


































# JCPS IDEA CAP v2

Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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 behavior supports necessary for successful implementation. Without appropriate positive behavior supports to address behaviors that impede learning, the district does not meet the standard required under 707KAR 1:320, Section 5(2)(a).								
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+		These established data review protocols will continue for the 18-19 school year. Dates for data pulls and reviews have been established for the 2018-2019 School Year.	1. include Asst. Sups behavior data review; 2. modify monthly report to show enrollment data; 3. add R&S injury and staff info to Asst. Sup review documents; 4. explore analytics on data dashboard on use to determine PD needs for use of data	
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		Manual revamped to reflect KDE IC changes and 1/2 day suspensions. Training manuals will be sent to schools in August. Training available on Aug. 1st. Communicated to APs and Principals during handbook training.		
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+		Schools staff will be identified via errors on the DMC to be sent to open labs with CES. Principals can also elect to send staff to open labs with CES. Currently working with CES to establish dates for 18/19 labs.	Work with KDE to schedule training; explore additional training for school staff with high error rates	
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		Handbook Trainings were facilitated on July 23- Aug 2nd at 8:30am and 12:30pm		
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		Next Step: Area 5 collaborates with Asst. Sups to identify staff for targeted support		
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				
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+		Leveled meetings conducted in July with Assistant Superintendents and Chief of Schools to review data in each Achievement Area		
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		1/2 day suspensions will be made available to APs for the 18/19 school year. This training will be provided in the IC Behavior Manual Training set to be released on Blackboard on Aug. 1.	Conduct spot checks of schools with high levels of unexcused absences (search for target words - dress code violations; calls)	
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.								
ARC Chairperson 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).	Hooper Coordinator ECE	07/20/17	06/01/18	120+		Training has been completed with on-going professional development.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Elementary, Middle and High School Counselors' April Meeting Agenda. ***5/1/2018 Uploaded PowerPoint counseling as related service, trainings sign in (counselors, ECE staff), levels of support form and video from training.	ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached.

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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.	Hooper Coordinator ECE	11/01/17	06/01/18	120+		See Materials attached to line 11, Number 2 (IDEA #4) Two make-up trainings were provided for ARC Chairpersons who were not available, with Video Modules provided for others.		ARC Chair training -summer 2018 included scenarios. See scenarios embedded in attached training PowerPoints.
13	Training for principals and assistant principals 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 newly hired principals and assistant principals.	Averette Hooper Coordinator ECE	11/01/17	06/01/18	120+		All principals and assistant principals have been trained. Video Modules have been created. ECE Department will follow up with Director of Administrative Recruitment and Development to provide training for new administrators who have not received the training.	Provide update on manifestation policy/procedure changes; explore changing forms; provide additional training. JCPS Response: See documentation for this KDE note in line 64. ****5/1/2018 uploaded agenda for ECE and Area 5 collaboration on 4/30/2018.	Culture/Climate Department conducted training in FBAs, Manifestation Determinations, and BIPs at ARC Chairperson training and Diverse Learner Institute. PowerPoints for trainings attached. Chapter 8 of ECE procedures updated and approved by JCPS Board of Education to require MDRs at the 6th day of suspension and all suspensions more than 10 days.
14	Provide ongoing training and information regarding the continuum of services at the counselors' monthly meetings	Hooper Coordinator ECE	09/07/17	06/01/18	120+		See Materials attached to line 11, Number 2 (IDEA #4) Training for Counselors was provided in January meeting, with update scheduled for April.	explore cross training with DEP on including personal bias JCPS RESPONSE: Discussion regarding personal bias was a separate agenda item for the January School Counselors meeting unrelated to training provided by ECE regarding the CAP. During April, 2018 Counselor meetings, counselors were trained in Counseling as a Related Service. ****5/1/2018 Uploaded PowerPoint counseling as related service, trainings sign in (counselors, ECE staff), levels of support form and video from training.	Through ARC Chair training, participating counselors designated as ARC Chair received training on the continuum of services. ECE Department will continue to collaborate with Counselor Specialist to provide CAP updates and training at Counselor meetings.
15	Follow-up will include periodic checks at schools for understanding and use of the continuum of services.	Hooper Coordinator ECE, ECE Consultant	10/17/17	06/01/18	120+		ARC Chairpersons and Consulting Teachers have been trained in the use of the ARC protocol. Consulting teachers are providing weekly checks of records.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence. ****5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18.	Assistant Superintendent of Academic Support Programs and Director of Exceptional Child Education will meet with Assistant Superintendents to discuss data from periodic checks and determine next steps of supports for schools on an on-going basis. ECE department has developed support systems for implementation of CAP and compliance with the IDEA. Systems include periodic checks to be completed by ECE department with coaching and continued monitoring at the school level.
16	Periodic checks with the placement specialists to determine if there are delays in placements.	Hooper Coordinator ECE ECE Consultant	10/17/17	06/01/18	120+		ECE staff meet weekly to review placement needs and follow-up. Staffing for specific students occur on-going to determine programming needs.	Provide updates and notes from meetings. 11/29/17 placement staff meeting the team discussed process for monitoring placements to prevent potential delays. JCPS RESPONSE: On 11/29/17, placement coordinator provided brief overview of contents form the CAP regarding periodic checks and the prevention of delays on placement. Placement staff received information regarding the development of future plan that will ensure monitoring of placements. See uploaded agenda highlighted area from staff meeting 2.21.18.	ECE department conducts weekly meetings to address student needs in regards to programming and placement.

