

Board Member Questions

Everett 10/12/26	<p>- For the MOA with evolve 502 since we have worked with them for a while. Can I see the ROI from the services and deliverables they have met over the years?</p>	<p>From a Finance standpoint, deliverables and ROI were only put into policy mid-last year, so there would not have been these metrics when the 2025-26 contract was established at the beginning of last year. The Contract Administrator may be able to work with Evolve 502 to provide some baseline data to respond to this request applying, retroactively, the current structure for deliverables and ROI.</p> <p>In terms of the future, the Accountability, Research, and Systems Improvement (ARSI) will plan to conduct a systematic review of contract performance on Evolve 502. The review of contract performance of Evolve 502 will include (1) a review of the proposed investment to ensure alignment with district priorities, (2) an evaluability assessment to determine whether and the degree to which the program is evaluable, and (3) the development of the program's logic model, identification of Key Performance Indicators (KPIs), and Return-On-Investment (ROI).</p>
Look 10/12/26	<p>To what extent does/will 08.1 policy allow for flexibility needed for changes related to student performance? I'm looking to make sure our policy(ies) do not constrain our ability to take action.</p>	<p>The proposed revision is intended to preserve flexibility to respond to student performance while establishing clear expectations for instruction and accountability. It sets the direction for the District's work without prescribing a single instructional approach or requiring every program or initiative to remain in place.</p> <p>Several provisions address your concern directly:</p> <ul style="list-style-type: none">• Instruction must be monitored and adjusted to meet individual learners' needs.• Evidence of student strengths, understanding, and needs must inform adjustments to instruction, support, challenge, and application.• Instructional programs and initiatives must be evaluated regularly, with implementation fidelity reviewed separately from effectiveness.• The draft expressly contemplates decisions to "continue, strengthen, adjust, or discontinue" programs and initiatives, with those decisions documented. <p>In other words, the draft does not simply permit adjustments; it expects the District to act on evidence. Its requirements for grade-level access, standards alignment, and student growth establish the expectations within which those adjustments occur, not a requirement to maintain an approach that is not producing the intended results.</p>

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		<p>That flexibility is not unlimited. The policy retains requirements to comply with applicable law and includes consultation, stakeholder-review, and instructional-materials requirements for the decisions covered by those provisions. But the proposed language does not require a separate Board policy amendment for each instructional adjustment or program decision contemplated by its monitoring and evaluation provisions.</p> <p>As the Policy Committee reviews the draft, we can examine whether any language inadvertently restricts timely action. The intent is to establish clear direction and accountability while preserving the ability and responsibility to change course when student-performance evidence indicates that a change is needed.</p>
Duncan 10/12/26	C2 - Can we see how adding these last positions will affect our expenses?	<p>We typically add a spreadsheet to indicate the impact to the budget. I will list the implications here:</p> <p>Coordinator Risk Assessment will add \$121,210</p> <p>Facility Coordinator: Central Office will add \$119,864</p> <p>Facility Foreman: Central Office will add \$111,696</p> <p>Please bear in mind that the positions in red are necessary due to the added size and capacity of the YUM Building</p>
Duncan 10/12/26	H 2 - I see we are adding a fire science building to Fern Creek. Have we added a Heavy Equipment facility to Fairdale so they can run their program outside all year?	<p>We have not. CTE paid for this at FC.</p>
Duncan 10/12/26	L - what are some deliverables we are expecting these four professional service contracts to produce for Academics?	<p>The VisionSpeaks contract contains deliverables and expected ROI information. The remaining 6 professional services contracts are Private, Non-Public (PNP) contracts under Title I, II, and IV. JCPS is the fiscal agent for these funds, but the services are provided to eligible students in non-public schools, per the stipulations of these federal grants.</p>
Duncan 10/12/26	Q 2 - Will the FRYSC's receive all of their budget funding this fall since	<p>This has been completed.</p>

