Jefferson County Public Schools
Administrative Offices

VanHoose Education Center
P.O. Box 34020
Louisville, Kentucky 40232-4020
(502) 485-3011

JCPS™

October 31, 2017

Dr. Stephen Pruitt
Commissioner of Education
Kentucky Department of Education
300 Sower Boulevard
Frankfort, Kentucky 40601

Dear Commissioner Pruitt:

Jefferson County Public Schools (JCPS) staff have reviewed the findings from the management audit outlining three areas of instruction and operations that need immediate corrective action. I appreciate the Kentucky Department of Education (KDE) working alongside our district in developing corrective action plans to address compliance in Career and Technical Education (CTE) with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins), Individuals with Disabilities Education Act (IDEA), and 704 KAR 7:160, *Use of Physical Restraint and Seclusion in Public Schools*. Enclosed are the corrective action plans for each area that provide detailed action steps, persons responsible, and timelines for implementation.

We are committed to implementing the corrective action plans with fidelity and monitoring progress in order to ensure the district's compliance and improvement strategies are impactful. During the course of our review, we identified several common strategies that will leverage improvement districtwide:

- Create written procedures and protocols to promote consistent implementation,
- Provide enhanced professional development opportunities to improve staff understanding,
- Develop follow-up processes for which to check on implementation and data analysis and reporting fidelity,
- Provide individual support to schools based on data analysis, and
- Continue to collaborate with KDE for technical assistance.

Our immediate next steps include providing professional development to all of our principals regarding our corrective action plans in each area to establish common expectations on November 1, 2017. Additionally, JCPS management will present a summary of our corrective action plans to the Jefferson County Board of Education on November 7, 2017.

Our staff appreciates the opportunity to work collaboratively with KDE in ensuring our practices and policies are continuously improving and are consistent across the district. Thank you for the opportunity to address these issues and better serve all JCPS students.

Sincerely,

Martin A. Pollio, Ed.D.
Acting Superintendent

MAP:scf

Enclosures

c Kelly Foster

JCPS CTE CAP SY1718

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
1	⊟ 1. Inaccuracies in federal and state data reporting indicates noncompliance with Perkins, KRS 157.069, and College and Career Readiness Accountability, pursuant to KRS 158.6453. Areas of specific concern include discrepancies apparent in the TEDS data, student transcripts and schedules, student credit, and attendance data.						
2	CTE team will create a master timeline with quality control due dates (includes principal training)	Rogers	10/01/17	01/01/18	60	🟡	In progress, will send out _____for upcoming school year to Principals, Asst. Supts., CTE Admin Coordinators, Academy Coaches, and Teds Clerks
3	Schools will designate administrator as CTE Coordinator at each school who will run reports	Rogers	10/01/17	10/16/17	30	🟢	Completed
4	Schools will designate TEDS Data Entry person at each school	Rogers	10/01/17	10/16/17	30	🟢	completed
5	CTE team will develop a protocol for attend hours by Nov 1st in collaboration with KDE and prepare training materials for TEDS data entry for school teams	Rogers	10/01/17	10/16/17	30	🟢	completed
6	CCR office will collect forms and preferred training dates and send to KDE	Rogers	10/01/17	10/24/17	30	🟢	CTE Coordinator and Entry Clerks names complete. TEDS permissions being sent out on 10/18 Deadline for return 10/20, deadline extended 10/23 request re-sent
7	KDE will train CTE coordinator and TEDS data entry person (as well as district pathways specialists and DMRT) before gaining access to TEDS (all day training) on November 7 and 13	Rogers	11/07/17	11/24/17	30	🟡	Dates Set, scheduling in process
8	District Level CTE Director & Data Manager will conduct regular quality checks on data entry by TEDS Data Entry person as indicated in the master timeline	Rogers, McCombs	10/01/17	06/30/18	120+	🟡	Date set for 10/15, 2/15, 4/15
9	JCPS will work closely with KDE when they provide technical assistance (similar to monitoring visit) for quality check. Any data or info needed will be provided.	Rogers	10/15/17	05/15/18	90	🟡	5/15 Final Audit
10	JCPS will work closely with KDE when they provide technical assistance to district pathway specialists and DMRT on KDE monitoring process	Rogers	11/01/17	06/01/18	120+	🟡	
11	JCPS District pathway specialists and DMRT will follow KDE monitoring process to check schools twice a year or three times a year (trimester)	Rogers CTE Specialists	10/20/17	06/01/18	120+	🟡	
12	JCPS will consider either adding or re-purposing central office support infrastructure for monitoring and support	Coleman	11/01/17	02/15/18	90	🟡	
13	JCPS will work with KDE to create ad-hoc reports for monitoring (based on KDE recommendations) (i.e. transfers, failures); need to make sure CTE administrator and TEDS data entry person have IC permissions for ad-hoc reports	Rogers	11/01/17	12/01/17	30	🔴	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
14	JCPS will designate CTE Coordinator (administrator) ,TEDS Data Entry person, and principal at each school to receive KDE communications for WAPOC to update in system	Rogers	10/01/17	10/16/17	30	🟡	
15	2. Inaccuracies in documentation of career pathways indicate pathways were incomplete, invalid, and inaccurate or were not followed, which indicates noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453. Documentation reviewed include master schedules, student transcripts and student schedules.						
16	JCPS will develop a protocol for Special Approvals to be reviewed by CTE Department before going to KDE as indicated in master timeline	Rogers Coleman	12/01/17	02/01/18	60	🔴	
17	CTE team at school level will receive training on special approval process	Rogers CTE Specialists	06/01/18	07/15/18	120+	🔴	
18	Schools will turn in pathways and master schedules to the CTE department to ensure courses are aligned in pathways. CTE department will check for four course sequence.	Principals Asst Supts Rogers CTE Specialists	10/19/17	11/01/17	30	🟢	
19	JCPS will get a list of the special approvals from KDE to check which schools have submitted a form (due date was Oct 1)	Rogers	10/15/17	11/15/17	30	🔴	
20	CTE Team will provide training for principals and guidance counselors to provide current information on CTE programs. When Growth Plans are developed the information from these sessions may be included.	Rogers Asst Supts Principals	05/15/18	07/15/18	120+	🟡	Will train principals on essential information in regards to TEDS, Scheduling, Course sequences
21	CTE department will provide data and other essential information to Assistant Superintendents. Assistant Superintendents will use this data/information to support and monitor principals for CTE support (using quality control checks from CCR office). This will allow central office administrators to look for common issues that will help inform training needs and allow supervisors to hold employees accountable as well.	Rogers Asst Supts	10/15/17	07/01/18	120+	🟡	
22	CTE Director and Specialists will work with guidance counselors to ensure correct course codes. Co-ops need to be tied directly to pathways (otherwise, it is work experience).	Rogers CTE Specialists	10/15/17	11/01/17	30	🟡	
23	JCPS will explore the process for including state course codes on transcripts	Rogers, Dossett, Averette	11/01/17	01/05/18	60	🔴	
24	JCPS will work with KDE to aquire sql queries to check on co-op codes as part of the data monitoring process.	Rogers	10/15/17	12/15/17	60	🟡	
25	District monitoring process will include looking at co-op versus early release and follow up guidance will be provided to schools as needed.	Rogers	10/15/17	01/01/18	60	🟡	
26	3. School level CTE staff are not identified and/or identified staff do not have the knowledge and/or authority to implement the CTE program with fidelity, creating a system that provokes noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453, in the ways described immediately above. Evidence includes school and district level interviews as well as TEDS reports.						
27	Principals will designate administrator as CTE Coordinator at each school	Rogers Principals	10/01/17	10/16/17	30	🟢	completed