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17	After the periodic checks, identify schools needing additional support and provide guidance in the target areas.	Hooper Coordinator ECE, ECE Consultant	10/17/17	06/01/18	120+		Consulting teachers have begun periodic checks and imported data into spreadsheet. Data will be analyzed monthly to identify targeted areas of need.	next step - provide update examples actions from monitoring visits and reviews/analysis; periodic checks are defined in ECE CAP role group document JCPs RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	ECE department has developed support systems for implementation of CAP and compliance with the IDEA. Systems include periodic checks to be completed by ECE department with coaching and continued monitoring at the school level.
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 Hooper Coordinator ECE Scherer Goodin	12/11/17	09/01/18	120+		Positions approved. Three classrooms have been established, with teaching positions filled. Two other schools have been identified, in collaboration with Area Assistant Superintendents with staff pending.		EBD Classrooms in place and staffed.
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, Hooper Coordinator ECE, Scherer, Goodin Bargione	12/11/17	09/01/18	120+		Positions approved. Three classrooms have been established, with teaching positions filled. Two other schools have been identified, in collaboration with Area Assistant Superintendents with staff pending.		
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, Hooper Coordinator ECE, Scherer, Goodin Bargione	12/11/17	09/01/18	120+		Weekly "Staffings" are conducted with ECE Staff to address individual needs of students and provide appropriate resources to enhance success (ex. additional instructional assistant support). Facilities committee considering move of alternative schools, which potentially will provide more seats.		Staffing meetings continue to occur, addressing the programming needs of students. Facilities needs assessments are being completed to identify district space for special schools and programs to increase the number of seats available for students.
21	The ECE Department will collaborate with the Demographic Department to determine equitable access for students based on demographic data.	Hooper Coordinator ECE, Scherer, Stephens	12/11/17	09/01/18	120+		ECE met with demographics and is collaborating with Area Assistant Superintendents in identifying remaining EBD self-contained classrooms.		ECE Department will continue to monitor enrollments in self-contained EBD Classrooms and proactively collaborate with Demographics and Assistant Superintendents.
22	Using CCEIS Grant funds, hire 4 BCBA's to collaborate with the BEST team to provide increased support to students K-3 with excessive patterns of behavior.	Zeit, Greer	10/24/17	12/01/17	60		BCBA's started 1/29/18; shadowed BEST team members. Additionally through KDE's guidance JCPs will be addressing success gaps through the creation and implementation of the a new CCEIS plan. JCPs has attended the initial training as evidenced in the attached preliminary planning document.	Look at job descriptions to align with CEIS requirements; set up meeting with Katy and Alicia and Chris Thacker on CEIS grant. As of July 2018, BCBA's are now able to provide interventions and supports for all students ages 3-21 years.	
23	Area 5 is coordinating the establishment of 4th and 5th grade classrooms for students in need of an Alternative Educational Setting. Current classrooms will be instituted at Young Elementary, Gilmore Lane Elementary, Price Elementary, and Lincoln Elementary.	Zeit, Ansman, Anderson	06/23/17	01/03/18	60		Through KDE recommendation, a new system is being developed for Elementary Behavior Supports. Primarily, additional School psychologists will be hired to support schools directly in collaboration with Assistant Superintendents. These staff will also assist in analyzing student behavior and assist in developing plans to support students. Once a plan is solidified, the new program will be communicated with KDE for review and feedback.		
24	 The class size/caseload waiver process will be followed as prescribed by the Department of Learning Services (DSL).	Hooper Coordinator ECE	11/01/17	09/07/18	120+		Currently there are no EBD class size/caseload waivers.		Currently there are no EBD class size/caseload waivers.
25	The District will minimize the use of the waiver process to increase the number of students in the EBD classroom.	Hooper Coordinator ECE	11/01/17	09/07/18	120+		Currently there are no EBD class size/caseload waivers.		Currently there are no EBD class size/caseload waivers.
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.	Hooper Coordinator ECE	10/24/17	09/07/18	120+		Currently there are no EBD class size/caseload waivers.		Currently there are no EBD class size/caseload waivers.

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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, Hooper	12/04/17	09/07/18	120+		Job description developed. Dr. Averette has submitted the paperwork to seek district and board approval. District has approved the identification of one retired administrator to serve in this capacity for remainder of current year, with ECE department contributing one-half of the expense.	Although compliance officer will not be in place for remaining SY17-18, district and ECE will split cost for retired administrator; Denise Colston began work on Feb 27th. Retired administrator in place and reviewing data submitted by consulting teachers. Data desegregated, with school level and ARC chairperson needs identified for coaching/additional support.	A Placement Specialist will be identified whose main responsibility will be monitoring the District's efforts to fully comply with the CAP, monitor and maintain compliance after the CAP has been completed, and collaborating with other departments as a means to increase interdepartmental communication. Retired administrative staff will also support monitoring compliance of the CAP.
28	Area 5 is coordinating the establishment of 4th and 5th grade classrooms for students in need of an Alternative Educational Setting. Current classrooms will be instituted at Young Elementary, Gilmore Lane Elementary, Price Elementary, and Lincoln Elementary.	Zeit, Anderson, Ansman	06/23/17	01/03/18	120+		Through KDE recommendation, a new system is being developed for Elementary Behavior Supports. Primarily, additional School psychologists will be hired to support schools directly in collaboration with Assistant Superintendents. These staff will also assist in analyzing student behavior and assist in developing plans to support students. Once a plan is solidified, the new program will be communicated with KDE for review and feedback.		
29	<b>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</b>								
30	<input type="checkbox"/> 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, Hooper Coordinator ECE	01/08/18	09/07/18	120+		Training provided to ARC Chairpersons. Chairpersons complete an ARC Process Protocol for every ARC meeting (including the members of the committee). ECE Department conduct periodic checks of protocols.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback.	ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached, as well as ARC Process Protocol completed by ARC Chairpersons at each ARC Meeting.
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, Hooper Coordinator ECE	01/08/18	09/07/18	120+		See PowerPoint attached to line 30, Number 3, (IDEA #6)		See ARC Chairpersons training PowerPoints attached to row 30.
32	An ARC Chairperson Protocol will be developed as a guide to facilitate the process.	Hooper Coordinator ECE	11/01/17	01/08/18	90		See PowerPoint attached to line 30, Number 3, (IDEA #6)		Training in ARC Process Protocol conducted at ARC Chairperson Training. See ARC Chairpersons training PowerPoints attached to row 30.
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.	Hooper Coordinator ECE	01/08/18	09/07/18	120+		See PowerPoint attached to line 30, Number 3, (IDEA #6)		
34	A protocol will be designed for use by the Placement Specialists. Training will be provided.	Hooper Coordinator ECE	11/01/17	01/08/18	90		See protocol attached.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol for Placement Specialist and ARC Process Protocol to reflect KDE feedback.	Placement Specialists will use ARC process protocol as a guide when facilitating ARC meetings and coaching ARC Chairpersons.
35	Video modules will be designed for staff who did not attend the initial training and new staff.	Hooper Coordinator ECE	01/08/18	04/09/18	120+		Video modules completed and ready to use.		

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36	Follow up will include periodic checks at schools for implementation (including reviews of due process folders where appropriate)	Hooper Coordinator ECE	01/08/18	04/09/18	120+		A system of periodic checks for consulting teachers, program specialists, placement specialists, and ARC Chairpersons developed to monitor implementation. Feedback provided to ARC Chairpersons regarding completion of protocols.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	Assistant Superintendent of Academic Support Programs and Director of Exceptional Child Education will meet with Assistant Superintendents to discuss data from periodic checks and determine next steps of supports for schools on an on-going basis. ECE department has developed support systems for implementation of CAP and compliance with the IDEA. Systems include periodic checks to be completed by ECE department with coaching and continued monitoring at the school level.
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, Hooper Coordinator ECE	11/01/17	09/07/18	120+		See Materials attached to line 30, Number 3, (IDEA #6)		See ARC Chairpersons training PowerPoints attached to row 30. ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached.
38	On-site coaching and follow-up will be provided for ARC chairpersons to ensure proper functioning ARC meetings.	Hooper Coordinator ECE	03/05/18	09/07/18	120+		Training occurred, data collection started. District will analyze monthly and provide feedback and supports.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	There will be a 4th day of on-site coaching for all new ARC Chairpersons as well as quarterly update trainings for all ARC Chairpersons (tentatively scheduled for October 4, November 7, February 14, and April 25).
39	 ARC Chairpersons training will include placement decisions are made by the ARC members and according to the Least Restrictive Environment provision.	Averette, Hooper Coordinator ECE	07/20/17	09/07/18	120+		See Materials attached to line 30, Number 3, (IDEA #6)		See ARC Chairpersons training PowerPoints attached to row 30. ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached.
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.	Hooper Coordinator ECE	01/08/18	09/07/18	120+		See Materials attached to line 30, Number 3, (IDEA #6)		See ARC Chairpersons training PowerPoints attached to row 30. ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached.
41	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, Hooper Coordinator ECE	10/16/17	06/01/18	120+		Training provided. Folder reviews conducted at schools will examine the degree of student data being analyzed with feedback provided as necessary.	JCPS RESPONSE: Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	Placement Specialists will conduct periodic desk audits at assigned schools using ARC Process Protocol.