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	they must spend most of it this semester?	For reference, based on feedback from <i>Division of Family Resource and Youth Services Centers</i> on the management of the FRYSC grant, JCPS is following a new procedure for allocating the salary for these positions as well as the optional operational funds to support this programming. There is no net cost to this administrative change, but we only allocated half prior to the start of the school year. We did not set aside the budget for the other half of the allocation before the Working Budget was locked, which contributed to the reference of this financial action in the “Budget Actions After the Working Budget” Board agenda item X.P.
Everett 10/9/26	Have we used Visionspeak consulting in the past and if so what have been the academic outcomes from their consulting?	<p>Visionspeak was established as a JCPS vendor (#38847) on 12/05/2018. POs have been submitted by Opportunity & Access.</p> <p>VisionSPEAK Impact Report.pdf</p> <p>Doss High School & Seneca High School College Prep Program Impact Report (2025-26)</p>
Everett 10/12/26	<p>Thank you a few follow ups.</p> <p>- On the org chart changes, I wasn't questioning the need I was wondering why we aren't receiving the excel doc that can easily show us cost and where the people will be working?</p>	The “Financial Impact” of Org Chart Changes will always be listed on the final page of the Board attachment for each individual Board item. For clarity and consistency, we will include this final page even when there is not a cost associated with the change.
Everett 10/12/26	- For the energy contract for 5m, do we have a projected savings from them for the investment and what other deliverables are they held to?	They will do an initial energy audit of all facilities, including the new Central Office at YUM, and then will do a full energy audit for the bottom 20 or so facilities. They will provide recommendation for our action, of which potential savings will be generated

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<p>Look 10/12/26</p>	<p>A couple follow ups and a new one -</p> <ol style="list-style-type: none">1. This was the response to one of my questions re: the West End School: <p>"JCPS does not have a contract on file with Strategic Leadership Consulting for the West End School. The previously approved contract with Strategic Leadership Consulting was associated with the Archdiocese of Louisville."</p> <p>Yet, this is listed in our contracts:</p> <p><i>Summary of Professional Services Contracts (FY26–27):</i> Vendor: Strategic Leadership Consulting, LLC Approval/Entry Date: 07/02/26 Service Type: Professional services - West End School of Louisville Contract Amount: \$19,440 Department/Category: Academics</p> <p>Can this be clarified? And then my question addressed again? On the surface, it does not seem aligned with our responsibilities.</p>	<p>We have reviewed the Summary of Professional Services Contracts. There is an error in the Strategic Leadership Consulting and Turner Mental Health Counseling items.</p> <p>We have a contract with Turner Mental Health for \$19,440 to provide mental health and counseling services to Title I eligible students at the West End School.</p> <p>We have a contract with Strategic Leadership Consulting for \$5,000 for professional development for teachers in the Archdiocese of Louisville.</p> <p>Both of these contracts are what we refer to as PNP (private, non-public) contracts. Title I, II, and IV include an obligation for the District to serve as the fiscal agent for federal funding that is allocated to Title eligible students at private, non-public schools. The schools (in this case, West End School and the Archdiocese) determine how to use the funds, within the limits set by Title I, II, and IV. JCPS serves as the fiscal agent, ensuring the services meet the federal standards and contracting with and paying the service provider.</p>
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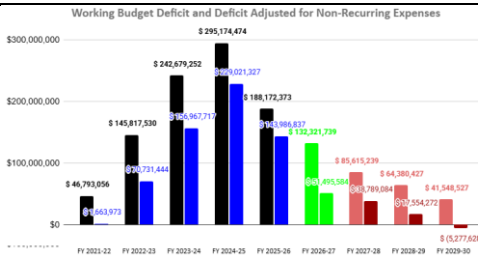
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Look 10/12/26	<p>This was part of the response to my question about Bellarmine:</p> <p>Through this agreement, JCPS is not adopting or endorsing the use of i-Ready as a measure of individual teacher effectiveness, nor are we conducting comparisons among teacher preparation programs. Our role is limited to defining how the data can appropriately be shared for the institution's stated accreditation purposes and establishing the parameters and safeguards for that use.</p> <p>We have the choice as to whether or not we provide the requested data. In making that determination, we are tacitly endorsing - or not endorsing - the intended usage of said data because their accreditation is not our responsibility. This is either a key opportunity to learn from, build upon, or stand against.</p>	<p>To clarify, JCPS does not share individual teacher-level i-Ready performance data with Bellarmine University. The data provided to Bellarmine is aggregated across the entire group and is not disaggregated by individual teacher.</p> <p>The purpose of this data-sharing agreement is to allow Bellarmine to examine the outcomes of its educator preparation programs and inform continuous program improvement. The data is not being used to evaluate the effectiveness or performance of individual teachers.</p>
Look 10/12/26	<p>In what way(s) are we keeping track of permanent positions added via the org chart changes? Seeing as how the budget presentation shared challenges if everything is held constant, adding positions is the opposite of that. With each recurring expense added, we are</p>	<p>We have a system whereby any changes are considered by multiple layers with most (almost all) changes holding the expectation of being cost-neutral. A rationale is attached along with the proposed red-lined org chart change which include the cost differential. We take substantial care to ensure that all changes are analysed for impact.</p>

