

# JCPS Corrective Action Plans – Key Take Aways for Principals



## CTE/CCR

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1. Ensure that your school has an active and informed Career Technical Education Team. Principals designate a CTE Administrator (Assistant Principal or Counselor) to lead a team of CTE teacher leaders, counselors, and a TEDS Data Entry Person. Teams should receive yearly training, meet regularly to discuss JCPS CCR and KDE communications.
2. Ensure every pathway has active business partners meeting regularly to support students and inform instruction.
3. Provide students a relevant four-course pathway that leads to industry certification, dual credit, and work based learning experiences.
4. Implement a monitoring process to audit TEDS data (student status, credit hours, attend hours, and pathway CIP) throughout the year and follow the CCR Timeline.
5. Send career pathway openings, closings, specials approvals or modifications to the district's CCR Office for approval before going to the State.

## ECE (IDEA)

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1. Ensure that ARC Chairpersons complete the ARC Process Protocol for all ARC Meetings chaired by the school and the Assessment Protocol for all initial evaluations.
2. Remember, the ARC reaches consensus by total agreement on an issue or by negotiating a compromise in which all members can agree. If the ARC cannot reach consensus or agreement, ensure that the district representative documents the ARC decision, reminds parents of due process procedures, and documents parent concerns/input.
3. Ensure that the ARC determines the least restrictive environment along the continuum for IEP service provision.
4. Ensure that the ARC bases decisions on analyzed data from multiple, documented sources.
5. Guarantee an evaluation of any student with a suspected disability, regardless of their race or ethnicity.
6. Prepare for follow-up, including periodic checks at schools for implementation and/or on-site coaching, as needed.

## SCM (Behavior)

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1. Administrators must follow the Handbook Guidelines regarding progressive discipline and response to intervention. There is a perception that administrators are continuing to suspend students for trivial reasons, i.e. dress code, belts, etc.
2. If you send a student home for behavior infractions you must document it in IC and mark attendance appropriately. Administrators cannot send students home in lieu of discipline/suspension.
3. Principals should have regular conversations with their SCM teams around their SCM data. Are the reasons your staff is physically engaging with students necessary and a safety issue? (Elementary principals especially) There is something about small kids that makes us feel like handling them is ok or more appropriate. That is not the case.
4. We have a critical mass of schools that are not properly correcting their IC behavior errors on an ongoing basis. Dr. Ansman should not have to call your schools monthly to address this.
5. We will be moving to manifestation determinations only after the 5th and 10th day of suspension...that is GOOD NEWS. Principals, we need your administrators and ECE staff to hold appropriate and procedurally thorough meetings at those two milestones to offer you this benefit.

## EARLY CHILDHOOD

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1. **Staff Health and Wellness** -- Provide staff opportunities to share their self-care plans with each other. Complete training on Step Away/Tap Out and support them with implementing this system.
2. **Positive Child-Adult Interactions** - Monitor through regular administrative walkthroughs that all students in the room are positively engaged with adults. Provide immediate feedback using the Standards of Conduct when staff members use harsh tones or language. Coaching is available from the EC office, if needed.
3. **Active Supervision** -- Monitor and evaluate arrival, dismissal and transitions to and from bathrooms, lunch, playground, use of Stop Signs. Monitor that 10:1 ratio is adhered to at all times. Monitor that staff are following their zoning charts in classroom.  
**Timely Reporting of Suspected Child Abuse and Neglect** --Continue to adhere to the procedures and timelines for reporting suspected abuse. Review mandatory reporting requirements with staff. Always consult with Employee Relations and Early Childhood.
4. **Engagement of Early Childhood staff and students in school culture.** Solicit input from Early Childhood teams on how they can be more involved and included. Involve them in parent engagement events and strategies, and in recruitment of students/families for your Kindergarten program. Develop transition to Kindergarten strategies towards the end of the school year.