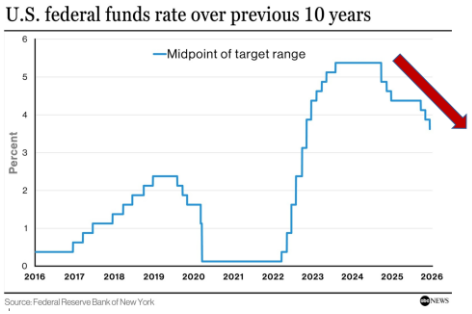
Board Member Questions

Everett 3/5/26	I had the below asks at the January board meeting and was wondering where we stand with them? 1. Report on right sizing the district and how that could affect school start times 2. Report on how we can create a user friendly, secure and anonymous feedback dashboard with AI and analytics built in 3. Report on how we can create a master list of volunteers and how we can get the word out for people to sign up 4. Report on how we can use AI and pilot different instructional setups with AI as the focus 5. A 0 cost accounting exercise starting with school personnel and paying classified staff more 6. An rfi for personnel/ program evaluation and ROI	1. Using the board approved 2026-27 projections as a starting point, we are currently projecting enrollment out to 2028-29 to get baseline data for modeling scenarios, and making sure that the Local Plan Committee work aligns with Demographic trends. 2028-29 would be the target implementation year for right-sizing and boundary adjustments, since grandfathering will be completed after the 2027-28 school year. We also will be doing an RFP for a consultant that specializes in consolidations as part of our analysis and modeling scenarios. The goal would be to have a recommendation by the Spring of 2027, which would allow for planning prior to Showcase of schools in the fall of 2027 prior to the 2028-29 school year. 2. Our approach could be to implement a "Privacy-First" digital gateway that replaces traditional, identifying surveys with a modern and secure AI dashboard. Using a platform like ThoughtExchange or Suggestion Ox, we could provide a URL where community members could submit concerns or praise without the need for logins, email addresses, or IP tracking. This would allow for more trust and candor in the comments. The AI engine should be able to automatically redact sensitive personal information or "toxic" language. The AI engine should also be able to transform the comments into themes the district can more easily evaluate. 3. Response to #3 can be found HERE 4. Response to #4 can be found HERE 5. All financial exercises are effectively a zero T.E board question(s)sum analysis. At JCPS, our budget is mostly personnel and fringes. Much of the operational budget is consumed by basic supplies, utilities, and insurances. We have just completed a significant reorganization focused on prioritizing our expenses allocations. Without additional guidance on how the exercise is intended to change the prioritization already determined by administration, to give a 10% raise to the vast majority of JCPS employees (school & classified), we would need to eliminate approximately 10% of our workforce. 6. We have a lot of internal resources that guide personnel performance evaluations and specific program evaluations (HR, ARSI, Finance). A priority of our budget reductions has been to refrain from contracting for services that could be performed by our employees.
Everett 3/5/26	- With the ECE changes how many days are we reducing the supervisors by? If none, why are we reducing the people in the classroom and not the supervisors?	-!!Summative Rationale for ECE Org Chart.pdf
Everett 3/5/26	What other school districts and data did we use to come up with this new ECE org chart?	-!!Summative Rationale for ECE Org Chart.pdf
Everett 3/5/26	- We are missing our projected investment returns by 1.5M. What is the main driver of this?	The main factors for our lower interest income are lowering cash balances (down 14% from PY) as our budget deficits affect our net position and lower interest rates as the Federal Reserve has decreased its

		fed funds rate by a third since the beginning of last fiscal year. We forecasted interest income to drop 12% as compared to the previous year, but we are lagging due to the compounding effect of the factors mentioned. 
Everett 3/5/26	When comparing the 2019 ECE organizational structure to the current proposal, the number of district-level ECE positions appears to have increased significantly, even when excluding GLEC, CEIS, and Early Childhood , what data or operational needs were used to justify the addition of these roles? How does the department evaluate whether newly created ECE positions are improving outcomes for students with disabilities? What data has been used to measure the effectiveness of these roles? Of the positions added since 2022, what proportion directly provide or support student-facing services? What is the average contract length for positions added in recent years, and what responsibilities do those	-!!Summative Rationale for ECE Org Chart.pdf

