

Duncan 9/15/25	C - Why are we approving a field trip that took place 9/5?	<p>As a reminder, late submissions are usually the result of an opportunity that presents itself after the cutoff of “on time” submission. This trip is one of those cases.</p> <p>Central was invited late to K States agriculture day, which aligns with the VET program. It was a good opportunity for students. Same for our student at Grace James Academy.</p>
Duncan 9/15/25	H - When did \$20,000 become \$40,000 as a minimum threshold for needing board approval?	<p>This was an error that will be corrected.</p> <p>KRS 45A.385 was amended to increase the maximum to \$40,000 for the permissible use of small purchase procedures, which covers the purchase of materials, supplies..., equipment or “<i>contractual services other than professional.</i>” (Italics added).</p> <p>KRS 160.370 sets the threshold for professional services contracts at \$20,000 and remains unchanged, so the agenda item should have included all professional services contracts the aggregate amount of which is \$20,000.</p> <p>In order to ensure compliance with KRS 160.370, all contracts that were not included in this Board Agenda due to this error will be brought to the Board for approval.</p>
Duncan 9/15/25	3 - Millenium - any positive data as a result of using their services?	<p>There has been a decrease of in-school and out of school suspensions in schools that have participated in the Millenium Professional Learning. Schools have also seen an increase in teacher retention for those participating in the New Teacher Cohorts.</p>
Duncan 9/15/25	M 10 - is Seven Counties Services the new name Seven Counties is now being called?	<p>This is not a name change. A review of Board agenda items shows that JCPS has entered into MOAs with Seven Counties Services, using that name, since at least 2011.</p>
Duncan 9/15/25	M 13 - Texas Roadhouse is contributing to the	<p>Texas Roadhouse, UA 502 Plumbers, and Pipe Fitters will be covering the cost and labor of this project in full.</p>

	renovation of locker rooms at Iroquois High School. Who will be funding what Texas Roadhouse isn't?	
Duncan 9/15/25	<p>N - The risk assessment shows that DEI strategies are putting us at some degree of risk. Where do our policies state DEI strategies? Why would they still be there if we can lose federal funding by having them?</p> <p>How is the "political environment" a higher priority than the safety of students and staff?</p>	<p>Based on communications with the Office of Civil Rights (OCR) at the U.S .Department of Education, the General Counsel's Office, in collaboration with Diversity, Equity, and Poverty Department, has undertaken a comprehensive review of District programming, policies, and procedures to determine whether we are in compliance with Title VI of the Civil Rights Act. Title VI prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance.</p> <p>Based on the review, we determined that the District is in compliance with Title VI, with one exception, which is that one portion of the existing school funding formula includes the percentage of students of color in a school as part of the determination of funding allocations, as well as other need-based factors. In response to the communication with OCR, general counsel proposes changing the funding formula to one that removes that factor in determining allocations.</p> <p>Otherwise, the General Counsel's Office review determined that all initiatives of the District comply with Title VI because all students have access to those opportunities regardless of race, color, or national origin. The goal is to address the educational needs of all students, and ensure equal access to opportunities for learning growth, and the District programming does that.</p> <p>One of the initiatives the OCR inquired about is the Racial Equity Analysis Protocol (REAP), which allows school and District staff to review policies and practices to ensure that they do not create or exacerbate racial inequities. The REAP questions enable staff to make the best decisions for all students and ensure that they do not unintentionally cause direct or indirect harm to students. The REAP, and the Racial Education Equity Plan more broadly, is a mechanism for the District to hold itself accountable to the promise of Title VI and ensure that students of all races, colors, and national origins receive the same access to the benefits of a high-quality education without discrimination.</p> <p>In response to the OCR inquiry, the General Counsel's Office has reviewed all Board policies relating to non-discrimination and racial equity, and will be proposing to the Board amendments to the following policies: 01.1 Legal Staute of the Board 03.113 Equal Employment Opportunity (Certified)</p>