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42	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, Hooper Coordinator ECE	10/23/17	04/02/18	120+		Job description developed. Dr. Averette has submitted the paperwork to seek district and board approval. District has approved the identification of one retired administrator to serve in this capacity for remainder of current year, with ECE department contributing one-half of the expense.	Although compliance officer will not be in place for remaining SY17-18, district and ECE will split cost for retired administrator; Denise Colston began work on Feb 27th. Retired administrator in place and reviewing data submitted by consulting teachers. Data desegregated, with school level and ARC chairperson needs identified for coaching/additional support.	A Placement Specialist will be identified whose main responsibility will be monitoring the District's efforts to fully comply with the CAP, monitor and maintain compliance after the CAP has been completed, and collaborating with other departments as a means to increase interdepartmental communication. Retired administrative staff will also support monitoring compliance of the CAP.
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, Hooper Coordinator ECE	01/08/18	09/07/18	120+		Training provided. Folder reviews conducted at schools will examine the degree of student data being analyzed with feedback provided as necessary.	upload CASCADE documentation of district support of implementation of BSP/BIP JCPS Response: uploaded behavior supports data	Placement Specialists will conduct periodic desk audits at assigned schools using ARC Process Protocol.
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, Hooper	11/01/17	09/07/18	120+		Job description developed. Dr. Averette has submitted the paperwork to seek district and board approval. District has approved the identification of one retired administrator to serve in this capacity for remainder of current year, with ECE department contributing one-half of the expense.	Although compliance officer will not be in place for remaining SY17-18, district and ECE will split cost for retired administrator; Denise Colston began work on Feb 27th. Retired administrator in place and reviewing data submitted by consulting teachers. Data desegregated, with school level and ARC chairperson needs identified for coaching/additional support.	A Placement Specialist will be identified whose main responsibility will be monitoring the District's efforts to fully comply with the CAP, monitor and maintain compliance after the CAP has been completed, and collaborating with other departments as a means to increase interdepartmental communication. Retired administrative staff will also support monitoring compliance of the CAP.
45	<b>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</b>								
46	Training on the Child Find requirements and Referral Process will be provided to all administrators and teachers at each school.	Averette, Hooper Coordinator ECE	01/08/18	09/07/18	120+		Administrator training complete. Teacher training will be completed by Feb 1.	3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. On April 18, 2018, ECE Leadership presented at the Convene, Connect, Celebrate training for community members and on April 24, 2018, ECE Leadership presented to Alliance for Pediatric Behavioral and Mental Health (local physicians) regarding the Child Find process to secure partnerships with community agencies.	Child Find video included in beginning of year tasks for Principals to facilitate (see attachment).
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).	Hooper Bargione	01/08/18	09/07/18	120+		See Materials attached to line 46, Number 4, (IDEA #7)		See Materials attached to line 46, Number 4, (IDEA #7)
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.	Hooper Bargione MIS	01/08/18	09/07/18	120+		Monitoring system in place and in use by psychologists and Lead Psychologist. See Attachment.	provide explanation of referral type codes (j1-j4) JCPS Response - Tracking Codes attached: "Internal Assessment Tracking Codes"	A Google Form (Assessment Alert Form) has been developed for use by schools to alert assessment office once a parent has consented for an evaluation - see attachment.
49	Training describing the Child Find and Referral Process will be completed with the ARC Chairpersons.	Hooper Bargione	07/20/17	03/05/18	60		See Materials attached to line 46, Number 4, (IDEA #7)		See Materials attached to line 46, Number 4, (IDEA #7)
50	Training describing the Child Find and Referral Process will be completed with all principals and assistant principals.	Averette, Hooper Bargione	02/05/18	04/20/18	90		See Materials attached to line 46, Number 4, (IDEA #7)		See Materials attached to line 46, Number 4, (IDEA #7)
51	Training describing the Child Find and Referral Process will be completed with all teachers.	Hooper Bargione	04/09/18	09/07/18	120+		See Materials attached to line 46, Number 4, (IDEA #7)		See Materials attached to line 46, Number 4, (IDEA #7)





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52	An Assessment Protocol will be developed as a guide to facilitate the process.	Hooper Bargione	11/01/17	01/08/18	60		Assessment protocol completed. ARC Chairpersons complete during each ARC meeting involving an Evaluation.	3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback.	Assessment Protocol will continue to be implemented and monitored by Assessment Department.
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.	Hooper Bargione MIS	11/20/17	02/05/18	30		Monitoring system in place and in use by psychologists and Lead Psychologist. See Attachment.		Assessment Protocol will continue to be implemented and monitored by Assessment Department. Monitoring system continues to be implemented.
54	Video modules will be designed for staff who did not attend the initial training and new employees.	Hooper Bargione MIS	01/08/18	04/20/18	90		Video modules completed and ready to use.		
55	Follow-up will include periodic checks at schools for implementation.	Hooper Bargione	09/05/17	09/07/18	120+		A system of periodic checks for consulting teachers, program specialists, placement specialists, and ARC Chairpersons developed to monitor implementation. Feedback provided to ARC Chairpersons regarding completion of protocols.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	Assistant Superintendent of Academic Support Programs and Director of Exceptional Child Education will meet with Assistant Superintendents to discuss data from periodic checks and determine next steps of supports for schools on an on-going basis. ECE department has developed support systems for implementation of CAP and compliance with the IDEA. Systems include periodic checks to be completed by ECE department with coaching and continued monitoring at the school level.
56	ECE Department will identify schools needing additional support and provide guidance in the target areas.	Hooper Bargione	09/05/17	09/07/18	120+		Training provided. Folder reviews conducted at schools will examine the degree of student data being analyzed with feedback provided as necessary.		Placement Specialist will review timelines as they conduct periodic desk audits. Additionally, psychologists review timelines and submit progress to lead psychologist.
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, Hooper	01/08/18	09/07/18	120+		Job description developed. Dr. Averette has submitted the paperwork to seek district and board approval. District has approved the identification of one retired administrator to serve in this capacity for remainder of current year, with ECE department contributing one-half of the expense.	Although compliance officer will not be in place for remaining SY17-18, district and ECE will split cost for retired administrator; Denise Colston began work on Feb 27th. Retired administrator in place and reviewing data submitted by consulting teachers. Data desegregated, with school level and ARC chairperson needs identified for coaching/additional support.	A Placement Specialist will be identified whose main responsibility will be monitoring the District's efforts to fully comply with the CAP, monitor and maintain compliance after the CAP has been completed, and collaborating with other departments as a means to increase interdepartmental communication. Retired administrative staff will also support monitoring compliance of the CAP.
58	ECE will develop a system to share clear lines of support for central office services to schools.	Averette Hooper Bargione, Coordinator ECE, Scherer	11/01/17	02/01/18	60		Directory created - attached.		Directory will be updated prior to start of school.
59	<b>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.</b>								
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				NEXT STEP: Send Mike Waford manifestation PD for review
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		Placement specialist hired and will start on 2/12		