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
28	Principals will designate TEDS Data Entry person at each school	Rogers Principals	10/01/17	10/16/17	30	🟢	completed
29	KDE will train CTE administrator and TEDS data entry person (as well as district pathways specialists and DMRT) before gaining access to TEDS (all day training) on November 7 and 13	Rogers	11/07/17	11/13/17	30	🟡	
30	Principals will designate CTE Coordinator (administrator) ,TEDS Data Entry person, and principal at each school to receive KDE communications (to be in the person role manager system) for WAPOC to update in system	Rogers Principals	10/15/17	11/01/17	30	🟡	Team selected, training scheduled, will inform WAPOC
31	CTE will create District wide system for approving and removing pathways and special approvals (JCPS central office review before submitting to KDE) – will be included in master timeline	Rogers Coleman	12/01/17	02/01/18	60	🔴	
32	CTE will provide training on purpose of advisory council and check for agendas/meetings; will be included as part of master calendar (min. requirements – spring and fall)	Rogers	01/01/18	06/01/18	90	🟡	Advisory councils and meetings being held. Will implement a collection system for verification and monitoring
33	JCPS will explore the process for including state course codes on transcripts	Rogers, Dossett, Averette	11/01/17	01/05/18	60	🔴	
34	JCPS will request from KDE a list of schools who may need additional support or who did relatively well (based on April review) and JCPS will use this list to determine levels of support needed at individual schools and to plan for trainings that are needed.	Rogers Coleman	12/01/17	02/01/18	90	🔴	