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	increasing the ongoing financial challenge. While these newly recurring positions/expenses may be necessary, we should be abreast of the ongoing impact our actions taken.	
Everett 10/9/26	I thought MOA's were just agreements to allow us to work with vendors not actual contracts? The Evolve 502 MOA appears to have a very high dollar amount with a line item for consultant support at 245k. Are we agreeing to pay these amounts and was this a competitive bid?	<p>Memorandums of Agreements (MOAs) are not Professional Service Contracts (PSC), but they are contracts with the District that involve a partnership between JCPS and an external party in which both entities have defined duties or obligations, regardless of whether JCPS incurs financial expenses. See Procurement Workflow Chart for more information about different types of contracts (PSCs, MOAs, DPAs, and RFPs).</p> <p>In collaboration with <i>Strategy & Innovation, Accountability</i> Division (ARSI), a scope of scale of deliverables were identified and a formal methodology for measuring the Return On Investment has been established.</p> <p>After reviewing the deliverables and meeting with ARSI, Finance recognizes the MOA contract with Evolve 502 as Noncompetitive Negotiation– pursuant to Kentucky Model Procurement and JCPS Fiscal Management Policy 04.32 AP.11– based on the following factors:</p> <ul style="list-style-type: none"> • Evolve 502 is an umbrella organization working in coordination with nearly two dozen non-profits and support groups/organizations for delivery of services within this contract. • The unique combination of services includes academics, attendance, scholarships and student/family support services. • Evolve 502 has an infrastructure that supports a strong data structure in partnership with JCPS to manage, monitor and evaluate services. <p>See Contracts Guidelines and Resources for more information on these contracts topics.</p>
Everett 10/9/26	Am I reading the financial summary correctly that our net deficit last year was 91m dollars, so we spent 91m more dollars than we brought in?	No. This question has two parts. The Deficit has been reported as of the time of the Working Budget as the difference between projected revenues and expenses.

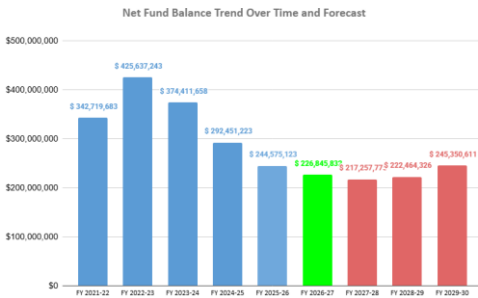
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Or in table form

	FY 2022-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Working Budget Deficit	\$46,793,056	\$145,817,530	\$242,679,252	\$295,176,474	\$188,172,373	\$132,321,739	\$85,615,339	\$64,380,427	\$41,348,527
Deficit Adjusted for Corporate and Lease Payment	\$1,663,973	\$70,731,444	\$186,967,717	\$249,021,327	\$161,986,837	\$110,495,584	\$789,084	\$554,272	\$1,277,601

To address the second part of your question-- “so we spent ____ more dollars than we brought in”-- refers to the **Net Change in our End of Year Fund Balance**.



Or in table form

	Actual	Actual	Actual	Actual	Actual	Forecast	Forecast
	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
Net EOY Fund	\$342,719,683	\$425,637,243	\$374,411,658	\$292,451,223	\$244,575,123	\$226,845,833	\$217,257,775
Change from Prior Year		\$82,917,560	(\$12,255,885)	(\$81,960,435)	(\$47,876,100)	(\$17,729,291)	(\$5,588,057)

Please reach out to Tom Aberli if you would like to have a more in-depth conversation about Deficit and Net Change in Fund Balance.

In these contracts, our responsibility is to serve as the fiscal agent, not to provide services. We do not have a role in selecting the vendors or determining how the funds are used, so long as those uses are compliant with Title I/II/IV.