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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+		Attached is the most recent PowerPoint from the Facilities Committee meeting 12.7.17	provide update when goes to board for approval	
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		Through KDE recommendation, a new system is being developed for Elementary Behavior Supports. Primarily, additional School psychologists will be hired to support schools directly in collaboration with Assistant Superintendents. These staff will also assist in analyzing student behavior and assist in developing plans to support students. Once a plan is solidified, the new program will be communicated with KDE for review and feedback.		
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+		Met 12/12/17; Collaboration meeting held on 2/14/18 to review manifestation determinations and documentation of removals.	provide update on manifestation work	Culture/Climate Department conducted training in FBAs, Manifestation Determinations, and BIPs at ARC Chairperson training and Diverse Learner Institute. PowerPoints for trainings attached. Chapter 8 of ECE procedures was updated and approved by JCPS Board of Education to require MDRs at the 6th day of suspension and all suspensions more than 10 days.
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+		Next meeting to include record review (spot check) scheduled for January 12; however this was a district "snow day". Development of record review process underway with follow-up with Area 5 to ensure due process folders show consideration of all relevant information.	provides notes from meetings where actions are taken	Collaboration meeting held on June 12 between ECE and Culture/Climate Department to address training, collaboration for 18-19, monitoring systems. Resulting document was training agenda for ARC Chairpersons.
66	JCPS will partner with KDE to get technical assistance in folder reviews	Hooper Coordinator ECE	11/01/17	09/07/18	120+		Actively collaborating with KDE Coop personnel in planning and organizing 2018 folder/record reviews. 3.22.18 Folder review in progress see uploaded record review materials. Specific areas identified related to CAP on record review information.		Greater Louisville Education Cooperative (GLEC) identified cooperative lead and will actively collaborate with record review process.
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.	Hooper Frantz, Coordinator ECE	11/01/17	09/07/18	120+		12/5/17 Intra department meeting with ECE and Transportation	Meeting held on 4/16/18 between transportation department and ECE personnel. Review of CAP completed with commitment to continue focus on strategies and follow-up as needed.	Meeting held on 8/1/18 between transportation department and ECE personnel.
69	The ECE department will work jointly with Transportation to review the length and duration of bus rides and refine existing routes if needed.	Hooper Frantz, Coordinator ECE	01/08/18	09/07/18	120+		12/5/17 Intra department meeting with ECE and Transportation	Meeting held on 4/16/18 between transportation department and ECE personnel. Review of CAP completed with commitment to continue focus on strategies and follow-up as needed.	Meeting held on 8/1/18 between transportation department and ECE personnel.



	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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).	Hooper Frantz, Coordinator ECE	06/04/18	09/07/18	120+			provide follow-up & notes from meeting JCPS RESPONSE: 12/5/17 Intra department meeting with ECE and Transportation Meeting resulted in a discussion of KDE Findings with consensus to correct violations. Transportation reviews all bus routes in accordance to the Board approved assignment plan and works to optimize all routes and ride times. JCPS' 2017-2018 ride time for all students is 25.6 minutes, a - 9.5% improvement versus last year. As situations arise, it is part of Transportation's operating procedure to work collaboratively with all necessary parties to improve systemic behavior concerns/issues on buses. Next meeting is scheduled for 4.16.18 at 10:00am	Culture/Climate Department developed systems for communicating specific needs of students who are transported by district - see attached sample student information sheet.
71	Students attending the Kentucky School for the Deaf (KSD) are now provided door-to-door transportation. after the KDE audit results brought this to the district's attention.	Hooper, Frantz	10/15/17	05/24/18	30		Document attached; This service was initiated on October 15, 2017	Meeting held on 4/16/18 between transportation department and ECE personnel. Review of CAP completed with commitment to continue focus on strategies and follow-up as needed.	
72	<b>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.</b>								
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.	Hooper Coordinator ECE	11/01/17	09/07/18	120+		Training has been completed with on-going professional development.	look at patterns in Q&A from initial training for future PD needs; change wording on ARC process protocol (#7.8) JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback.	ARC Process Protocol revised in March and district will continue to implement in 18-19.
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, Hooper Director Scherer	11/01/17	09/07/18	120+		This will occur through monthly meetings of department chairs.		Diverse Learners Institute (July 23-26) provided opportunities for IEP training. IEP Update Training was provided June 27, July 12, and July 24.
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.	Hooper Director Scherer	11/01/17	09/07/18	120+		program specialists meets with program team and consulting teachers monthly for ongoing professional learning opportunities		The function of role of Consulting Teachers revised to include ARC Chair. Within the district, 44 Consulting teachers were assigned to 44 schools to serve in this purpose. Consulting Teachers will receive 3 days of New ARC Chair Training, one day of on-site Coaching, and quarterly update training. Attached are the revised responsibilities of CTs. The district hopes to expand to more schools in the future. An ECE Department school support plan was developed to communicate supports available for schools.