		<p>03.212 Equal Employment Opportunity (Classified) 04.32 Model Procurement Code Purchasing 09.13 Equal Educational Opportunities (Students) 09.131 District Racial Equity Policy</p> <p>The changes clarify that in the implementation of these policies, the District complies with Title VI and all other federal Civil Rights law, and provides an annual assurance to the Kentucky Department of Education to that effect, as required by law.</p> <p>As an example, here is the proposed added language for Board Policy 01.1 Legal Status of the Board:</p> <p>“The District shall comply with all applicable provisions of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; the Individuals with Disabilities Education Act of 1990; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; and the Age Discrimination Act of 1975, and shall provide annual assurances of compliance to the Kentucky Department of Education.”</p> <p>These changes will be considered by the Board Policy Committee on October 20, 2025, receive their 1st reading on November 4, 2025, and be recommended for Board approval on November 16, 2025.</p>
Duncan 9/15/25	<p>O - Alternative Schools - What is the difference between an ARC and a 504 Team? After a student transitions back to his/her school from an alternative school, who is responsible for monitoring the stability of the student? Were there more changes in this policy</p>	<p>There are several circumstances in which students may be placed in an alternative school. Students may be placed there for violation of the Code of Conduct set forth in the SSBIH for Level 4 violations or for some community charges.</p> <p>If the student is a regular education student, a school may recommend alternative school for a Level 4 violation in the Student Support and Behavior Intervention Handbook (SSBIH). The student would then go to Student Relations where they would meet with Student Relations staff who would hear their side of the story and make a decision on whether to refer them to alternative placement.</p> <p>If a student is identified as eligible for an IEP or 504 Plan, that student is entitled to a manifestation determination review of the incident before they may be recommended for placement in an alternative school. The manifestation determination review is conducted by a group of individuals who are familiar with the student (including the parent), and the group asks if the behavior exhibited during the incident had a direct and substantial relationship to the student’s disability. If so, the student cannot be moved to an alternative program, but other disciplinary action may be taken. If the answer is “no,” the student can be recommended</p>