Look 10/7/26

I understand our responsibility to provide title I svcs to learners at non-JCPS schools. Many of this month’s contracts are focused in this area. In aggregate and over

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	<p>time, what are the trends? Are we spending more, less, or same? Are there more, less, or same # of learners served?</p>	<p>JCPS serves as the fiscal administrator for federal Title I equitable services provided to eligible students attending participating private nonprofit (PNP) schools. Through the annual consultation process, funding is allocated based on federal requirements and the number of eligible low-income students residing within participating Title I public school attendance areas.</p> <p>A review of the FY 2025, FY 2026, and FY 2027 Title I Consolidated Applications indicates an increase in both the funding allocated for PNP equitable services and the number of eligible low-income students identified.</p> <p>During this three-year period, the Title I PNP proportionate share increased from approximately \$1.34 million to \$2.21 million, representing a 64% increase. During the same period, the number of eligible low-income students increased from 1,349 to 2,195, representing approximately 63% growth.</p> <p>While overall allocations have increased, the instructional funding amount per eligible student has remained relatively consistent, ranging from approximately \$932 to \$993 annually. This indicates that the growth in total funding is largely associated with an increase in the number of eligible students rather than a substantial increase in the per-pupil allocation.</p> <p>JCPS continues to administer and monitor these federal resources to ensure that planned services and expenditures align with federal program requirements. The reported amounts reflect funding allocations rather than actual expenditures, and eligible student counts should not be interpreted as the number of students who ultimately received direct services.</p> <p>The Federal Programs Office can provide additional expenditure and service participation data to further evaluate historical spending and the number of students directly served.</p>
<p>Look 10/7/26</p>	<p>While JCPS may manage federal grants for the West End School, what is our involvement in their contract with Strategic Leadership Consulting? How is liability distributed in such a relationship?</p>	<p>We do not have a contract in our file for Strategic Leadership Consulting for the West End School. The Strategic Leadership Consulting contract approved previously was for the Archdiocese of Louisville. With our Title I/II/IV contracts, JCPS is the passthrough for the funding. The private school accepts all liability related to the services.</p> <p>JCPS does not have a contract on file with Strategic Leadership Consulting for the West End School. The previously approved contract with Strategic Leadership Consulting was associated with the Archdiocese of Louisville.</p>

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		<p>As the administrator of Title I, II, and IV federal funds, our Director of Learning Support in JCPS facilitates the consultation, planning, allocation, and oversight of allowable services for eligible private nonprofit (PNP) schools, including the West End School. Through this process, JCPS works with participating schools to identify educational needs and determine appropriate services aligned with federal program requirements.</p> <p>JCPS's involvement is limited to its responsibilities for administering and monitoring federal funds and ensuring that expenditures and services comply with applicable federal guidelines. This administrative responsibility does not, by itself, establish JCPS as a party to an independent contractual agreement between a private school and an outside service provider.</p> <p>As noted by Legal Counsel, the private school accepts liability related to services provided under its independent contractual arrangements. JCPS remains responsible for its own federal grant administration and compliance obligations.</p> <p>The Federal Programs Office maintains documentation of the consultation process, planned services, and funding allocations for participating PNP schools. The West End School's PNP planning workbook can be provided to further clarify the services and funding identified through the consultation process.</p>
Look 10/7/26	In our data sharing agreements, vendors may submit a Soc 2 to prove a level of security. Do we require a Type I or Type II?	When working with vendors, they may submit a SOC 2 Type II as evidence of their security posture. Dealing with SOC 2, we prefer Type II. However, these certifications are only one part of evaluating whether the vendor meets our security, privacy, and compliance requirements.
Look 10/7/26	In our data sharing agreements, it appears we require \$1M liability. Is that enough, especially based on the earlier national crisis caused with data leaks by Instructure?	<p>Insurance coverage is evaluated based on the current insurance landscape and the data to which the vendor has access. We require higher amounts of coverage for vendors who have access to social security numbers or banking information.</p> <p>Finance and IT collaborate regularly on any risks associated with data sharing. We have not had serious data breaches resulting in financial payouts for several years.</p>
Look 10/7/26	The data sharing agreement for Bellarmine represents their intention to measure Bellarmine	Bellarmino has been collecting similar data for years, just using MAP instead of iReady. They use this data as supporting evidence for their application for <u>accreditation</u> of their teaching programs.