	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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.	Hooper Director Scherer	11/01/17	09/07/18	120+		ARC Chairpersons and Consulting Teachers have been trained in the use of the ARC protocol. Consulting teachers are providing weekly checks of records, with monthly analysis to identify trends and patterns.	need to emphasize looking at FBA on a regular basis; will ask for behavior case if not seen by week 4 JCPs RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. April 18 professional development for consulting teachers in the area of FBA and BIP.	ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached. Diverse Learners Institute Conducted July 23 - 26 (agenda attached). Culture/Climate Department conducted training in FBAs, Manifestation Determinations, and BIPs at ARC Chairperson training and Diverse Learner Institute. PowerPoints for trainings attached.
77	Follow-up will include periodic checks for supplemental professional development.	Hooper Scherer	01/08/18	09/07/18	120+		ARC Chairpersons and Consulting Teachers have been trained in the use of the ARC protocol. Consulting teachers are providing weekly checks of records.	JCPs RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	There will be a 4th day of on-site coaching for all new ARC Chairpersons as well as quarterly update trainings for all ARC Chairpersons (tentatively scheduled for October 4, November 7, February 14, and April 25).
78	Professional development will be designed for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation.	Hooper Scherer	11/01/17	09/07/18	120+		Training for Counselors was provided in January meeting, with update scheduled for April.	Uploaded counseling level support form and PowerPoint for counseling as a related service training. During April, 2018 School Counselor meetings, all Counselors were trained in Counseling as a Related Service. Further, during April ECE Department meeting, Consulting Teachers, Program Specialists Placement Specialists and Psychologists were trained in Counseling as a Related Service. *****5/1/2018 Uploaded PowerPoint counseling as related service, trainings sign in (counselors, ECE staff), levels of support form and video from training.	ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached.
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.	Hooper Bargione, Sircy	11/01/17	09/07/18	120+		See Materials attached to line 78, Number 7 (IDEA #8)	Uploaded counseling level support form and PowerPoint for counseling as a related service training. During April, 2018 School Counselor meetings, all Counselors were trained in Counseling as a Related Service. Further, during April ECE Department meeting, Consulting Teachers, Program Specialists Placement Specialists and Psychologists were trained in Counseling as a Related Service. *****5/1/2018 Uploaded PowerPoint counseling as related service, trainings sign in (counselors, ECE staff), levels of support form and video from training.	See Materials attached to line 78, Number 7 (IDEA #8)









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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 Hooper Bargione	11/01/17	09/07/18	120+		Interviews for five psychologists have been completed. Locations of assignments have been determined, with input from Area Assistant Superintendents. Meetings with school principals to outline roles and expectations held week of February 5. After interviews, 3 psychologists were hired, however, were under contract with another district. They will begin service in JCPS for the 2018-19 school year. Interviews for two remaining positions slated for May 25.		The CCEIS psychologists will support, implement, and monitor MTSS for behavior/social/emotional issues (see attached plan). All 5 psychologists have been hired and will be serving: Stuart/Frost, Westport, Thomas Jefferson, Highland, and Conway.
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 Hooper Bargione	11/01/17	09/07/18	120+		Numbers have been compiled. Analysis will be completed on an on-going basis. Five new psychologists will be hired to serve individual schools.		Ongoing analysis occurring.
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 Hooper Bargione, Sircy	11/01/17	09/07/18	120+		Numbers have been compiled. Analysis will be completed on an on-going basis. Five new psychologists will be hired to serve individual schools. Further analysis for needs for mental health counselors will be completed in spring.		
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 Hooper Bargione, Sircy	11/01/17	09/07/18	120+		District actively recruits retired administrators to serve as ARC Chairperson in various schools and provide supports to Counselors.		The function of role of Consulting Teachers was revised to include ARC Chair. Within the district, 44 Consulting teachers were assigned to 44 schools to serve in this purpose. Consulting Teachers will receive 3 days of New ARC Chair Training, one day of on-site Coaching, and quarterly update training. Attached are the revised responsibilities of CTs. The district hopes to expand to more schools in the future. An ECE Department school support plan was developed to communicate supports available for schools.
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.	Hooper Scherer	11/01/17	09/07/18	120+		Analysis completed. Communication Specialist determined that no student groups underserved with current staffing levels adequate (see attachment).		
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.	Hooper Scherer	11/01/17	09/07/18	120+		Analysis of staffing levels is complete. Documentation of all current students in the district with complex communication needs has been completed. All students have access to functional communication, based on individual needs.		An Assistive Technology Google Form has been created to provide schools a means to request assistive technology supports.
86	The ECE Department will consider adding an assistive technology liaison to Jefferson County Cooperative.	Averette, Hooper Scherer	11/01/17	09/07/18	120+		Review of Coop Structure complete, with delineation of staff assigned to cooperative and JCPS proposed. Assistant technology will be one of the responsibilities of coop personnel, in collaboration with JCPS.		A Resource Teacher within GLEC will focus on Assistive Technology within their scope of responsibilities.
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.	Hooper Scherer	11/01/17	09/07/18	120+		Meeting 12/15/17, 1:00 PM		Follow-up meeting will be scheduled during 2018-19.
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.	Hooper Scherer	11/01/17	09/07/18	120+		ARC Chairperson training conducted, with follow-up for School Counselors in January Counselors meeting. Consideration of access to activities/programs included in ARC Process Protocol, with periodic checks conducted by consulting teachers and analysis by program staff.		ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. Training materials attached.
89	The ECE Department will collaborate with Activities/Athletics Department to increase access to extracurricular activities.	Hooper Scherer	11/01/17	09/07/18	120+		Meeting 12/15/17, 1:00 PM Training with Athletic Directors 1/4/18		Follow-up meeting will be scheduled during 2018-19.









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90	Follow up will include on going coaching and periodic checks at schools for implementation.	Hooper Scherer	01/08/18	09/07/18	120+		Meeting 12/15/17, 1:00 PM Training occurred in Fall. Consideration of access to activities/programs included in ARC Process Protocol, with periodic checks conducted by consulting teachers and analysis by program staff.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	ECE department has developed support systems for implementation of CAP and compliance with the IDEA. Systems include periodic checks to be completed by ECE department with coaching and continued monitoring at the school level.
91	The ECE Department will identify schools needing additional support and provide guidance in the target areas.	Hooper Scherer	01/08/18	09/07/18	120+		Consideration of access to activities/programs included in ARC Process Protocol, with periodic checks conducted by consulting teachers and analysis by program staff.	JCPS RESPONSE: 3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback. Uploaded Periodic checks/coaching evidence.***5/1/18 Uploaded ARC Process Protocol data collection through 4/25/18	Assistant Superintendent of Academic Support Programs and Director of Exceptional Child Education will meet with Assistant Superintendents to discuss data from periodic checks and determine next steps of supports for schools on an on-going basis. ECE department has developed support systems for implementation of CAP and compliance with the IDEA. Systems include periodic checks to be completed by ECE department with coaching and continued monitoring at the school level.
92	The ECE department will encourage parent engagement.	Hooper Bargione, Coordinator ECE, Scherer	11/01/17	09/07/18	120+		ECE Advisory committee includes parents and community agencies. Committee explores strategies to encourage parent engagement. ECE leaders and assistant superintendents also collaborated with a group of parents, school board member, and a state legislator to address and resolve issues of concern regarding Career Based Instruction (CBI). Through the collaboration, the Office of Education Accountability provided a positive clarification in meeting the needs of students through CBI.		ECE Advisory committee will meet quarterly during 2018-19.
93	The ECE Department will collaborate with Academic Support Programs to increase parent engagement in schools.	Averette, Hooper Bargione, Coordinator ECE, Scherer	11/01/17	09/07/18	120+		ECE Advisory committee includes parents and community agencies. Committee explores strategies to encourage parent engagement.	****5/1/2018 Uploaded Parent advisory meeting 4/30/3018 materials (Powerpoint, agenda, sign in sheet)	ECE Advisory committee will meet quarterly during 2018-19.
94	The ECE Department will collaborate with the Diversity, Equity & Poverty Department to increase parent engagement (e.g., JCPS West Louisville Satellite Office).	Averette Hooper Bargione, Coordinator ECE, Scherer	11/01/17	09/07/18	120+		ECE Staff have served in the JCPS West Louisville Satellite Office.		ECE Administrative Specialist attended "Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success" at Harvard University, along with Title I, Culture and Climate Dept., ESL, and Diversity, Equity, and Poverty Dept. (July 23-26). Team developed a district goal and theory of action.
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.	Hooper Bargione, Coordinator ECE, Scherer	11/01/17	09/07/18	120+		ECE Staff have served in the JCPS West Louisville Satellite Office.		ECE Department members serve at West Louisville Satellite Office on Thursdays.
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 Hooper	11/01/17	09/07/18	120+		Job description developed. Dr. Averette has submitted the paperwork to seek district and board approval. District has approved the identification of one retired administrator to serve in this capacity for remainder of current year, with ECE department contributing one-half of the expense.	Although compliance officer will not be in place for remaining SY17-18, district and ECE will split cost for retired administrator; Denise Colston began work on Feb 27th. Retired administrator in place and reviewing data submitted by consulting teachers. Data desegregated, with school level and ARC chairperson needs identified for coaching/additional support.	A Placement Specialist will be identified whose main responsibility will be monitoring the District's efforts to fully comply with the CAP, monitor and maintain compliance after the CAP has been completed, and collaborating with other departments as a means to increase interdepartmental communication. Retired administrative staff will also support monitoring compliance of the CAP.












