

Board Q&A

October 14, 2025

Board Member	Question	Response
Everett 10/3/25	Item XI.I for professional services contracts, did these go through the new process and can I see the documentation to show we looked at alternatives on had multiple informal bids? Also, I don't see deliverables tied to any of these contracts to show they improved student outcomes, am I missing those?	<p>An administrative procedure regarding non-competitive purchasing has been prepared, and will be reviewed by the Policy Committee on October 20, 2025. It will be on the November 4, 2025 Board meeting agenda for review. We have preemptively implemented this new policy for most contracts proceeding on this Board meeting. The exceptions are Tachau Meek, a firm that was hired by the Board, and Ally Miller, a contractor selected by a Private-Nonprofit school where the contract funding is solely under that school's purview through their allocation of Title I funding.</p> <p>The deliverables verbiage changes are being created at this time. We have a cross-divisional meeting today to discuss adding deliverables language into our contracts going forward for the purpose of having clear requirements for payments and for evaluating ROI. With the varied nature of JCPS contracts, this will be an effort to create a uniform standard, but we will share this with our Board when complete.</p>
Everett 10/10/25	Annual Engagement Follow up You list high risk findings, but an overview of what constitutes high risk is not included. What is the district's risk ranking methodology and risk tolerances that place an item into a high risk classification?	<p>Internal Audit uses a three-tier risk ranking scale, High, Moderate, and Low. These rankings are determined during each audit engagement and reflect our judgment about how significant a control weakness or process gap could be, considering both impact and likelihood. Engagement Level Risk Ranking Methodology.</p> <p>The appendix in the FY25 Annual Audit Follow-Up Report highlights high-risk findings that have remained unresolved for more than three years. The risk level shown for each item comes from the original audit engagement and was not re-evaluated for this follow-up. These items were grouped and highlighted because they all relate to the district's procurement and contracting processes.</p> <p>While each issue could be rated differently if reassessed individually, taken together they represent a high risk to the district's overall control environment in that area. The purpose of including them in the appendix is to keep these long-standing issues visible and to reinforce that the respective process owners have committed to the corrective actions.</p>

		<p>The district does not yet have a formal, enterprise-wide risk tolerance or risk-ranking framework that applies across all departments. As Internal Audit's district-wide risk assessment process continues to mature, we expect to formalize districtwide risk definitions and tolerances so that risk levels can be applied more consistently across the organization.</p> <p>Thank you for this question and for reviewing the Annual Engagement Follow-up Report!</p>
<p>Duncan 10/13/25</p>	<p>C 3 - Usually the path to AD is teacher-coach-AD. I can't name any AD's hired from outside teaching and coaching experience, except at the college level. Will the certificates these students earn be counted in our CCR percentages? Is this a realistic pathway for students not in the Education pathway?</p>	<p>Currently this does not impact their CCR and that is not the intention of the experience.</p> <p>At this time, the policy still dictates 3 years of teaching and coaching experience to become an Athletic Director.</p>
<p>Duncan 10/13/25</p>	<p>N 4 - if we are leading the KFC building while KFC finds space for their employees, can we begin moving in while their 50 remaining employees work from that location?</p>	<p>While a great suggestion, this is not feasible and not contemplated by the Donation Agreement. Prior to occupying the KFC building, JCPS IT will need to install our servers, WiFi and other technology to permit secure computer connections for JCPS staff. These connections are more secure than what we could access as "guests" using Yum! Wifi. Placing JCPS servers and Wifi alongside active Yum! technology would be cumbersome and duplicative. Additionally, a JCPS office environment that consists of open access by employees of Yum! is not advisable due to FERPA issues on the JCPS side and likely intellectual property and other corporate privacy concerns on the Yum! side. In addition to the technology and privacy issues, a JCPS project manager will be working to coordinate the move, which will include ensuring appropriate office furniture is in place. We will not know until around 30 days before Yum! vacates how much furniture they will be leaving in the building. This will</p>