	<p>than the addition of relevant statutes?</p>	<p>for referral to an alternative school. After the manifestation determination review, the student would meet with Student Relations staff, just like a student without a disability.</p> <p>There are three exceptions to the rule that a student with a disability is entitled to a manifestation determination review: (1) if a student brings a dangerous weapon to school or a school activity; (2) if a student possesses or sells illegal drugs at school or a school activity; and (3) if a student causes serious bodily injury to another at school or a school activity. In these three situations, a student with a disability may be referred to alternative school for up to forty-five (45) days regardless of whether their behavior is related to their disability.</p> <p>A student with an IEP has an educational disability that adversely affects their ability to receive instruction. They require Specially Designed Instruction by an ECE teacher that is above and beyond the grade level content/ curriculum. An ARC meeting is held to review data and supports to make decisions that impact the student's IEP.</p> <p>A student with a 504 plan has a medical disability and requires accommodations in the school setting. The 504 team will hold a meeting to review supports that are on the student's 504 plan.</p> <p>A 504 plan focuses on providing reasonable accommodations to remove obstacles within the existing educational system, whereas an IEP includes specific goals, strategies, and individualized instruction to ensure the student benefits from the general education curriculum.</p> <p>An ECE student leaving the alternative school and returning to the comprehensive school, per an ARC committee placement decision, will have an ECE teacher as their case manager. This teacher is responsible to ensure Specially Designed Instruction, per the IEP, is being given. The student's IEP will be fully implemented to ensure their educational and behavioral needs are being met. All staff are responsible to implement the IEP. The student may also have a Behavior Intervention Plan to help support their behaviors and needs in the school setting. Additionally, ECE students have transitional support from a CEIS BCBA.</p> <p>There were no changes made to Board Policy 09.4341 Alternative Education Programs.</p> <p>Kentucky Administrative Regulation 704 KAR 19:002 requires a local board of education “adopt and annually review policies and procedures for the operation of each alternative education program within the district.”</p>
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Duncan 9/15/25	When will we see a mitigation plan for reductions in the budget?	We are working through a budget reduction plan now. At latest, this will be available when we present the Draft Budget in January.
Duncan 9/15/25	1- Street Academy - any positive data for those attending? How many regularly attend Street Academy?	Street Academy is continuously recruiting for additional scholars while still providing tutoring strategies, opportunities to attend community events throughout the West End, and the ability to perform in art-based performance. The program serves approx 390 scholars with 94% parent engagement.
Everett 9/11/25	I'm hearing again about the music department being affected but now the budget has shifted to a different fund and is within principals' discretion to use it for instruments and repair? Can you outline this change and we're the music leaders included in this change like we learned last time they should be?	<p>Historically, \$440,000 was set aside at the district level and managed by the Music Instructional Lead. In FY24 (2023-24), \$362,591.85 was spent to fulfill instrument requests for schools, and in FY25 (2024-25, that amount was \$428,449.04. There were no allocations for individual schools. Instead, schools could request instrument funding through the Music Instructional Lead, who would fulfill orders based on those requests. The system did not ensure equitable access for all students at all schools. Furthermore, no funds were set aside at the district level to support Health and Physical Education, Visual and Performing Arts, or World Language - all programs that fall under the related arts umbrella. To equitably support these programs above and beyond what schools already allocate for them, a system was created to allocate funds directly to schools, rather than managing those funds at the district level. This ensures that schools have the ability to manage funds in a way that meets the specific needs of their programs.</p> <p>For FY26 (2025-26), Title IV funds have been allocated to ALL schools to support not only Music, but also Health and Physical Education, Visual and Performing Arts, and World Language. Schools have access to a total of \$1,827,120 in funding. Like all school-based funding, Principals will work through their internal budget consultation processes to allocate these funds according to school and student needs. Guidance has been shared with Principals through the Academics Principal Advisory and through the Academics Weekly Update. In addition, information about budget shifts was shared with Principals during FY26 budget training in February and March of this year.</p>

<p>Everett 9/5/25</p>	<p>I'm hearing from some teachers that they are being monitored how much they use certain tools, to the point the time they spend on certain applications is being monitored or even if they call on different kids enough, is this true?</p> <p>It's a program specifically called SEL that some teachers are saying they are being monitored on how much time they use it. Also, teachers saying people coming to their classroom to make sure they are calling on all different kinds of kids for questions to answer I assume.</p>	<p>Character Strong is the online platform used to implement our Bullying Prevention Curriculum and District/School Trauma Informed Care Plans. The platform contains pre-loaded slide decks and lessons available to schools and teachers to assist in character building, reducing peer to peer conflict, teaching social and emotional learning strategies and improving school climate and culture. Principals do have access to an analytical dashboard within the platform. However, the district does not require the dashboard to be monitored by schools and it is not intended to be used for teacher evaluation, etc. Principals may use the tool to ensure fidelity and consistency of student access across the school. There is no component of this program that tracks or monitors how frequently students are called upon.</p>
<p>Everett 9/5/25</p>	<p>Any progress on the percentage of contracts that were</p>	<p>This is proving to be a significant amount of manual effort. We will have this completed by COB 9/19/2025</p>

	sole sourced over the last 12 months?	
Everett 9/5/25	Can we see a draft of the new contract procedure before it is ruled out to all employees?	Sure. Once we have feedback from administration and have a draft to share, we will do so.
Everett 9/5/25	Now that the first iteration of Cert has taken place this school year, what's an example of how kids will receive the necessary support if they scored low? In particular wondering for the high schoolers who may be prepared for the ACT but now have to take the SAT and this cert round didn't go well.	The window does not close until 9/19, so all results are not available. I will send the inquiry out so we are prepared to give you a complete response once we have the data. The district high school team and school leaders have been planning for the shift since the announcement was made.