JCPS IDEA CAP SY1718

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
1	⊟ 1. (IDEA #1) The district lacks clear, district-wide processes and coordinated systems of accurate collection, reporting, and utilization of student level behavior data. There is a clear disconnection between the collection of the data and its use for implementing a district-wide approach to student discipline, including the behavioral supports necessary for successful implementation. Without appropriate positive behavioral supports to address behaviors that impede learning, the district does not meet the standard required under 707 KAR 1:320, Section 5(2)(a).						
2	Achievement Area 5 team conducts weekly Data Team meetings – to review error reports (code alignment, restraint/ seclusion) and communicate to schools when action is needed. Additional R and S, SRO, and School Profile Data meetings occur on the last Thursday of each month. These meetings are to identify specific supports that may be needed for schools and to communicate to district administrators (i.e. assistant superintendents to follow up with schools. The R and S data analysis protocol includes a measure to review schools who may be over- or under-reporting incidents.	Ansman, Anderson Ritter, Greer	10/01/16	06/01/18	120+	🟡	
3	Area 5 staff revamped IC Behavior Manual to align with data entry protocol in IC. In alignment with the new manual, the IC Behavior Manual Training and corresponding assessment was updated.	Mueller Anderson	05/01/17	08/01/17	30	🟢	
4	Area 5 staff collaborated with CES department to hold open labs to schools who need additional support on IC behavior data input.	Mueller	09/01/17	06/01/18	120+	🟡	
5	Area 5 staff conducted handbook trainings with principals and assistant principals that corresponded with data input.	Zeitz, Ansman, Anderson	07/21/17	07/28/17	30	🟢	
6	Area 5 staff is working with schools to identify data point of contact for each school. One administrator and one clerical staff member. This person along with any other JCPS staff entering behavior data in Infinite Campus will receive training with the student handbook and expectations of data entry as well as be required to complete an online Behavior Manual course and complete a corresponding Behavior Manual Assessment.	Ansman, Anderson ETCs	10/24/17	11/30/17	30	🟡	
7	Area 5 staff is developing a 1 page school behavior profile sheet (i.e. top ten offenders, locations) to identify student and teacher patterns for additional support.	Anderson, Ansman, Lin	10/09/17	11/30/17	30	🟡	
8	Area 5 staff is developing a protocol for Asst. Sups on guiding data analysis and next steps to be consistent across the district. Data analysis will be conducted on a monthly basis.	Zeitz, Coleman	10/20/17	06/01/18	120+	🟡	
9	Area 5 staff will collaborate with pupil personnel to explore how we can utilize attendance audits to identify students who have been sent home early and a suspension has not been documented in IC. Provide additional guidance to school administrators regarding the appropriate documentation of suspensions in IC when students are dismissed early.	Dossett, Zeitz, Anderson, Ansman	10/23/17	11/30/17	30	🟡	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
10	2. (IDEA # 4)The continuum of educational settings in JCPS does not meet the standards established in the Individuals with Disabilities Education Act and is insufficient under 707 KAR 1:350.						
11	ARC Chairpersons professional development activities will focus on training in educational continuum of services which begins with the least restrictive setting (general education classroom) to the most restrictive educational setting (residential placement).	ECE Director Franconia	07/20/17	06/01/18	120+	yellow	
12	ARC Chairperson training in the continuum of services will include specific scenarios regarding data-based decision making. Video modules will be designed for training staff who did not attend the initial training and new employees.	ECE Director Franconia	11/01/17	06/01/18	120+	red	
13	Training for principals and assistant principals in the continuum of services which will include specific scenarios regarding data-based decision making. Video modules will be designed for staff who did not attend the initial training and newly hired principals and assistant principals.	Zeitz Anderson Averette ECE Director Franconia	11/01/17	06/01/18	120+	yellow	
14	Provide ongoing training and information regarding the continuum of services at the counselors' monthly meetings	ECE Director Franconia	09/07/17	06/01/18	120+	yellow	
15	Follow-up will include periodic checks at schools for understanding and use of the continuum of services.	ECE Director Franconia, ECE Consultant	10/17/17	06/01/18	120+	yellow	
16	Periodic checks with the placement specialists to determine if there are delays in placements.	ECE Director Franconia ECE Consultant	10/17/17	06/01/18	120+	yellow	
17	After the periodic checks, identify schools needing additional support and provide guidance in the target areas.	ECE Director Franconia, ECE Consultant	10/17/17	06/01/18	120+	yellow	
18	The District will create new self-contained Emotional-Behavioral Disabilities (EBD) classrooms on the elementary level and explore the need for more restrictive structured EBD settings.	Averette ECE Director Franconia Scherer Goodin	12/11/17	09/01/18	120+	red	
19	The ECE Department will explore possible school sites, where new EBD classrooms can be established after review of the EBD referral and eligibility data for each elementary school	Averette, ECE Director Franconia, Scherer, Goodin Bargione	12/11/17	09/01/18	120+	red	
20	The ECE Department will assess the need for additional EBD classes in more restrictive structured settings including the separate special school settings (Waller-Williams Environmental School and Riverview Program) after comparison of the eligibility rate and behavior trend data (e.g., Behavior Intervention Plans) for elementary, middle and high schools students.	Averette, ECE Director Franconia, Scherer, Goodin Bargione	12/11/17	09/01/18	120+	red	
21	The ECE Department will collaborate with the Demographic Department to determine equitable access for students based on demographic data.	ECE Director Franconia, Scherer, Stephens	12/11/17	09/01/18	120+	yellow	
22	Using CEIS Grant funds, hire 4 BCBAs to collaborate with the BEST team to provide increased support to students K-3 with excessive patterns of behavior.	Zeitz, Greer	10/24/17	12/01/17	60	yellow	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
23	Institution of 4th and 5th grade classrooms for students in need of Interim Alternative Educational Setting (IAES) for the following discipline violations: weapons, drugs or serious bodily injury). Current classrooms will be instituted by January 3, 2018 at Atkinson, Young, Price, & Gilmore Lane, with potential for Mill Creek.	Zeitz, Ansman, Anderson	06/23/17	01/03/18	60	🟡	
24	⊟ The class size/caseload waiver process will be followed as prescribed by the Department of Learning Services (DSL).	ECE Director Franconia	11/01/17	09/07/18	120+	🟡	
25	The District will minimize the use of the waiver process to increase the number of students in the EBD classroom.	ECE Director Franconia	11/01/17	09/07/18	120+	🟡	
26	If a waiver is necessary, the District will not increase the number of students from eight to nine before the waiver is approved by DLS. Currently there are no class size/caseload waivers.	ECE Director Franconia	10/24/17	09/07/18	120+	🟡	
27	The District will explore organization restructuring by creating a new position. The new position would be responsible for the following: (1) monitoring the District's efforts to fully comply with the CAP and monitor and maintain compliance after the CAP has been completed, (2) collaborating with other departments (e.g., Student Assignment, Diversity, Equity and Poverty) as a means to increase interdepartmental communication. If the new position is created, three (3) persons would be needed to carry out these District responsibilities.	Averette, ECE Director	12/04/17	09/07/18	120+	🔴	
28	Establishing 4-5 regional IAES settings for elementary ECE students (funding already approved) - Institution of 4th and 5th grade classrooms for students in need of Interim Alternative Educational Setting (IAES) for the following discipline violations: weapons, drugs or serious bodily injury). Current classrooms will be instituted by January 3, 2018 at Atkinson, Young, Price, & Gilmore Lane, with potential for Mill Creek.	Zeitz, Anderson, Ansman	06/23/17	01/03/18	120+	🟡	
29	⊟ 3. (IDEA # 6) Educational placement decisions for students with disabilities are made to override the decisions made during the Admissions and Release Committee (ARC) process in violation of 707 KAR 1:320						
30	⊟ Professional development for ARC Chairpersons will focus on the ARC process, the chairperson's role and role of each ARC member (including decision making authority).	Averette, ECE Director Franconia	01/08/18	09/07/18	120+	🟡	
31	ARC Chairpersons will be trained as follows: at least one member of the ARC must be qualified to provide or supervise the provision of specialized designed instruction and is knowledgeable about the general curriculum, and the availability of district resources (707 KAR 1:320, Section 3 (1) (d).) JCPS will work closely with DLS to prepare training.	Averette, ECE Director Franconia	01/08/18	09/07/18	120+	🟡	
32	An ARC Chairperson Protocol will be developed as a guide to facilitate the process.	ECE Director Franconia	11/01/17	01/08/18	90	🔴	
33	The training will emphasize that two-tier ARC process (SBARC and AARC) is no longer allowed by federal or state regulations. Video modules will be designed for staff who did not attend the initial training and new employees.	ECE Director Franconia	01/08/18	09/07/18	120+	🔴	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
34	A protocol will be designed for use by the Placement Specialists. Training will be provided.	ECE Director Franconia	11/01/17	01/08/18	90	🔴	
35	Video modules will be designed for staff who did not attend the initial training and new staff.	ECE Director Franconia	01/08/18	04/09/18	120+	🔴	
36	Follow up will include periodic checks at schools for implementation.	ECE Director Franconia	01/08/18	04/09/18	120+	🔴	
37	The training will prepare the ARC chairpersons for their responsibility in training ARC members in due process procedures and in the decision making process utilized during ARC meetings.	Averette, ECE Director Franconia	11/01/17	09/07/18	120+	🟡	
38	On-site coaching and follow-up will be provided for ARC chairpersons to ensure proper functioning ARC meetings.	ECE Director Franconia	03/05/18	09/07/18	120+	🟡	
39	➖ ARC Chairpersons training will include placement decisions are made by the ARC members and according to the Least Restrictive Environment provision.	Averette, ECE Director Franconia	07/20/17	09/07/18	120+	🟡	
40	➕ ARC Chairpersons will be trained in the continuum of services and data-based decision making. Video modules will be designed for staff who did not attend the initial training and new employees.	ECE Director Franconia	01/08/18	09/07/18	120+	🔴	
43	Individual student data will be reviewed and analyzed for concise discussions at the ARC meetings and used in the development of programmatic supports and IEP implementation	Averette, ECE Director Franconia	01/08/18	09/07/18	120+	🟡	
44	The District will explore organization restructuring by creating a new position. The new position would be responsible for the following: (1) monitoring the District's efforts to fully comply with the CAP and monitor and maintain compliance after the CAP has been completed, (2) collaborating with other departments (e.g., Student Assignment, Diversity, Equity and Poverty) as a means to increase interdepartmental communication. If the new position is created, three (3) persons would be needed to carry out these District responsibilities.	Averette, ECE Director	11/01/17	09/07/18	120+	🔴	
45	**4. (IDEA #7) The district lacks a system to ensure that referrals for special education services (Child Find) are handled both consistently and in a timely fashion, in violation of 707 KAR 1:300 and IDEA**						
46	➖ Training on the Child Find requirements and Referral Process will be provided to all administrators and teachers at each school.	Averette, ECE Director Franconia	01/08/18	09/07/18	120+	🔴	
47	The District will train all staff on Child Find with an emphasis that any student with a suspected disability will be evaluated regardless of their race or ethnicity (e.g., African American, Hispanic/Latino, Asian).	ECE Director Bargione	01/08/18	09/07/18	120+	🔴	
48	A monitoring system will be implemented that includes a process for notifying the Lead Psychologist (school psychologist, if appropriate) when a student transfers from one JCPS school to another JCPS school during the initial evaluation process. ECE will explore creating a process with MIS. This will support transient students.	ECE Director Bargione MIS	01/08/18	09/07/18	120+	🔴	
49	Training describing the Child Find and Referral Process will be completed with the ARC Chairpersons.	ECE Director Bargione	07/20/17	03/05/18	60	🟡	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
50	Training describing the Child Find and Referral Process will be completed with all principals and assistant principals.	Averette, ECE Director Bargione	02/05/18	04/20/18	90	🔴	
51	Training describing the Child Find and Referral Process will be completed with all teachers.	ECE Director Bargione	04/09/18	09/07/18	120+	🔴	
52	An Assessment Protocol will be developed as a guide to facilitate the process.	ECE Director Bargione	11/01/17	01/08/18	60	🔴	
53	Monitoring system will be developed to ensure that referrals are acted on in a timely manner and are tracked by the Lead Psychologist (school psychologist, if appropriate) when students change schools during the initial evaluation process. ECE will explore a process with MIS.	ECE Director Bargione MIS	11/20/17	02/05/18	30	🔴	
54	Video modules will be designed for staff who did not attend the initial training and new employees.	ECE Director Bargione MIS	01/08/18	04/20/18	90	🔴	
55	Follow-up will include periodic checks at schools for implementation.	ECE Director Bargione	09/05/17	09/07/18	120+	🟡	
56	ECE Department will identify schools needing additional support and provide guidance in the target areas.	ECE Director Bargione	09/05/17	09/07/18	120+	🟡	
57	The District will explore organizational restructuring by creating a new position. The new position would be responsible for the following: monitoring the District's efforts to fully comply with the CAP and monitor and maintain compliance after the CAP has been completed; collaborating with other departments (e.g., Student Assignment, Diversity, Equity and Poverty) as a means to increase interdepartmental communication. If the new position is created, three (3) persons would be needed to carry out these District responsibilities.	Averette, ECE Director	01/08/18	09/07/18	120+	🔴	
58	ECE will develop a system to share clear lines of support for central office services to schools.	Averette ECE Director Bargione, Franconia, Scherer	11/01/17	02/01/18	60	🔴	
59	⊟ 5. (IDEA # 5) The district lacks a system to ensure disciplinary removals are consistent with the requirements of IDEA and 707 KAR 1:340, Sections 13 and 14. Interviews and observations indicate there is a lack of clarity as to the requirements under IDEA for disciplinary removals and resulting in inconsistency across the district.						
60	Area 5 staff will provide additional training to school administrators on documenting removals and understanding manifestation determination, and the ARC decision making process.	Zeitz Ansman	10/24/17	11/30/17	30	🟡	
61	Area 5 will hire an additional Behavior Support placement specialist to support schools in making sure ARCs consider all relevant information for students. This staff member will also be responsible for making sure due process paperwork and IEPs are in compliance and established to target student individual needs.	Zeitz, Anderson, Greer	10/24/17	11/30/17	30	🟡	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
62	The JCPS Facilities committee is exploring a proposal which included an expansion of 200 seats at Minor Daniels Academy. The expansion would accomplish two things, 1) more seats for students that need that level of behavior support (LRE), and 2) the separation of middle and high school students in the building. (Completion January 1, 2019).	Zeitz, Raisor	10/11/17	01/01/19	120+	🟡	
63	Area 5 staff is coordinating the establishment of 5 Behavior Support Classrooms for additional support for elementary students across the district. These classrooms will support 4th and 5th graders while still providing an opportunity to have access to same age peers and learn in a traditional elementary setting. Additionally, 4 BCBA's will be hired to support students having high needs in the K-5 grade levels.	Anderson Zeitz Greer	07/12/17	01/01/18	90	🟡	
64	Area 5 staff will collaborate with the ECE dept. to provide additional training on documenting removals and understanding manifestation determination as shown in folders (provide exemplars and model through new placement specialist) – add staff to provide support at 6th day	Averette Zeitz	12/01/17	06/01/18	120+	🔴	
65	Area 5 staff will collaborate with the ECE dept. to ensure due process folders show consideration of all relevant information – spot check at district level on monthly or quarterly basis (more frequently)	Averette Zeitz	12/01/17	06/01/18	120+	🔴	
66	JCPS will partner with KDE to get technical assistance in folder reviews	ECE Director Franconia	11/01/17	09/07/18	120+	🟡	
67	⊟ 6. (IDEA # 8) Special transportation is not provided for all students with disabilities, but rather students are assigned to schools based on the structure and availability of transportation, in violation of 707 KAR 1:290, Section 5 and IDEA. Additionally, students attending the Kentucky School for the Deaf (KSD) are not provided door-to-door transportation, but are instead required to meet at a central location Kentucky School for the Deaf (KSD) are not provided door-to-door transportation, but are instead required to meet at a central location where they are then transported to KSD, in violation of IDEA.						
68	The ECE department will consult with Transportation to ensure that special transportation is available at all schools if students' IEPs require this service.	ECE Director Frantz, Franconia	11/01/17	09/07/18	120+	🟡	
69	The ECE department will work jointly with Transportation to review the length and duration of bus rides and refine existing routes if needed.	ECE Director Frantz, Franconia	01/08/18	09/07/18	120+	🔴	
70	The ECE department will collaborate closely with Transportation staff to find creative solutions when there are systemic behavior issues on buses (e.g., rival gangs).	ECE Director Frantz, Franconia	06/04/18	09/07/18	120+	🔴	
71	Students attending the Kentucky School for the Deaf (KSD) are now provided door-to-door transportation. This service was initiated on October 15, 2017 after the KDE audit results brought this to the district's attention.	ECE Director, Frantz	10/15/17	05/24/18	30	🟢	Document attached