		require careful planning on the part of JCPS before any employee moves to the new building.
Everett 10/3/25	On 8/15 I asked a question around a policy of limiting AP's and Counselors to 5 extended days and the response was this policy needs to be revisited. Has that discussion happened, and will we be changing the policy?	Yes the discussion has happened on multiple occasions. It was decided that the policy would remain the same, but some schools that have extended student services written in their SIF Grants will have an opportunity for extended days for APs and Counselors. SIF Grant funds do not impact our general funds.
Everett 10/9/25	Follow up question to the supply question below. Can I see the full list of commodity items we have and prices we've negotiated along with the vendor listed if possible.	Instructional & office supply bid
Lister 10/13/25	I am looking at the contracts for approval of 20,000 and up, and two have caught my eye: One for Lee Ann Nickerson and one for Stephanie Harmon. The contracts are identical, are for 30,000 each and have very limited information about what JCPS gets for that 30,000. It looks like not very many hours of work for a very high hourly wage - and what is the measurable item we get to be	Those contracts have been removed from the approval list, along with several others. Chiefs will be required to go through the new procedures to place them back on the agenda for approval. Angela Hosch, our Interim CAO, will be reviewing the Academics contracts, including these two.

	<p>sure the contract was met? Was this competitively bid? What's the process for being sure this 60,000 is well spent?</p>	
<p>Duncan 10/13/25</p>	<p>C 2,4 - Are we adding these positions or just changing their job descriptions of already-existing positions? Are we not under a hiring freeze?</p>	<p>C2: C1 and C2 go together. This is a reporting relationship change. The Specialist Title 1 Parent and Family Engagement will move from Academics where the position reported to the Executive Administrator Academics (Elementary), to the Chief of Staff org chart, reporting to the Assistant Superintendent Student Support Services. This position is currently filled and there is no change in compensation.</p> <p>C4: We have 49 existing groundsworker positions. We are deleting 8 of these positions that are currently vacant and reclassifying the remaining 41. We are also adding a CDL stipend, an extraordinary weather differential, and reclassifying the coordinator grounds.</p> <p>The rationale for these changes is to enhance recruitment and retention, recognize the demands of the position, reduce risk, ensure compliance with federal and state standards, improve response times and reliability of response during extraordinary conditions, and support pay equity.</p>
<p>Duncan 10/13/25</p>	<p>M 1 - Catholic Charities is giving us \$597,640.17 to go toward educating refugee students they bring JCPS. How many students is that amount expected to support? Does that amount cover the cost of educating that number of students?</p>	<p>This funding is not for JCPS refugee students.</p> <p>This funding is for adult education, to provide parents and community members with the opportunity to gain English speaking skills needed to become employable members of the community.</p>
<p>Duncan 10/13/25</p>	<p>A - Board meeting schedule - We only have two meetings in</p>	<p>The proposed schedule has fifteen meeting dates, two fewer than the last three years. The change was made at the request of key administrative staff who manage the Board meeting agenda and the processing of contracts and agreements.</p>

	<p>March, June, and September. Why do we think this is enough, given that half of each meeting must deal only with outcomes-based governance?</p> <p>Given the quantity of material we must review and get clarifications on per meeting, can we realistically monitor our expenses with so few meetings?</p> <p>I thought we were at odds with the once-a-month meeting schedule the Legislature is trying to limit us to, unlike other districts.</p>	<p>Two fewer meetings will allow at least three weeks between meetings. Having fewer than three weeks between meetings creates significant logistical challenges, requiring staff to manage agenda items for multiple meetings simultaneously.</p> <p>It is expected that fifteen meetings will improve efficiency and reduce the potential for error while allowing the Board to conduct its business in a timely manner.</p> <p>That said, the presentation for the October 14 Board meeting is an information item, with action for approval to be taken on November 4, 2025.</p> <p>Staff has already prepared a second version of the schedule with 17 Board meetings, so if the Board wants to have the greater number of meetings, that will be ready for action on November 4.</p>
<p>Everett 10/10/25</p>	<p>For the CLT Problems of Practice – how does the school ensure the problems focus on the goals – are a priority for addressing? How does the school and central office support address the problems? Is there a danger we are identifying but not addressing the problems?</p>	<p>The Collaborative Leadership Team (CLT) uses a shared decision-making process to identify and prioritize a Problem of Practice (PoP) that is directly aligned with the school’s goals and considered essential for improving student outcomes. While schools maintain autonomy in selecting their PoP, this collaborative approach ensures that decisions are grounded in data, informed by collective expertise, and focused on strategies that drive meaningful improvement.</p> <p>As part of this process, each school’s PoP is reviewed by district staff, and shaping feedback is provided by the Collaboration Lead (central office support). During the development of PoPs, schools receive professional learning support from the Collaboration Lead. Moving forward, they will also receive ongoing progress monitoring and feedback. The Collaboration Lead will follow up with each school every semester to review progress toward addressing identified PoPs and will provide additional support as needed.</p> <p>If a CLT is not making sufficient progress, the Collaboration Lead will partner closely with the school and its zone support team to provide targeted assistance, such as</p>