	roles perform during periods when students are not in session? What factors were considered when determining which roles would be reduced or eliminated as part of the reorganization? What weight was given to positions that directly support services tied to federal or Medicaid funding compared with other positions?	
Everett 3/5/26	- What is our current accounts payable balance and do we have any concerning large amounts that we have not paid that are more than 90 days past due?	As of 10:20am on Monday, March 9, 2026, our accounts payable balance was zero (check writing just finished). We have numerous vendors who have outstanding balances that cannot currently be processed for payment because the school or department has not verified that the goods or services have been received. We have worked very hard in the past year to speed up this process. We also believe the centralized bookkeeping/ordering & receiving initiative will improve this. We are not aware of any large amounts that are more than 90 days old other than initiatives where we are actively working with the vendor for resolution.
Everett 3/5/26	How many of the professional services contracts are renewal contracts vs net new and what KPI's and outcomes are we holding them to?	Approximately half the professional service contracts in this school year are new. The remaining half are renewal contracts. All contracts list the deliverables that will be used to verify ROI prior to renewal. Since contracted services can vary widely, the KPIs and outcomes will need to be reviewed on a contract-by-contract basis.
Everett 3/5/26	- While I know we passed the draft budget, it was acknowledged a lot of detail that was common in past years was left out, will we receive those details soon or do we have to wait for the tentative budget?	The data presented with the Draft Budget was the same as the data presented with previous Draft Budgets. Nothing was left out. The higher level of data referenced is presented with the Tentative Budget and the Working Budget.

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Everett 3/5/26	- Schools are using contractors they have used in the past even though the contract may not have been renewed. Is this approved if they have the school level funds or raise their own through donations? I understand we are doing a deeper review on these which is great but I'm hearing some have been awaiting approval since last July is this accurate?	If a contract has not expired or been fully used, they may continue using the contract. It is a violation of Board policy to use a contractor without a valid contract. Violations of Board policy are subject to disciplinary action. I am not aware of any contract that have been held since July.
Duncan 3/9/26	P - Can we anticipate savings by June for unfilled positions or contract reductions or program eliminations? Can we safely predict revenues rising another $30 mill next year, even with a lower tax rate?	The position changes, including contract day reductions, from the reorganization will be effective July 1, 2026. These changes may cause some employees to move to different positions, which could increase our vacancies. At this time, we have not increased our anticipated vacancy savings beyond our original forecast of $65 million. Yes, we can. The lower tax rate is paired with higher assessments to achieve increased tax revenues.
Duncan 3/9/26	U - if a school did not make an 8% gain in P/D students last year, is an 8% goal for next year realistic or just aspirational? Why would a school with a goal of 24% improvement in P/D choose a goal of 24% improvement P/D for last year choose 24% improvement for the next year? I was looking at Ballard, but I may need to check that again.	Achievement Gap goals are established by the Kentucky Department of Education (KDE), where the target outcome is for students to perform at Proficient or Distinguished (P/D) levels on state assessments. The results from the 2019 state assessments were used to establish long-term proficiency goals for each student demographic group through 2030. These goals follow a predetermined trajectory that averages approximately 3.6% growth per year, regardless of a school's results in the previous year. Q1) Since these goals are set by the state using a long-term trajectory, an 8% increase in P/D may appear ambitious compared to the school's prior year performance. However, the target reflects the state's established growth expectations rather than being based solely on the school's most recent results. Q2) In Ballard's case, the 24% improvement goal appears to have been entered in error. Based on the KDE trajectory, their short-term goal should be 31% rather than 24%. This has now been corrected in their CSIP.
Everett 3/5/26	- How is the progress coming on the easy to ready excel style document	I anticipate the first draft to be available on 3/13/2026

	of what central office will look like in the new school year?	