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
72	7. (IDEA # 8)The student assignment plan does not appropriately contemplate the needs of students with disabilities resulting in inequitable placements that do not provide students with access to appropriate staff (e.g. mental health professionals), sometimes require excessive bus rides, limit a student's ability to participate in extracurricular activities, and stifle the ability of families to engage with their child's school. As a result, the district is in violation of 707 KAR 1:320, Section 9 for failing to provide related services to each child with a disability.						
73	A continuum of placement services is available to the extent necessary to implement the IEP for each student with a disability and the placement of each student is as close as possible to the home of the student in accordance with the district's student assignment plan.	ECE Director Franconia	11/01/17	09/07/18	120+	🟡	
74	The ECE department will provide professional development and technical assistance for ECE teachers in these provisions of the IEP: Supplemental Aids and Supports and Program Modifications/Supports for School Personnel.	Averette, ECE Director Director Scherer	11/01/17	09/07/18	120+	🟡	
75	The ECE Department will review the roles and responsibilities of district consulting teachers and other ECE district staff and assess the need for additional staff.	ECE Director Director Scherer	11/01/17	09/07/18	120+	🔴	
76	The ECE Department will review the current professional development plan to determine if additional resources are needed to provide adequate follow-up and coaching for ECE teachers.	ECE Director Director Scherer	11/01/17	09/07/18	120+	🟡	
77	Follow-up will include periodic checks for supplemental professional development.	ECE Director Scherer	01/08/18	09/07/18	120+	🔴	
78	Professional development will be designed for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation.	ECE Director Scherer	11/01/17	09/07/18	120+	🔴	
79	The Lead Psychologist and/or School Psychologists will review with ARC Chairpersons the process for determining if students need counseling on their IEPs as a related service and identify the appropriate service provider: mental health specialist or guidance counselor.	ECE Director Bargione, Sircy	11/01/17	09/07/18	120+	🔴	
80	Five (5) additional School Psychologist positions (in the CCEIS budget) have been approved to support five (5) designated middle schools to provide MTSS supports (e.g. FBA and BIP) and referrals for ECE testing.	Averette ECE Director Bargione	11/01/17	09/07/18	120+	🟡	
81	The ECE department will review the referral and eligibility rates to determine if revisions are needed to the current level of staffing for school psychologists.	Averette ECE Director Bargione	11/01/17	09/07/18	120+	🟡	
82	The Lead Psychologist will collaborate with Counseling & Guidance Specialist regarding mental health services provided by school counselors, school psychologists and mental health counselors. Level of staffing will be assessed to determine if additional staff is needed.	Averette ECE Director Bargione, Sircy	11/01/17	09/07/18	120+	🔴	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
83	As a means to lessen the responsibilities of the guidance counselors who serve as ARC chairpersons, the ECE Department will conduct the following activities: (1) explore structures of other districts which utilize other roles groups (e.g. special education teachers) to serve as ARC chairpersons in place of guidance counselors, (2) investigate increasing the number of retired/part-time counselors administrators who serve as ARC chairpersons	Averette ECE Director Bargione, Sircy	11/01/17	09/07/18	120+	🔴	
84	The Communication Specialist and Liaisons will collaborate with the speech/language therapists to determine which students are being underserved according to their individual needs. Level of staffing will be assessed to determine if additional staff is needed.	ECE Director Scherer	11/01/17	09/07/18	120+	🔴	
85	The Communication Specialist will collaborate with the assistive technology staff to determine which students are being underserved and/or have no functional communication system. Level of staffing will be assessed to determine if additional staff is needed.	ECE Director Scherer	11/01/17	09/07/18	120+	🔴	
86	The ECE Department will consider adding an assistive technology liaison to Jefferson County Cooperative.	Averette, ECE Director Scherer	11/01/17	09/07/18	120+	🔴	
87	The ECE Department will ensure that students with disabilities have equal opportunities for ongoing participation in the same programs/activities that are available to students without disabilities.	ECE Director Scherer	11/01/17	09/07/18	120+	🟡	
88	The ARC Chairpersons will be trained to ensure that the ARC consider the following: extracurricular activities determined appropriate and the accommodations needed for participation.	ECE Director Scherer	11/01/17	09/07/18	120+	🟡	
89	The ECE Department will collaborate with Activities/Athletics Department to increase access to extracurricular activities.	ECE Director Scherer	11/01/17	09/07/18	120+	🔴	
90	Follow up will include on going coaching and periodic checks at schools for implementation.	ECE Director Scherer	01/08/18	09/07/18	120+	🔴	
91	The ECE Department will identify schools needing additional support and provide guidance in the target areas.	ECE Director Scherer	01/08/18	09/07/18	120+	🔴	
92	The ECE department will encourage parent engagement.	ECE Director Bargione, Franconia, Scherer	11/01/17	09/07/18	120+	🟡	
93	The ECE Department will collaborate with Academic Support Programs to increase parent engagement in schools.	Averette, ECE Director Bargione, Franconia, Scherer	11/01/17	09/07/18	120+	🟡	
94	The ECE Department will collaborate with the Diversity, Equity & Poverty Department to increase parent engagement (e.g., JCPS West Louisville Satellite Office).	Averette ECE Director Bargione, Franconia, Scherer	11/01/17	09/07/18	120+	🟡	
95	Placement Specialists will be available to hold ARC meetings and other ECE District staff (e.g., Parent Liaisons) will be present to answer questions, etc. on a weekly basis at the West Louisville Satellite Office.	ECE Director Bargione, Franconia, Scherer	11/01/17	09/07/18	120+	🟡	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
96	The District will explore organizational restructuring by creating a new position. The new position would be responsible for the following: monitoring the District's efforts to fully comply with the CAP and monitor and maintain compliance after the CAP has been completed; collaborating with other departments (e.g., Student Assignment, Diversity, Equity and Poverty) as a means to increase interdepartmental communication. If the new position is created, three (3) persons would be needed to carry out these District responsibilities.	Averette ECE Director	11/01/17	09/07/18	120+	🔴	
97	Provide evidence of procedures for ensuring transportation services to all students who have documentation in IEP – related services (issue 8)	ECE Director	11/01/17	09/07/18	120+	🟡	
98	**8. (IDEA #10) The regional special education cooperative located in the district is unable to provide support and technical assistance to the district due to conflicting roles of cooperative employees. The cooperative's funds through IDE are not accountable for and appear to be mingled with other district funds. This is in violation of IDEA.**						
99	⊟ The Jefferson County Exceptional Child Education Services Cooperative (JCECESC) will begin working to reorganize to provide training and technical assistance to member districts (JCPS and KSB) and to assist member districts with remedying IDEA noncompliance.	Averette, ECE Director	11/01/17	09/07/18	120+	🔴	
100	The District will explore creating new positions that will be exclusively responsible for training and technical assistance in accordance with the assurances of the Cooperative.	Averette, ECE Director	11/01/17	09/07/18	120+	🔴	
101	The Cooperative staff members will review budgeting to provide support to member districts consistent with other cooperatives throughout the state.	Averette, ECE Director	11/01/17	09/07/18	120+	🔴	
102	The Cooperative will refine the activity tracking system for cooperative staff to document training and technical support to cooperative member districts (JCPS and KSB).	Averette, ECE Director	11/01/17	09/07/18	120+	🔴	
103	The Human Resources department has reviewed processes and procedures to ensure that Board personnel policies are being followed.	Armour Henderson	10/01/17	06/01/18	120+	🟡	
104	JCPS ECE Dept will explore working with IDC – IDEA data center who work with districts on establishing protocols	Averette, ECE Director	12/01/17	06/01/18	120+	🔴	
105	⊟ **IDEA (Issue 2): Significant disproportionality/Comprehensive Coordinated Early Intervening Services**						
106	ECE behavior placement specialists and EBD staff members were transferred from ECE to Area 5 (Student Relations), including BEST Team members, for more effective service for schools. Staff members members are part of the systems in Student Relations and are dealing directly with schools and students involved with excessive behaviors and the potential of attending one of our behavior support alternative schools.	Zeitz Coleman	07/10/17	08/31/17	60	🟢	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
107	Achievement Area 5 increased the prerequisite credentials for BEST Team members from classified to certified. In addition, an ECE Coordinator was added to oversee and provide first response to schools around any behavioral matter related to an ECE student. The coordinator will hear school level concerns and respond with the appropriate staff member or team to support the need. The new BCBAs mentioned in multiple areas of the plan will be under the ECE Coordinator's supervision. The early interventions that would warrant a BEST Team member to respond will be communicated at trainings with principals, APs, and counselors.	Zeitz, Pollio, Coleman	07/10/17	08/31/17	60	🟢	
108	Area 5 staff has created protocols to clarify with schools about BEST team role and how to interact/contact them	Goodin	10/09/17	10/24/17	30	🟢	
109	Area 5 has designed a comprehensive MTSS plan as part of the CEIS work. This plan focuses on multiple elements, but in regard to PBIS, staff are investing in high yield pedagogical strategies that increase engagement and classroom systems that support positive behavior. The plan is attached and outlines the purpose, the approach, and the sustainability of the plan. Further, the items necessary to create an RFP are attached. Area 5 staff will be partnering with a contractor to design elements of the trainings and supports for teachers and administrators.	Coleman Zeitz, Averette	08/01/17	06/01/18	120+	🟡	
110	The Area 5 team is in the process of hiring MTSS staff to support achievement areas in academic and behavioral areas relevant to the Corrective Action plan mentioned above. Two RTs will support each Achievement Area. One will have expertise in elementary, and the other will be focused on middle and high school support. The MTSS Coordinator will not only oversee these 12 teachers. but the Behavior Supports Staff in place in JCPS currently focused on the RP/PBIS implementation at 18 of our schools.	Zeitz, Ansman	08/01/17	01/01/18	90	🟡	
111	The JCPS Facilities committee is exploring a proposal which included an expansion of 200 seats at Minor Daniels Academy. The expansion would accomplish two things, 1) more seats for students that need that level of behavior support (LRE), and 2) the separation of middle and high school students in the building. (Completion January 1, 2019).	Zeitz, Raisor	10/11/17	01/01/19	120+	🟡	
112	Area 5 staff is reviewing and clarifying the processes for placement in alternative schools	Zeitz	10/02/17	01/08/18	90	🟡	
113	ECE staff will include in ARC training the appropriate placement procedures for hospital settings with small number of students	Averette, ECE Director	12/01/17	06/01/18	120+	🔴	
114	Area 5 is coordinating the establishment of 4-5 regional IAES settings for elementary ECE students (funding already approved) - Institution of 4th and 5th grade classrooms for students in need of Interim Alternative Educational Setting (IAES) for the following discipline violations: weapons, drugs or serious bodily injury). Current classrooms will be instituted by January 3, 2018 at Atkinson, Young, Price, & Gilmore Lane, with potential for Mill Creek.	Zeitz, Anderson, Ansman	06/23/17	01/03/18	120+	🟡	
115	**IDEA (Issue 3): Positive behavioral interventions and supports**						

