrition requirements of USDA.</p> <p><u>Some of the USDA requirements that we follow include:</u></p> <p>-</p>

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	<p>Students must select a fruit or vegetable with each meal. We offer all of the vegetable sub groups daily with our self-serve veggie stations and by providing them on the menu. The subgroups include; dark green leafy, red orange, lentils, and starchy.</p> <p>We offer two types of milk with each breakfast and lunch meal. Traditionally a fat free flavored milk and a 1 % unflavored milk.</p> <p>80 % off all the grains served in our program must be whole grain rich. The only grains we serve that are not whole grain are biscuits and pasta. Students did not like the heavier texture of the whole grain biscuits and pasta so we chose to serve those in the non whole grain form while still meeting the 80/20 requirement. All sandwich bread, buns, rolls (made at our Nutrition Service Center), muffins (made at our Nutrition Service Center) are all whole grain rich products. Our Domino's pizza crust (offered in secondary schools) and other entrée items we purchase such as our chicken nuggets are also whole grain.</p> <p>We are required to follow strict sodium and sugar restrictions. We have been able to meet all of the USDA levels. One of the reasons we are able to do this is because of the scratch cooking we do at our Nutrition Service Center. We are able to scratch cook on a large scale and provide the same delicious and nutritious products to all of our schools. Because of our central kitchen we are able to control the ingredients, have high food safety standards that follow the Good Manufacturing Practices Guidelines, and provide delicious and consistent products for all JCPS students. Our NSC and Warehouse also allow us to purchase more local produce and meat items. Few farmers would be to deliver to all 147 schools. We are able to receive local items in our warehouse to be used in production of scratch made items or to deliver to schools. Students are enjoying local grown red and yellow watermelon right now. The sugar limitations for breakfast will be 6 grams or less next school year. Because of this we are exploring more savory breakfast items.</p> <p>We use an excellent nutritional software that allows our menu planner to ensure they are meeting the nutritional requirements for our students. We also have an online menu that parents can access and see the nutrition values of the menu items. They can also sort the menu for allergens and pork containing items. https://jcps.nutrislice.com Please check out our menus online!</p> <p>If a child has a medical need for meal modification we accommodate that. We have approximately 3500 students who we make accommodations for.</p> <p>Every JCPS student receives a free breakfast and lunch but we also offer a la cart items that they can purchase in the serving line. These include an extra entrée (often pizza slice) or a snack or drink that are USDA Smart Snack compliant.</p>
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Our students have their favorites like cheeseburgers (wholegrain bun, lean beef (often local), low fat/sodium cheese) and pizza (wholegrain crust, lean meat, low fat/sodium cheese) but we are trying to introduce new menu items that are culturally diverse or that students see in the restaurant industry to create more excitement. These items still have to meet the nutritional requirements. Items that are new and sometimes more expensive we can offer as a limited time offer around certain events. Example is wings and rings at secondary during March Madness.

Some of the LTOs we are planning this year include:

- Beef Fried Rice- Sept-Nov
- Thai Chili Meatballs- Sept-Nov
- Hearty Tomato Dill Soup- Dec-Feb
- Dill Nuggets (made at the center and served with cheese croissant) - Dec-Feb
- B/P Pepperoni Bosco Stick- Dec-Feb
- Taco Sticks- Jan-March
- Buffalo Chicken Egg Roll- Dec-Feb
- Cheesy Herb Chicken Pasta- March-May
- Breakfast Egg Roll- March-May
- Jalapeno Mozzarella Bites- March-May
- Pupusa- March-May
- Fish Sticks and Wedges- March-May
- Burnt Ends and Cole Slaw- Chow Wagon and another date in May

Nutrition Services is Funded through the USDA Child Nutrition entitlement grant. We are reimbursed for every reimbursable meal we serve to a student. We receive \$4.77 for Free rate reimbursement and \$.52 for paid rate for Lunch. For breakfast we receive \$2.94 for Free Rate and \$.40 for the Paid rate. 97% of all reimbursable lunches served are claimed at the higher free rate and 3% are claimed at the lower paid rate. Our program also provides revenue back to the district through indirect cost which covers operational expenses. Although we were grateful for the increase this year we still have to be very careful of our spending to ensure we maintain a financially healthy program while still meeting the needs of our students.

I feel that one of the biggest challenges we face in school nutrition and meal satisfaction is many of our student's families receive SNAP benefits (over 60% automatically qualify for free meal benefits). The USDA SNAP program does not have restrictions on items that can be purchased with the benefits and often the least expensive foods are those that have a lot of calories and are high in sodium and sugar (Soda, potato chips, snack cakes, etc.). When students arrive with palates that have already learned to prefer very salty and very sweet processed foods it can be difficult to acclimate them to fruits, vegetables, and whole grains.

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		<p>I hope this provides some useful information. I am happy to answer any questions you may have.</p> <p>Thank you for your service on our Board of Education.</p>
8/11/25 Everett	<p>Following up on an earlier question but being more specific. If we have an 11th grader who is clearly behind in reading what do we offer during the school year for them to catch up? Whether that be app, websites, clubs etc...</p>	<p>At the school level, a clear process is in place to determine student needs. Schools use screeners and diagnostics to identify students who require support, including Lexia Power-Up, a successful online tool, to address gaps. Additional support can come from reading interventionists or through an ECE referral when a diagnosis is suspected. The Instructional Systems Monitoring Tool (ISMT) is used to guide schools in determining individualized reading needs.</p> <p>Recognizing that most secondary teachers are content specialists rather than reading teachers, we have focused on building foundational knowledge. Since there is no state or district mandate for secondary teachers to have a reading background, we require all middle and high school principals and Instructional Support Leaders to complete the 9-hour JCPS Adolescent Literacy Series. To build on this, we've partnered with KDE and TNTP to offer additional professional learning, which has been completed by 155 educators to date. We paid for the stipends with Title funding, which was recently cut and then reinstated.</p> <p>Here are the district's requirements for reading support:</p> <ul style="list-style-type: none">• Reading Screener: Determines growth and proficiency. We use CERT in high school and MAP in middle school.• Reading Diagnostic: Capti is used after screening to diagnose the root cause of reading issues.• Tier 1: Strong curricular support is provided through myPerspectives at the high school level and EL at the middle school level. The Schools Division principal supervisors monitor implementation.• Tier 2: Small-group differentiated instruction and Lexia Power-Up are used to address student needs. This is a focus area for growth at the middle and high school levels.• Tier 3: Structured classroom support is provided for struggling readers, often those with an IEP. This is usually delivered in an additional class or as part of their individualized support plan. <p>Schools may also utilize Extended School Services (ESS) programs to provide extra literacy support to small groups of 2-5 students outside the regular school day. These services can be delivered through various formats, including before- or after-school sessions, Saturday programs, and summer learning opportunities. In certain situations, schools may receive a waiver to offer these services during the school day. ESS funding is distributed to all school districts to support students who need additional time to achieve academic proficiency.</p>