Board Monitoring Questions & Superintendent Responses

Strategic Plan 2030 | October 5, 2026 | Interim Goal 3C

#	Board Member	Agenda Item	Questions	Superintendent Response | Student Outcomes Focus
1	Vice Chair Lori Bowman	3.01	On Slide 2, the highlighted box (Actual August 2026 68%) is listed under 2025-2026 school year but shouldn't it be listed under the 2026-2027 school year? (It's very possible that I'm missing something here but I wanted to verify.)	Thank you for catching that, you are completely right. The data and months in the table were accurate, but the orange header row labeling the school years had shifted over by one year. We have corrected the header, and the updated version will be reflected in the final report.
2	Vice Chair Lori Bowman	3.01	Why did Emerson North start at 0% and go to 99%, and Emerson South went from 10.8% to 72.5%? Was this a change in programming or a coding change?	These changes are mainly due to a focused effort by the schools to get more students into internship opportunities. It wasn't a change in programming or system coding. Instead, school teams spent time reviewing what qualifies as an internship and actively signed up students who were eligible. That extra focus is what drove the big jump in numbers.

3	Vice Chair Lori Bowman	3.01	What do the "Internships" enrollments mean? Internships are the largest pathway but most schools only list 1-2 courses. Are these classroom-based internships or are students being placed with employers?	The course codes Internship I (juniors) and Internship II (seniors) represent work-based learning opportunities designed to connect high school students with practical career exposure beyond standard classroom instruction. Depending on the school and student interests, these placements fall into a few primary categories: • Employer Placements: Direct placements with local business and industry partners (such as *Construct My Future*, *Bigger Than Food Foundation*, and the *Workforce Investment Board*). • District & Skill-Building Programs: Supervised roles within district departments, as well as emerging skill-development programs like *Between Two Divs* in IT. • Special Education Work-Study: Structured work-study options for students with an IEP, aligned with state guidelines to support transition goals. Placements can be paid or unpaid and may align with each student's Individual Career Academic Plan (ICAP). District teams are actively working alongside school administrators and site staff to review placements,

				monitor quality, and ensure the student experience meets the true intent and rigor of the course.
4	Vice Chair Lori Bowman	3.01	How are you measuring the impact of the Postsecondary Success Teams?	We will assess Postsecondary Success Teams by whether more students gain access to and enroll in a qualifying postsecondary opportunity. At each monitoring checkpoint, we will report: • The number and percentage of eligible 11th- and 12th-grade students enrolled in at least one qualifying opportunity, with the prior-year outcome reported separately from the current-year pipeline. • The number of students not yet connected to an opportunity, and how many received advising, were matched to an opportunity, and enrolled. • Results by school and relevant student groups, including the numerator and denominator. • The main barriers identified: such as advising, awareness, transportation, or capacity and the actions taken to address them. ICAP training, program recruitment, and advising are important implementation measures. We will report them alongside student enrollment results, rather

				than treat them alone as evidence of impact.
5	Board Member Jessica Cifuentes	3.01	What's the alignment of SCUTA with credit recovery to be able to participate in our post-secondary opportunities?	SCUTA (School Counselor Use of Time Analysis) helps document counselor use of time and student touchpoints; it is not a credit-recovery program or a measure of credit recovery completion. The link to postsecondary access is the follow-through after an advising conversation: a counselor reviews a student's graduation progress, helps identify a credit-recovery option when needed, checks whether the student earns the credit, and supports the student's next postsecondary step. We will look beyond the number of contacts and monitor whether students who are off track enroll in and complete credit recovery, regain progress toward graduation, and connect to a qualifying postsecondary opportunity. The state counseling framework describes the 80/20 model as 80% direct and indirect student services and 20% program planning and management. We should therefore describe the requirement that way, rather than as 80% "direct counseling tasks.

6	Board Member Jessica Cifuentes	3.01	Which staff have been trained on ICAP?	ICAP training has been provided to high school building administrators and school counselors to establish a consistent understanding of ICAP expectations and implementation. Middle school administrators and counselors will receive ICAP training in October 2026. In addition, the Career and Technical Education (CTE) team is coordinating with schools to provide ICAP training to high school and middle school teachers during upcoming faculty meetings. The goal is for all identified school staff to receive training by November 30, 2026, strengthening shared ownership of ICAP implementation and ensuring students and families receive consistent support throughout the ICAP process.

7	Board Member Jessica Cifuentes	3.01	Are students trained on using their own dashboard and interpreting their results?	**Student response** Students do not access the staff-facing dashboards described in the presentation. OKCPS publicly lists student tools for tracking graduation progress and accessing college and career readiness resources. Our focus is to help students understand their progress, use their career and academic plan, and identify a concrete next step with a counselor. We will verify how consistently students receive that support and whether they complete the next step. While students do not view or use these specific administrative dashboards, they do have access to their own ICAP portal to track their career plans and graduation requirements.