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
116	The district is currently implementing a Multi-Tiered Student Support Action Plan. This is a comprehensive plan which utilizes a combination of staffing, programing, hands-on toolkits, and training designed to proactively address behaviors that negatively impact student learning. Each strategy in the plan can be modified and tailored to align with the individual school's goal and overall academic and behavior support needs.	Coleman Zeitz, Averette	08/01/17	06/01/18	120+	🟡	
117	Area 5 has designed a comprehensive MTSS plan as part of the CEIS work. This plan focuses on multiple elements, but in regard to PBIS, staff are investing in high yield pedagogical strategies that increase engagement and classroom systems that support positive behavior. The plan is attached and outlines the purpose, the approach, and the sustainability of the plan. Further, the items necessary to create an RFP are attached. Area 5 staff will be partnering with a contractor to design elements of the trainings and supports for teachers and administrators.	Coleman Zeitz, Averette	08/01/17	06/01/18	120+	🟡	
118	The Area 5 team is in the process of hiring MTSS staff to support achievement areas in academic and behavioral areas relevant to the Corrective Action plan mentioned above. Two RTs will support each Achievement Area. One will have expertise in elementary, and the other will be focused on middle and high school support. The MTSS Coordinator will not only oversee these 12 teachers. but the Behavior Supports Staff in place in JCPS currently focused on the RP/PBIS implementation at 18 of our schools.	Zeitz, Ansman	08/01/17	01/01/18	90	🟡	
119	The school-wide implementation of RP is supported by two-day training of all staff at each RP/PBIS location. The International Institute for Restorative Practices is providing effective professional development and coaching. All of the Behavior Support Systems RTs and the program evaluator completed advanced RP training this summer/fall and are certified IIRP trainers which will ensure sustainability of the program.	Zeitz, Brahim, Winsch	07/10/17	12/29/17	30	🟢	
120	Implementation of the RP program is being closely monitored. RP support personnel are in the schools on a regular basis and fall walk-through data has been collected for each location to monitor implementation and assess training needs.	Zeitz, Brahim, Winsch	08/21/17	06/01/18	120+	🟡	
121	Behavior data for all PBIS and RP schools is monitored closely. The program evaluator has a formal evaluation plan in place and meets with the Behavior Systems Support Staff at least monthly to share relevant data and craft action steps. All data are also shared with IIRP coaches and PBIS technical support to support data-based decision making regarding needed school supports.	Zeitz, Brahim, Winsch	08/21/17	06/01/18	120+	🟡	
122	**IDEA (Issue 9): Physical Restraints and Seclusion**						
123	1.Achievement Area 5 staff reviewed the Procedures for the Use of Physical Restraint or Seclusion and is recommending it be amended to replace the term physical assist with physical restraint to eliminate any confusion between assist and restraint. The policy defines the meaning of physical restraint as defined in 704 KAR 7:160 for clarification. In addition, the debriefing protocols have been clarified to hold a debriefing session after every restraint or seclusion regardless of parent participation as soon as practicable, but not later than five (5) school days following a restraint or seclusion.	Ritter	11/30/17	04/02/18	120+	🟡	Procedures have been amended to replace term and clarify debriefing protocols. Awaiting board approval.