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97	Provide evidence of procedures for ensuring transportation services to all students who have documentation in IEP – related services (issue 8)	Hooper	11/01/17	09/07/18	120+				
98	<b>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.</b>								
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, Hooper	11/01/17	09/07/18	120+		Organizational review completed with proposed delineation between Coop and JCPS employees, including position accountabilities. Reorganization framework developed. Reorganization plan completed with submission to Board of Education for consideration during May 29 board meeting. Greater Louisville Education Cooperative (GLEC) will appear on a separate organization chart within the JCPS ECE Department. Duties of employees aligned with Cooperative expectations.		GLEC has been established with director an active part of state cooperative meetings. Positions have been posted and interviews scheduled within two weeks. District has received 25% funding for GLEC until final consultation with KDE and approval of cooperative application. ECE department offices have been reconfigured to have GLEC employees close in proximity. JCPS has also joined OVEC to access cooperative resources.
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, Hooper	11/01/17	09/07/18	120+		Reorganization framework developed. Reorganization plan completed with submission to Board of Education for consideration during May 29 board meeting. Greater Louisville Education Cooperative (GLEC) will include two specialists, five resource teachers and clerical support. Roles and responsibilities attached and are aligned with Cooperative expectations.		GLEC organization of positions completed and stated within Cooperative application.
101	The Cooperative staff members will review budgeting to provide support to member districts consistent with other cooperatives throughout the state.	Averette, Hooper	11/01/17	09/07/18	120+		This process will be completed in conjunction with the Cooperative Application Process. After identification of cooperative staff, budget review will proceed.		Cooperative Director developed budget through application process.
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, Hooper	11/01/17	09/07/18	120+		Activity tracking system will be aligned to JCPS needs, as well as coop standards.		This process will proceed as GLEC staff is hired.
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+		Revised organizational chart (to be considered by the Board of Education on May 29) separates COOP employees from the ECE department. Job responsibilities of COOP employees aligned with KDE expectations.		
104	JCPS ECE Dept will explore working with IDC – IDEA data center who work with districts on establishing protocols	Averette, Hooper	12/01/17	06/01/18	120+		Identified IDC contact for Kentucky (Davis). Navigated through the IDC website and spoke to Tricia Bronger (COOP). Spoke with Susan Davis, the State Liaison for Kentucky on 3/22/18. IDC provides technical assistance (TA) to states in order to build capacity within the state for the collection, reporting, analyzing, and using high-quality IDEA data. IDC focusses on IDEA sections 618 and 616. We will receive technical assistance directly from IDC. Gina Mullins will be our provider and the first contact will be arranged by Susan Davis. Chris Thacker and Tricia Bronger will be good resources for our work with in this area. Our protocols for Assessment and ARCs fall within this action step as a result of input from KDE.		IDC provided CCEIS training on July 26, 2018 with JCPS participation.
105	<b>IDEA (Issue 2): Significant disproportionality/Comprehensive Coordinated Early Intervening Services</b>								



	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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				
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 BCBA's 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 CCEIS 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, Brahim	08/01/17	06/01/18	120+		Contract complete--waiting for final signatures.	JCPS RESPONSE: Final contract uploaded 3/21/18	
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 Director 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, Brahim	08/01/17	01/01/18	90		Job ad has closed. Interviews in early January.		7/30/2018 MTSS Director started Jan. 2018 and 12 MTSS Academic Resource Teachers started at various dates beginning in Jan. 2018. As of July 2018, there is one vacancy in the MTSS Academic department, because one resource teacher accepted an assistant principal job.
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		Breck Metro is now having review periods	need to document consideration of potential ECE students in placement process and collaborate with ECE; pg 25 consider rewording - move for space	
113	ECE staff will include in ARC training the appropriate placement procedures for hospital settings with small number of students	Averette, Hooper	12/01/17	06/01/18	120+			3/6/2018 Uploaded revised ARC Process Protocol (CAP Action Steps Protocol 3.6.18.docx) to reflect KDE feedback.	ARC Chair Training (3 days for new ARC Chairs and 2 days for experienced ARC Chairs) held July-September. See attachment for initial dates. One additional training for Consulting Teachers was held July 16-18. Consulting teachers will serve as lead ARC Chairs in schools during 2018-19. Training materials attached.
114	Area 5 is coordinating the establishment of 4th and 5th grade classrooms for students in need of an Alternative Educational Setting. Current classrooms will be instituted at Young Elementary, Gilmore Lane Elementary, Price Elementary, and Lincoln Elementary.	Zeitz, Anderson, Ansman	06/23/17	01/03/18	120+		"AP selected. Teacher interviews advertised and scheduled in January. Atkinson has been replaced with Lincoln."		
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	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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, Brahim	08/01/17	06/01/18	120+				7/30/2018 Draft MTSS toolkits uploaded with supporting documents
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, Brahim	08/01/17	06/01/18	120+				7/30/2018 Draft MTSS toolkits uploaded with supporting documents
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 Director 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, Brahim	08/01/17	01/01/18	90		Job closed and interviews in early January.		7/30/2018 MTSS Director started Jan. 2018 and 12 MTSS Academic Resource Teachers started at various dates beginning in Jan. 2018. As of July 2018, there is one vacancy in the MTSS Academic department and one vacancy in the MTSS Behavior department, because two resource teachers accepted assistant principal jobs.
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+			need comparison of RP/PBIS, PBIS, and other schools on behavior; and more recent data	
122	<b>IDEA (Issue 9): Physical Restraints and Seclusion</b>								
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.		
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		