8	Board Member Jessica Cifuentes	3.01	Do parents have access to the dashboard and are they trained on the platform?	**Family response** Families do not access the staff-facing dashboards described in the presentation. Through the Infinite Campus Parent Portal, families can view information such as attendance, assignments, grades, report cards, and transcripts. We will help families connect that information to graduation progress and postsecondary planning through school-based support and clear, accessible communication. OKCPS's family engagement policy calls for two-way communication and, to the extent practicable, information in a language families understand.
9	Board Member Jessica Cifuentes	3.01	Is ICAP available in multiple languages?	Yes, the platform used for completing ICAP requirements (Kuder Navigator) natively supports both English and Spanish. Students and parents can directly switch the site interface, interactive tools, and career assessments between English and Spanish. For other languages, users rely on standard web browser translation tools (such as Google Translate), which integrate seamlessly with the platform.

10	Board Member Jessica Cifuentes	3.01	What family engagement strategies have been the most effective in our “school to home alignment” considering the large growth data in appendix A? What about the least effective?	The information currently summarized for this response identifies GEAR UP family events as a promising strategy: students and families attend together to explore college and career options. However, attendance alone does not tell us whether families were able to act on what they learned. We do not yet have comparable public evidence to identify which strategy has been least effective. We will evaluate strategies by looking at who participated, whether students and families received follow-up advising, and whether students completed a next step; such as applying, registering, or enrolling in a qualifying postsecondary opportunity. We will also review barriers to participation and use family feedback to improve our approach. This aligns with OKCPS’s commitment to meaningful two-way communication and annual evaluation of family engagement strategies.
11	Board Member Jessica Cifuentes	3.01	Why are we seeing such significant growth in Emerson North and South HS?	See Question #2

Oklahoma City
PUBLIC SCHOOLS

Board Member Questions on Other Agenda Items				
#	**Board Member**	**Agenda Item**	**Questions**	**Superintendent Response | Student Outcomes Focus**
12	Board Member Jessica Cifuentes	4.01	Per the policy I-22, and the original purpose of charters "to create different, innovative, and more flexible ways of educating students within the public school system," when will the collaboration happen between the public charters and non-charters to improve educational outcomes for the public school system?	OKCPS works closely with the charter schools it sponsors through regular communication, oversight, operational coordination, and ongoing discussions regarding academic performance and effective practices. That collaboration is ongoing and provides opportunities for the District and its charter schools to learn from one another. At the same time, charter schools operate under a somewhat different statutory framework and are exempt from certain requirements that apply to traditional public school districts. That flexibility can allow charter schools to structure staffing, instruction, scheduling, governance, or other operations differently than an OKCPS school may be permitted to do. In fact, the flexibility contemplated by both law and policy is, in part, a product of those reduced statutory and regulatory requirements. As a result, collaboration does not always mean that a successful charter-school practice can be adopted by the District in exactly the same form. Instead, the goal

				is to identify effective approaches and determine whether those practices, or the underlying ideas behind them, can be adapted to improve outcomes for students across the public school system.
13	Board Member Jessica Cifuentes	4.01	I was reading that there is currently not a building chosen for the school. Are there any prospects being looked upon?	The application is still undergoing the District's formal review process; however, the application states that an active search is underway in northwest Oklahoma City and includes former or existing educational facilities, church educational wings, childcare facilities, shared/co-located campuses, and commercial properties. The application specifically identifies Shepherd Mall as a property that had been toured as of August 2026. However, the applicant expressly states that discussions remain exploratory and that there is no lease, letter of intent, right of first refusal, or other facility commitment.
14	Board Member Jessica Cifuentes	4.01	Regarding the lottery process for "oversubscription": is there a reason why there is not a geographical boundary per page 164? "Wild does not currently plan to establish an Academic Enterprise Zone or a narrower locally created geographic boundary..."	Charter schools are not required to establish a traditional attendance boundary or Academic Enterprise Zone, although some charter schools choose to do so. Oklahoma law permits a brick-and-mortar charter school to designate an Academic Enterprise Zone and limit admission to students residing within that area, but doing so is

				optional. Some OKCPS-sponsored charter schools use geographic enrollment areas, while others do not. In this application, the school does not propose an Academic Enterprise Zone or other narrower geographic boundary. Instead, it proposes to enroll students under the general charter-school enrollment provisions and use a lottery if applications exceed available capacity.
15	Board Member Jessica Cifuentes	4.01	OKCPS and our charters frequently have students that switch between the two educational institutions. Is the Montessori education in alignment with our district goals and curriculum to allow for a more seamless transition for students?	The curriculum will be reviewed as part of the standard review process, which is ongoing. The application states that its curriculum will be aligned with the Oklahoma Academic Standards. However, the application does not state that it will use OKCPS's curriculum, instructional materials, scope and sequence, or pacing guides. So, pacing, vocabulary, and focus may vary significantly from the OKCPS curriculum.
16	Board Member Jessica Cifuentes	4.01	A free Montessori educational opportunity is intriguing. Can you briefly describe what makes the Montessori education unique?	What sets the proposed program apart will be part of the ongoing application review. Generally, the application describes Montessori education as differing principally in how instruction is organized and delivered, including mixed-age classrooms, Montessori trained “guides”, hands on Montessori