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
124	2.As of October 17, 2017 the SCM Coordinator has contacted all principals/core team leaders and let them know who is on their SCM core team with all member's certification dates and the dates when each member on their team will need to be recertified. Any JCPS A1 school that doesn't have a minimum of 5 core team members have been notified and encouraged to send staff to attend a certification or recertification session on 10/21/17, 10/27/17 or 10/30/17 which would put them in compliance with having a minimum of 5 core team members.	Ritter/ School Core Team Leaders	10/17/17	06/01/18	120+	🟡	Ongoing monitoring of schools core teams
125	3.Katy Zeitz (Asst. Superintendent Academic Achievement Area 5) and BJ Ritter (Safe Crisis Management Coordinator) met with Stan Mullen (Director of Security and Investigations) on 10/10/2017 to develop a plan to ensure all School Resource Officer's (SRO's) would receive training on positive behavioral supports and interventions pursuant to Section 6 of 704 KAR 7:160. The meeting revealed majority of SRO's have been trained as evident by a sign in sheet for the training. Any SRO that has not been trained will be trained at the next SRO meeting on November 8, 2017 as evident by a sign in sheet of verification of the training. In the future all SRO's will receive this training at their first SRO meeting prior to the start of school.	Mullen	11/08/17	12/29/17	60	🟡	Annual and ongoing trainings will occur for new SRO's
126	4.Achievement Area 5 team will train and review JCPS' SCM protocols with all principals on November 1. The training will include the following: required training for all school personnel (reviewing the districts SCM policy and participate in KDE's web based training on restraint and seclusion), emphasizing the minimum core team requirement and maintaining compliance, SCM core team leader identified for every school and their roles and responsibilities, reviewing the new training requirements and protocols for trainings for initial and recertification of SCM, reviewing permitted SCM Emergency Physical Safety Interventions in JCPS and clarifying and modeling situations that may warrant a restraint, clarifying terminology for physical restraint, seclusion, prone, supine and mechanical restraints as defined by 704 KAR 7:160 and providing examples for each, reviewing the protocols for documentation of all physical restraints including SRO restraint protocols such as physical or mechanical restraints, notice to parents and the debriefing session protocol.	Ritter	11/01/17	12/29/17	60	🟡	Ongoing trainings will occur throughout the year during new administration and new teacher orientations.
127	5.Achievement Area 5 staff developed a new notice to parent of restraint or seclusion with a debriefing session request that specifically outlines the protocols for staff to notify parents of a restraint or seclusion with information in regards to parents rights to hold a debriefing session following their child's physical restraint or seclusion. School administrators and SCM team members will be trained to keep all debriefing documentation in the student's education record. The SCM department will be conducting random monthly compliance checks to monitor this documentation. Area 5 staff will exploring adding section on the debrief form where PBIS strategies could be used.	Ritter	11/01/17	06/01/18	120+	🟡	New document has been created with protocols for debriefing. The document will be shared during the November 1 training as well as monitored ongoing.
128	6.Achievement Area 5 staff will train SRO's to review protocols for their involvement in SCM on Dec 13, 2017. This training will include protocols of communicating with school administration on the restraint, proper documentation, and debriefing.	Ritter	12/13/17	12/29/17	60	🟡	A yearly training will take place for SRO as well as newly assigned SRO.
129	7.JCPS will explore requiring all JCPS Security Monitors to be certified in SCM for the 2018-19 school year	Ritter/ Trainers	09/01/17	06/07/19	120+	🟡	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
130	8.BJ Ritter SCM Coordinator has emailed Margie Eckerle and asked to be scheduled as part of all new administration and teacher orientations/trainings to review JCPS SCM Protocols.	Ritter/ Eckerle	11/01/17	06/01/18	120+	🟡	
131	9.Achievement Area 5 staff (which includes ECE staff) have set monthly dates for the Restraint and Seclusion data checks to look at staff patterns, student patterns, school patterns and unwarranted restraint and seclusion. The dates are as follows: 10/18/2017, 11/30/2017, 12/28/2017, 1/25/2018, 2/22/2018, 3/29/2018, 4/26/2018, and 5/31/2018. The data checks will support schools needs in trainings and behavior supports. The SCM department will visit identified schools and work with their teams on positive behavior supports and de-escalation strategies.	Ritter, Ansman, Anderson	10/18/17	06/01/18	120+	🟡	
132	10.Achievement Area 5 staff will annually review the JCPS Restraint and Seclusion policy and recommend amendments if needed.	Academic Achievement Area 5 and stakeholders	09/01/17	10/06/17	30	🟢	
133	11. Achievement Area 5 has purchased hybrid training for SCM – classroom online modules through JKM; assessment for theory in classroom; 4 hour update at 6 month; trainer trained at school if school interested; training will be provided throughout the year	SCM Trainers	10/20/17	06/01/18	120+	🟡	
134	12. Achievement Area 5 staff has collaborated with the security department to adopt several new procedures to ensure the effective, consistent, and appropriate collaboration with our School Resource Officers, and student level arrest data. Expectations and responsibilities for SROs have been created, and principals/APs will be trained in November. New arrest documentation and tracking procedures have been created to identify the antecedents that precluded the involvement, who involved the officer, and a formal way of documenting arrests and communicating those at the district level. We will are gather and analyze more accurate arrest/citation data at the district level. This additional data will allow the district to better track and document the involvement of SROs in schools. The data from this new system will be tracked by Achievement Area 5 at specified intervals (once a month). Dates have already been established to review this data for fidelity and identify schools needing additional support. If schools are identified as needing additional support, Achievement Area 5 will contact the appropriate assistant superintendent over the school. The attached protocols highlight the trainings, SRO documentation, and data analysis tools for arrest/citation data.	Anderson, Ansman	11/30/17	06/01/18	120+	🟡	
135	13. Achievement Area 5 will work with KDE staff to schedule regular check points for collaborative reviews of data (i.e. red flags) and protocols	Zeitz, Anderson, Ansman	12/01/17	06/01/18	120+	🔴	