	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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.	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+		Collaborated with Union and JCPS and will be scheduled for Spring 2018. 125 of security monitors were already SCM trained. All will be provided training by 8/2018.		Initial SCM Training Dates are being scheduled for the week of August 13-17th for any ISSM that are not SCM Certified to attend the session. Principals have been notified during the handbook trainings that all ISSM that are not SCM certified must attend this session.
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+		Coordination complete.		
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+		Complete. Meetings have occurred. 3/29/18 and 5/1/18 meeting included a breakdown of R&S between primary and intermediate elementary students and that information was shared with Asst. Superintendents.	provide clarification and update on Waller's restraint data and training opportunities for teachers	
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				

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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 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+		Principals, APs and SROs have all been trained. Training materials and forms/protocols attached. JCPS has collaborated with Union.		
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+		Achievement Area 5 is collaborating with KDE around data--there will be more to come but attached is an email and spreadsheet detailing the beginning of the partnership		
136	Updating MOU with LMPD SRO contract to include SCM training and currently updating other law enforcement agencies to include training component (drafts attached)	Zeitz, Raisor	01/02/18	06/01/18	120+				
137	creating success pathways MOU between law enforcement departments and juvenile justice dept in order to create a system between all stakeholder involved for school based charges.	Zeitz, Raisor	01/02/18	06/01/18	120+				
138	Achievement Area 5 collaborated with HR to change job description for resource teacher to align with current district needs to support students	Zeitz, Armour	01/02/18	02/13/18	30		Job description has been changed and approved for 2 SCM Resource Teachers. Both positions have been recommended and approved for hire. Awaiting start date for 1 Resource Teacher from Bullitt County the other Resource Teacher has been approved to be released to work on Mondays and Tuesdays from her current position until it has been filled.		Both SCM Resource teachers are in place and will begin full time the start of the 18-19 school year. The SCM department will consist of 1 SCM Coordinator and 2 SCM Resource Teachers. All 3 staff are SCM Instructors.
139	Achievement Area 5 met with Early Childhood to review modules for de-escalation strategies and potential training modules	Ritter	01/02/18	06/01/18	120+		Have conducted ECH specific trainings on 3/20/18, 3/23/18. 3/27/18, 4/12/18. Also, pending 2nd meeting schedule with ECH Director Rina Gratz to explore further trainings for ECH staff.		
140	Achievement Area 5 established task force to explore options for district and school level safety personnel	Zeitz, Ritter	02/02/18	06/01/18	120+		1st meeting held on 2/9. 2nd meeting held on 2/23. A team will be visiting Austin ISD Police on May 14th-16th 2018 and Duval County School Police on May 20th-22nd, 2018.		
141	Achievement Area 5 is establishing trainings in spring for security monitors on SCM and de-escalation strategies and ECE	Ritter	02/02/18	06/01/18	120+		125 of security monitors were already SCM trained. All will be provided training by 8/2018.		Initial SCM Training Dates are being scheduled for the week of August 13-17th for any ISSM that are not SCM Certified to attend the session. Principals have been notified during the handbook trainings that all ISSM that are not SCM certified must attend this session.
142	Achievement Area 5 is seeking representatives from security monitor regions to work with district as ongoing feedback process	Ritter	02/02/18	06/01/18	120+				
143	School based SCM Instructors training scheduled on 3/27/18 and 3/29/18 to review training procedures and training expectations. Several School Based SCM Instructors have shadowed BJ Ritter during SCM trainings to ensure consistency and fidelity of SCM trainings across the district.	Ritter/SCM School Based Instructors	03/27/18	03/29/18	30				







	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
144	SCM training satisfaction survey was created and sent to all participants that have attending SCM training with the new model and SCM Instructor on satisfaction and feedback from trainings. Results will be shared once survey closes. Feedback will then be used to improve the SCM department and trainings.	Ritter/SCM Instructors	03/26/18	06/01/18	120+				
145	SCM Department has created and shared a Google Sheets Living Calendar with all administrators for schools to sign up for training needs. The goal is to get schools to begin to train their core teams together and have their core members on the same rotation for training needs. Also, a Google Sheets Living SCM Training Record with training needs has been created and shared with each school's admin team so they have live updates of training records and needs of their core team live and accessible anytime.	Ritter/SCM Instructors	04/30/18	06/01/18	30		All school administrators have been trained and giving access to their locations SCM Living Training Record and Training Needs and SCM Living Calendar Scheduler Google Documents has been shared with all school's administration team and are actively being utilized.		All school administrators have been trained and giving access to their locations SCM Living Training Record and Training Needs and SCM Living Calendar Scheduler Google Documents has been shared with all school's administration team and are actively being utilized.
146	KDE Request - PD Central Calendar for all courses for the 17-18 and 18-19 school years						There were 5086 sessions in the 17-18 school year and 790 sessions so far in the 18-19 school year		
147	Student Support and Behavior Handbook Trainings are scheduled for 7/23/18,7/24/18,7/25/18,7/30/18,7/31/18 and 8/2/13 for all principals and assistant principals. During this training all administrators are getting training on SCM Core Team Requirements, SCM Certification requirements, and restraint and seclusion examples and non examples and documentation requirements and procedures.	Ritter/Anderson/Ammerman/Greer	07/23/18	08/02/18	30		Student Support and Behavior Handbook Trainings are scheduled for 7/23/18,7/24/18,7/25/18,7/30/18,7/31/18 and 8/2/13 for all principals and assistant principals. During this training all administrators are getting training on SCM Core Team Requirements, SCM Certification requirements, and restraint and seclusion examples and non examples and documentation requirements and procedures.		Student Support and Behavior Handbook Training's are scheduled for 7/23/18,7/24/18,7/25/18,7/30/18,7/31/18 and 8/2/13 for all principals and assistant principals. During this training all administrators are getting training on SCM Core Team Requirements, SCM Certification requirements, and restraint and seclusion examples and non examples and documentation requirements and procedures.
148	Bus Driver/Principal training is scheduled for Aug. 7, 2018. During this training Bus Drivers will receive a Behavior Interventions Strategies Quick Reference sheet as well as SCM information. This training coincides with the Student Accommodations and Support Form "One pager"	Ritter/Frantz/Greer	08/07/18	08/07/18	30		Bus Driver/Principal training is scheduled for Aug. 7, 2018. During this training Bus Drivers will receive a Behavior Interventions Strategies Quick Reference sheet as well as SCM information. This training coincides with the Student Accommodations and Support Form "One pager"		Bus Driver/Principal training is scheduled for Aug. 7, 2018. During this training Bus Drivers will receive a Behavior Interventions Strategies Quick Reference sheet as well as SCM information. This training coincides with the Student Accommodations and Support Form "One pager"
149	SRO/Principal training is scheduled for Aug. 8th, 2018. During this training SRO's will receive information on the Student Accommodations and Support Form "One Pager", Arrest Documentation requirements, Restraint/Use of Force procedures and documentation and SRO's will complete the required PBIS Preventing Restraint and Seclusion videos training.	Ritter/Hensel/Mullen	08/08/18	08/08/18	30		SRO/Principal training is scheduled for Aug. 8th, 2018. During this training SRO's will receive information on the Student Accommodations and Support Form "One Pager", Arrest Documentation requirements, Restraint/Use of Force procedures and documentation and SRO's will complete the required PBIS Preventing Restraint and Seclusion videos training.		SRO/Principal training is scheduled for Aug. 8th, 2018. During this training SRO's will receive information on the Student Accommodations and Support Form "One Pager", Arrest Documentation requirements, Restraint/Use of Force procedures and documentation and SRO's will complete the required PBIS Preventing Restraint and Seclusion videos training.
150	Trauma Informed Care Training for SRO's is scheduled for 9/12/18 and Restorative Practice Training for SRO's is scheduled for 10/10/18.	Hensel/Marks/Mullen	09/12/18	10/10/18	60		Trauma Informed Care Training for SRO's is scheduled for 9/12/18 and Restorative Practice Training for SRO's is scheduled for 10/10/18.		Trauma Informed Care Training for SRO's is scheduled for 9/12/18 and Restorative Practice Training for SRO's is scheduled for 10/10/18.