		refining action steps, connecting the team with resources, or facilitating deeper analysis. Schools may also proactively request support from the Collaboration Lead at any time. This two-way partnership, combined with regular feedback, continuous monitoring, and responsive support, ensures that schools are not only identifying their most pressing challenges but also actively and effectively addressing them to improve student learning and advance district goals.
Everett 10/10/25	VII.A Guardrail 3 How can we get teacher participation rates closer to 95%? Does the JCPS Teachers association support and advocate for participation? How many surveys do teachers have to complete and is this one of the emphasized surveys?	In general, a 88% teacher response rate is considered strong and gives us a representative picture of teacher perspectives across the district. We've also seen participation improve over time as teachers see that their feedback leads to real action and support. While 95% would be ideal, it can be tough since teachers are asked to complete multiple surveys during the year — including the Comprehensive School Survey and others on specific topics, like cell phones. JCTA is supportive of this survey and helps encourage participation. This week's JCTA Action newsletter included information on the survey, a reiteration that responses are confidential, and an incentive for schools with 100% participation. We'll keep working with them and our school leaders to keep participation high and meaningful.
Everett 10/3/25	The org chart updates are hard to follow. Can I receive a list that just shows what jobs we are adding and if we are deleting another job to stay at our current level or if these new jobs are just additions? I'd also like to know if the additions and subtractions are in schools or Central office as well as what the salaries are for the jobs we are adding and the ones we are removing?	<p>Academics/Chief of Staff - Student Support Services: This is a central office reporting relationship change. The position is moving from the Academics division to Student Support Services. There is no change in salary/cost.</p> <p>DEP: This job description is for the Junior Athletic Director Program. This program is part of the recognitions listed in III.C. These students will receive stipends which are included on the Salary Schedule which is also on the Board agenda.</p> <p>Operations: Reclassifying the coordinator grounds from a II-6 to a II-7, a change in salary from \$110,618 to \$121,687 (including fringes); deleting 8 vacant groundworker positions, and reclassifying 41 existing groundworker positions to higher grades. This reclassification changes the salary range from \$62,614 - \$68,764, to \$64,131 to \$77,075 (including fringes). We are also adding a \$0.75/hour shift differential for adverse weather as well as a quarterly stipend of \$1,800 for CDLs for Groundworkers as required for equipment operation. The total estimated added cost is \$781,343.</p>

		The rationale is to enhance recruitment and retention, recognize the demands of the position, reduce risk, ensure compliance with federal and state standards, improve response times and reliability of response during extraordinary conditions, and support pay equity.
Everett 10/3/25	Can I get some examples of what we pay for commodity items like paper, pencils, paperclips etc.. The process to procure such items and how our prices compare to an everyday consumer purchasing the items directly from Amazon or Walmart?	Comparison with images Comparison spreadsheet
Everett 10/3/25	Can you send a list of our current schools and the enrollment for each of them. I'd like to see in particular which schools are over capacity and by how much? Also, if any plans have been created in the past of how we could have more even school populations id like to see those?	List Boundary changes in the JCPs School Choice Plan were driven by population growth in certain areas and enrollment trends that highlighted the need for adjustments to attempt to balance capacity across schools. In 2022, when the plan was passed, JCPs worked with a consultant to realign feeder patterns across elementary, middle, and high schools while also right-sizing boundaries. In drawing the new boundaries, the consultant accounted for the fact that approximately 30% of students would continue to enroll in magnet schools and programs. The consultant also worked to address overcrowding in schools such as examples with Moore, Fern Creek, and Crosby by redistributing enrollment through boundary realignment. In 2024, additional Board-approved initiatives—including adjustments to school start times and changes to magnet transportation—led some families to reconsider their school decisions, with certain students transitioning from magnet programs to their reside schools. These factors, combined with the grandfathering of existing students and the phased-in boundary changes beginning with incoming kindergarten, 6th, and 9th graders, contributed to shifts in current enrollment patterns across schools. The boundary change at Echo Trail also resulted in increased market share from private and parochial schools, further impacting enrollment growth. To ensure the plan

		remains responsive, JCPS established an internal committee, Community Advisory Council, when the plan was first adopted to review implementation and recommend adjustments. This committee is reconvening in the near future to provide updated analysis and inform future decision-making.
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