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	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
1	⊟ 1. There is a significant lack of understanding throughout the district regarding 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools. As a result of this lack of understanding, the district maintains policies and procedures regarding physical restraint and section that are inconsistent with the regulation (e.g. school resource officers not trained in positive behavioral supports and interventions). Interviews and observations indicate the prevalence of physical restraints such as mechanical, prone or supine restraints as well as unnecessary use of physical restraint and seclusion where the student's behavior did not pose an imminent danger of physical harm to self or others, in direct violation of 704 KAR 7:160.						
2	1.Achievement Area 5 staff reviewed the Procedures for the Use of Physical Restraint or Seclusion and is recommending it be amended to replace the term physical assist with physical restraint to eliminate any confusion between assist and restraint. The policy defines the meaning of physical restraint as defined in 704 KAR 7:160 for clarification. In addition, the debriefing protocols have been clarified to hold a debriefing session after every restraint or seclusion regardless of parent participation as soon as practicable, but not later than five (5) school days following a restraint or seclusion.	Ritter	11/30/17	04/02/18	120+	🟡	Procedures have been amended to replace term and clarify debriefing protocols. Awaiting board approval.
3	2.As of October 17, 2017 the SCM Coordinator has contacted all principals/core team leaders and let them know who is on their SCM core team with all member's certification dates and the dates when each member on their team will need to be recertified. Any JCPS A1 school that doesn't have a minimum of 5 core team members have been notified and encouraged to send staff to attend a certification or recertification session on 10/21/17, 10/27/17 or 10/30/17 which would put them in compliance with having a minimum of 5 core team members.	Ritter/ School Core Team Leaders	10/17/17	06/01/18	120+	🟡	Ongoing monitoring of schools core teams
4	3.Katy Zeitz (Asst. Superintendent Academic Achievement Area 5) and BJ Ritter (Safe Crisis Management Coordinator) met with Stan Mullen (Director of Security and Investigations) on 10/10/2017 to develop a plan to ensure all School Resource Officer's (SRO's) would receive training on positive behavioral supports and interventions pursuant to Section 6 of 704 KAR 7:160. The meeting revealed majority of SRO's have been trained as evident by a sign in sheet for the training. Any SRO that has not been trained will be trained at the next SRO meeting on November 8, 2017 as evident by a sign in sheet of verification of the training. In the future all SRO's will receive this training at their first SRO meeting prior to the start of school.	Mullen	11/08/17	12/29/17	60	🟡	Annual and ongoing trainings will occur for new SRO's