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	<p>alumni in JCPS classrooms by their level of impact based on their students' iReady performance. Is this a philosophy - and its operation via iReady - we support in JCPS? If so, to what extent are we replicating the analysis for other teacher suppliers (UL, UK, Spalding etc.) for appropriate comparison? Or, if we disagree with this approach, is this agreement something we should support? Or thirdly, is this a pilot of some sort on the part of JCPS research and evaluation to look at measuring teacher impact? Should such conversations and research advance, there is a large body of arguable data that has led to, at times, difficult interactions with the teachers unions. I'm asking, in part, to promote quality research and learn from others to head off potential problems.</p>	<p>An important distinction is that this agreement is <u>not</u> a JCPS Research and Evaluation study or pilot to measure teacher impact. Bellarmine requested the data as part of its own <u>accreditation</u> requirements. JCPS has a similar data-sharing agreement with the University of Louisville for this purpose.</p> <p>Through this agreement, JCPS is not adopting or endorsing the use of i-Ready as a measure of individual teacher effectiveness, nor are we conducting comparisons among teacher preparation programs. Our role is limited to defining how the data can appropriately be shared for the institution's stated <u>accreditation purposes</u> and establishing the parameters and safeguards for that use.</p> <p>JCPS Research (aka ARSI) has <u>no</u> plans to conduct research using student assessment outcomes to evaluate individual teacher effectiveness. The Bellarmine agreement does not represent a pilot or broader JCPS initiative related to teacher effectiveness; it is limited to the way in which JCPS is sharing data with Bellarmine.</p>
Everett 10/9/26	<p>I see a few org chart changes but do not see the excel doc to show us easily what group they are in, how much they will cost and if they are in school, in central office but in building or just in central office?</p>	<p>The 2 positions submitted by operations are solely to manage and do maintenance on the Yum building. It is three times the size of our largest property. We do not have the current capability to manage the site with staff. After analyzing the building layout and needs, we think this is appropriate to have dedicated personnel to the site.</p>
Everett 10/9/26	<p>There are no details on the energy auditing consulting services contract and it looks like we are committing to possibly 10 years, what is this for?</p>	<p>We can provide the full RFP response. This is not for 10 years. This can be for 10 years if we are satisfied. We identified 3 years ago that we could benefit from having a partner in our usage of energy to identify areas we could save money, and be more efficient. We undertook the RFP process and</p>

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		settled on the company indicated with the desire to lower our energy costs and be able to better address pain points. Frankly, we should have been doing this years ago.
Everett 10/9/26	Can you explain to me again why we have professional services contracts that are through us but used by non JCPS schools like the contract for Catapult Learning?	<p>Under federal law, JCPS is required to provide equitable services to eligible students and educators attending participating private, nonprofit schools through federal grant programs, including Title I, II, III, and IV.</p> <p>Although these services are delivered at non-JCPS schools, JCPS serves as the fiscal agent and is responsible for administering the federal funds, overseeing expenditures, and ensuring compliance with federal regulations. Federal funds remain under JCPS control and cannot be provided directly to private schools.</p> <p>Therefore, professional services contracts, such as Catapult Learning, must be executed through JCPS, even though the services are provided to eligible students or educators at participating private schools.</p>
Look 10/7/26	The added risk assessment position says it was school-requested but will be a central office position, moving from 56 to 57. Where is this position being used? For school? For district? What is the school request process?	<p>Following the reorganization, Hudson 6th was required to share a RAC with Hudson 7/8 and Brandeis Elementary. This arrangement resulted in Hudson 6th being the only middle school sharing a RAC with another middle school. Because the RAC begins the day at Hudson 7/8, Hudson 6th was left without RAC support for morning Evolv operations and other critical safety responsibilities.</p> <p>Principal Wilson advocated for additional support at Hudson 6th, including a dedicated RAC and an additional staff member trained in Safe Crisis Management to assist with the school's safety responsibilities and meet student needs.</p> <p>In response to this identified need, Dr. Yearwood approved an additional district position to provide increased support for Hudson 6th and address the school's current safety and student support needs. All of the RAC positions are managed through the JCPS PD Division while they support the schools they are assigned.</p>
Look 10/7/26	NOTE: Considering the significant change in board structure ahead, I wonder if we should make the board meeting calendar a 2-read process, whereby the 2 nd reading	<p>The timeline for Board meeting preparation and the statutory requirement for the annual establishment of "regular" meeting dates requires there be no delay in the approval of the 2027 Board Meeting Schedule.</p> <p>KRS 160.270 requires a local board of education to hold "at least one (1) regular meeting each month, at a time and place fixed by the Board." Senate Bill 4 (2026 RS) requires the first Board meeting of each</p>