				materials, individualized and small group instruction, and extended uninterrupted work periods. OKCPS does currently offer a similar Montessori opportunity for Pre-K and Kindergarten students at Horace Mann, so part of the review will be understanding how the proposed charter would differ from or expand upon educational options already available within the District.
17	Board Member Jessica Cifuentes	4.01	It is mentioned on page 166 that areas in districts 1-5 in OKCPS were assessed for Wild's needs. Referring back to page 164, will the school still be available for children to enroll from districts 6 and 7 and outside of the OKCPS boundaries?	Based on the initial review of the application, yes. As noted in the response regarding Academic Enterprise Zones, the applicant is not proposing a narrower geographic attendance area. The portions of Board Districts 1–5 identified in the needs assessment therefore are not proposed enrollment boundaries. Students residing anywhere within OKCPS, including Districts 6 and 7, would be eligible to apply. However, regular transportation to and from school is not proposed.
18	Board Member Jessica Cifuentes	9.02 & 9.03	I did not know that this form existed! What determines if two schools apply to have a pilot co-op? (Do enough students need to show an interest, do the schools have to be a certain mile	According to OSSAA Rule 22, Section 6, schools may establish cooperative athletic teams under approved agreements. The rule does not specify a minimum number of students required to form a co-op or a

			radius from each other, do the A.D. have to initiate, can parents/students initiate the conversation?) What a wonderful opportunity for schools within and outside of the district to collaborate!	distance requirement between participating schools. Schools may collaborate even if they are several miles apart, provided they meet OSSAA requirements and receive approval. The process is generally initiated by school or district administration when there is a desire to participate in a particular sport but not enough athletes to field a team. The rule does not require the Athletic Director to initiate the process. Parents and students may express interest and bring the opportunity to the attention of school administration, but the rule does not specifically identify who may initiate a request. Schools within the same district or from different districts may establish cooperative agreements, subject to OSSAA approval. Under Rule 22, Section 6, an approved high school co-op may also extend to associated junior high or middle schools for students in grades 7–9 in the same sport. The rule also allows certain K–8, middle, and junior high schools to establish cooperative agreements for grades 7–9, even when their associated high schools have teams in that sport. However, schools must follow the restrictions on participating in multiple cooperative agreements for the same sport.

				Ultimately, the purpose of a co-op is to provide students with an opportunity to participate in athletics when their school does not have enough athletes to field a team independently. The process allows schools to work together, expand athletic opportunities, and serve students who might otherwise be unable to participate.
19	Board Member Jessica Cifuentes	10.02 Identified as pulled for discussion and separate vote	Is there marketing occurring about all of our bond projects including on but not limited to the local Spanish media? This was a great report. All of our schools are looking so welcoming!	Yes. We share bond updates through district and school channels, including English- and Spanish-language media. Visit the OKCPS Bond page for project updates and a map of bond projects.
20	Board Member Jessica Cifuentes	13.01	When items are declared "surplus," does the district recoup some of the financial value of eligible items? Where can I find this information on our itemized revenue sources?	Yes, the District will recoup some financial value from the surplus items, though the amount depends on the condition of the item and manner in which it is sold. OKCPS normally sells surplus items in an auction format, either in person or online. Since the majority of surplus items are purchased with General Funds, the revenue received is returned back to the General Fund. The SDE has a specific revenue source code for Districts to utilize when selling equipment or materials; the OCAS revenue source is 1440 and the

				amount received from selling surplus items in FY2026 was approximately $193,000.
21	Board Member Jessica Cifuentes	13.02	What does Splunk offer that Carasoft does not?	Splunk provides the underlying security software logging engine, NuHarbor provides the managed service team to operate our Splunk instance 24/7, and Carahsoft is the distributor providing the public purchasing contract vehicle (OMNIA).
22	Board Member Jessica Cifuentes	13.02	Could this software protect against “rogue” AI attacks?	Splunk helps us spot and investigate suspicious activity, including AI-based attacks. Think of it as a security alarm: it can warn us about trouble, but an alarm does not stop an intruder by itself. NuHarbor’s security team reviews those warnings and helps us respond. We should not describe this purchase as a shield against “rogue” AI attacks. We are actively exploring additional solutions that can detect and block these attacks as they happen.
End of Report				

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