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
5	4.Achievement Area 5 team will train and review JCPS' SCM protocols with all principals on November 1. The training will include the following: required training for all school personnel (reviewing the districts SCM policy and participate in KDE's web based training on restraint and seclusion), emphasizing the minimum core team requirement and maintaining compliance, SCM core team leader identified for every school and their roles and responsibilities, reviewing the new training requirements and protocols for trainings for initial and recertification of SCM, reviewing permitted SCM Emergency Physical Safety Interventions in JCPS and clarifying and modeling situations that may warrant a restraint, clarifying terminology for physical restraint, seclusion, prone, supine and mechanical restraints as defined by 704 KAR 7:160 and providing examples for each, reviewing the protocols for documentation of all physical restraints including SRO restraint protocols such as physical or mechanical restraints, notice to parents and the debriefing session protocol.	Ritter	11/01/17	12/29/17	60	🟡	Ongoing trainings will occur throughout the year during new administration and new teacher orientations.
6	5.Achievement Area 5 staff developed a new notice to parent of restraint or seclusion with a debriefing session request that specifically outlines the protocols for staff to notify parents of a restraint or seclusion with information in regards to parents rights to hold a debriefing session following their child's physical restraint or seclusion. School administrators and SCM team members will be trained to keep all debriefing documentation in the student's education record. The SCM department will be conducting random monthly compliance checks to monitor this documentation.	Ritter	11/01/17	06/01/18	120+	🟡	New document has been created with protocols for debriefing. The document will be shared during the November 1 training as well as monitored ongoing.
7	6.Achievement Area 5 staff will train SRO's to review protocols for their involvement in SCM on Dec 13, 2017. This training will include protocols of communicating with school administration on the restraint, proper documentation, and debriefing.	Ritter	12/13/17	12/29/17	60	🟡	A yearly training will take place for SRO as well as newly assigned SRO.
8	7.JCPS will explore requiring all JCPS Security Monitors to be certified in SCM for the 2018-19 school year	Ritter/ Trainers	09/01/17	06/07/19	120+	🟡	
9	8.BJ Ritter SCM Coordinator has emailed Margie Eckerle and asked to be scheduled as part of all new administration and teacher orientations/trainings to review JCPS SCM Protocols.	Ritter/ Eckerle	11/01/17	06/01/18	120+	🟡	
10	9.Achievement Area 5 staff (which includes ECE staff) have set monthly dates for the Restraint and Seclusion data checks to look at staff patterns, student patterns, school patterns and unwarranted restraint and seclusion. The dates are as follows: 10/18/2017, 11/30/2017, 12/28/2017, 1/25/2018, 2/22/2018, 3/29/2018, 4/26/2018, and 5/31/2018. The data checks will support schools needs in trainings and behavior supports. The SCM department will visit identified schools and work with their teams on positive behavior supports and de-escalation strategies.	Ritter, Ansman, Anderson	10/18/17	06/01/18	120+	🟡	
11	10.Achievement Area 5 staff will annually review the JCPS Restraint and Seclusion policy and recommend amendments if needed.	Academic Achievement Area 5 and stakeholders	09/01/17	10/06/17	30	🟢	

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes
12	11. Achievement Area 5 has purchased hybrid training for SCM – classroom online modules through JKM; assessment for theory in classroom; 4 hour update at 6 month; trainer trained at school if school interested; training will be provided throughout the year	SCM Trainers	10/20/17	06/01/18	120+	🟡	
13	12. Achievement Area 5 staff has collaborated with the security department to adopt several new procedures to ensure the effective, consistent, and appropriate collaboration with our School Resource Officers, and student level arrest data. Expectations and responsibilities for SROs have been created, and principals/APs will be trained in November. New arrest documentation and tracking procedures have been created to identify the antecedents that precluded the involvement, who involved the officer, and a formal way of documenting arrests and communicating those at the district level. We will are gather and analyze more accurate arrest/citation data at the district level. This additional data will allow the district to better track and document the involvement of SROs in schools. The data from this new system will be tracked by Achievement Area 5 at specified intervals (once a month). Dates have already been established to review this data for fidelity and identify schools needing additional support. If schools are identified as needing additional support, Achievement Area 5 will contact the appropriate assistant superintendent over the school. The attached protocols highlight the trainings, SRO documentation, and data analysis tools for arrest/citation data.	Anderson, Ansman	11/30/17	06/01/18	120+	🟡	
14	13. Achievement Area 5 will work with KDE staff to schedule regular check points for collaborative reviews of data (i.e. red flags) and protocols	Zeitz, Anderson, Ansman	12/01/17	06/01/18	120+	🔴	