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	<p>would be done once the new board is in place. As presented, work sessions are not at regular intervals but likely have explicit purposes for their placement. Noting the likely topics - as well as educating a new board on the role of a work session - could have significant influence on how a new board chooses to use its time. Since this board change is historic in nature, preserving the option for them to determine how time is to best be used I think is a helpful nod to their updated roles and responsibilities.</p>	<p>year to be held within 10 days of January 1. Agreements and contracts for the January 5, 2027 Board meeting will be due to General Counsel for review in November 2026. The Board meeting schedule will be approved at the November 10, 2026 Board meeting, which will allow due dates to be established.</p> <p>That said, this approval only establishes regular meeting dates; it does not establish the agenda items to be included at any Board meeting for discussion. The new Board, through discussions between the Board Chair and Superintendent, with input from all Board members, will have every opportunity to determine the topics and issues to be discussed at Board meetings. The distinction between a Work Session Meeting and a Business Meeting is very flexible. The Board can and does add action items to Work Session meetings, and has information items on Business Meeting agendas that are akin to work sessions (deep dive and opportunity for discussion regarding an important topic).</p>
<p>Look 10/7/26</p>	<p>What does the “Magnet Schools of America” provide to JCPS? And if we were not paying them, what tangible impact would that have on the district’s magnet schools?</p>	<p>Magnet Schools of America (MSA) is a national association dedicated to providing guidance, resources, and advocacy for magnet schools across the country. MSA is guided by five core operational and visionary pillars: Diversity, Innovative Curriculum, Academic Excellence, Family and Community Partnerships. Membership with MSA provides JCPS with guidance at district and school level, cohort and school-level magnet theme development, and access to national standards of practice to become nationally certified magnet schools. JCPS currently has 12 nationally certified schools and 1 national school of distinction through MSA. Not continuing in our partnership would remove a national community and peer-school collaboration, future grant opportunities, recognition for excellence in the magnet model and training/coaching.</p>
<p>Look 10/7/26</p>	<p>In the dual credit agreement with KSU, have we secured that all public higher ed institutions in Kentucky will accept credits earned from KSU? I’m hoping their move from NAIA to NCAA DII represents a shift to KSU being part of the Ky public system of higher ed. An example of the challenge is that dual credit earned at private or parochial</p>	<p>Dual credit transferability is defined at the state level for public higher ed institutions. In Kentucky, all public two-year and four-year institutions must accept general education courses and approved associate degree credits from other Kentucky public schools (HB 160). Since KSU is a public school, it falls under that law, and; therefore, any general education dual credit course (e.g. college credit) is transferable to any public higher education institution within the state.</p>

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	institutions of higher ed are not necessarily universally accepted throughout the Ky public higher ed system -where most of our students attend.	
Look 10/7/26	Two new operations positions are requested for supporting the development of the new central office. Are these positions temporary and will expire when the new central office opens? If not, should they be made “interim” and pull from within the district (and backwards cover the temp vacancies for a designated period? If permanent, what will be the role once the new central office opens (obviously responsibilities will be different) - and will the filling of those roles with these hires be considered “fair” at that time?	Permanent. It's 3x larger than our largest site (Shawnee).It's already going to cost us 10m in bonding to fix the current issues with it. Their role is to manage the building and do on site maintenance. Our maintenance department cannot take that on currently, and rather than contract out all of the work I believe after analyzing the needs and size of the campus, that a pair of dedicated professionals is a good start to maintain the site. This is similar to the HS maintenance position, but given the size we think 2 is appropriate.
Look 10/7/26	In our data sharing agreements, we state that "the Board shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Confidential Data correct erroneous information, and procedures for the transfer of student generated content to a personal account, consistent with the functionality of services." Does that procedure exist? How are parents notified? How do parents know all the providers with which	<p><i>Board Policy 09.14 Student Records</i> requires that the “Superintendent/designee shall develop procedures for the development, maintenance, use, storage, dissemination, and destruction of student records and to promote effective notification of parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) and to ensure District compliance with applicable state and federal student record requirements.”</p> <p><i>Administrative Procedure 09.14 AP.11 Notification of FERPA Rights</i> sets forth the rights of parents under FERPA and requires that “notice of FERPA rights set forth in this procedure shall be distributed annually to parents and students in the Student Support and Behavior Intervention Handbook.”</p> <p>The notice regarding FERPA rights is found on pages 48-49 of the 2026-27 Student Support and Behavior Intervention Handbook (SSBIH). The SSBIH is available online and a hard copy of which is sent home to parents/guardians of all JCPS students at the beginning of each year.</p>

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	their students (and their data) engage?	<i>Administrative Procedure 09.14 AP.21 Request to Inspect, Amend, or Destroy Student Educational Records</i> is a form that a parent/guardian (or student age 18 or older) may submit to request a change to a student educational record.
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