# JCPS SCM CAP SY1718

Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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.								
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.	EVIDENCE: After the debriefing session is held, a parent of legal guardian who is not satisfied with the outcome may submit a complaint to the Assistant Superintendent for Area 5, who is responsible for supervising district-wide implementation of Student Support and Behavior Intervention. The Assistant Superintendent or designee shall to investigate the circumstances surrounding the physical restraint or seclusion, make written findings, and if appropriate, take corrective action. From powerpoint training--line 6	
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		
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	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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.	Identify Restraint incidents by staff in IC--start training schools to include in IC  Include injuries in IC  Minor -Severe injury--if unsure if an injury is severe, send Robert email	
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.	NOTE: KDE will consider getting the Debrief Form in IC.	
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+		Collaborated with Union and JCPS and will be scheduled for Spring 2018. 125 of security monitors were already SCM trained. All will be provided training by 8/2018.		Initial SCM Training Dates are being scheduled for the week of August 13-17th for any ISSM that are not SCM Certified to attend the session. Principals have been notified during the handbook trainings that all ISSM that are not SCM certified must attend this session.
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+		Coordination complete.		
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+		Complete. Meetings have occurred. 3/29/18 and 5/1/18 meeting included a breakdown of R&S between primary and intermediate elementary students and that information was shared with Asst. Superintendents.	Look at ES by Primary and intermediate  What is response to schools with low numbers	
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			Need to document this--include a timeline for when goes to a Board mtg	
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+				

Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
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 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+		Principals, APs and SROs have all been trained. Training materials and forms/protocols attached. JCPS has collaborated with Union.		
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+		Achievement Area 5 is collaborating with KDE around data--there will be more to come but attached is an email and spreadsheet detailing the beginning of the partnership	When schools receive an email asking them to clean up errors in Infinite Campus, the Area 5 team reruns the reports from the DMC and Safe Schools Report and monitor for corrections. The Area 5 Team notifies ETCs regarding outstanding errors or individually calls schools to correct.	
15 Updating MOU with LMPD SRO contract to include SCM training and currently updating other law enforcement agencies to include training component (drafts attached)	Zeitz, Raisor	01/02/18	06/01/18	120+				
16 Creating success pathways MOU between law enforcement departments and juvenile justice dept in order to create a system between all stakeholder involved for school based charges.	Zeitz, Raisor	01/02/18	06/01/18	120+				
17 Achievement Area 5 collaborated with HR to change job description for resource teacher to align with current district needs to support students	Zeitz, Armour	01/02/18	02/13/18	30		Job description has been changed and approved for 2 SCM Resource Teachers. Both positions have been recommended and approved for hire. Awaiting start date for 1 Resource Teacher from Bullitt County the other Resource Teacher has been approved to be released to work on Mondays and Tuesdays from her current position until it has been filled.		Both SCM Resource teachers are in place and will begin full time the start of the 18-19 school year. The SCM department will consist of 1 SCM Coordinator and 2 SCM Resource Teachers. All 3 staff are SCM Instructors.
18 Achievement Area 5 met with Early Childhood to review modules for de-escalation strategies and potential training modules	Ritter	01/02/18	06/01/18	120+		Have conducted ECH specific trainings on 3/20/18, 3/23/18, 3/27/18, 4/12/18. Also, pending 2nd meeting schedule with ECH Director Rina Gratz to explore further trainings for ECH staff.		

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
19	Achievement Area 5 established task force to explore options for district and school level safety personnel	Zeit, Ritter	02/02/18	06/01/18	120+		1st meeting held on 2/9. 2nd meeting held on 2/23. A team will be visiting Austin ISD Police on May 14th-16th 2018 and Duval County School Police on May 20th-22nd, 2018.		
20	Achievement Area 5 is establishing trainings in spring for security monitors on SCM and de-escalation strategies and ECE	Ritter	02/02/18	06/01/18	120+		125 of security monitors were already SCM trained. All will be provided training by 8/2018.	Creating a survey for trainings---good for data collection	Initial SCM Training Dates are being scheduled for the week of August 13-17th for any ISSM that are not SCM Certified to attend the session. Principals have been notified during the handbook trainings that all ISSM that are not SCM certified must attend this session.
21	Achievement Area 5 is seeking representatives from security monitor regions to work with district as ongoing feedback process	Ritter	02/02/18	06/01/18	120+				
22	School based SCM Instructors training scheduled on 3/27/18 and 3/29/18 to review training procedures and training expectations. Several School Based SCM Instructors have shadowed BJ Ritter during SCM trainings to ensure consistency and fidelity of SCM trainings across the district.	Ritter/SCM School Based Instructors	03/27/18	03/29/18	30				
23	SCM training satisfaction survey was created and sent to all participants that have attending SCM training with the new model and SCM Instructor on satisfaction and feedback from trainings. Results will be shared once survey closes. Feedback will then be used to improve the SCM department and trainings.	Ritter/SCM Instructors	03/26/18	06/01/18	120+				
24	SCM Department has created and shared a Google Sheets Living Calendar with all administrators for schools to sign up for training needs. The goal is to get schools to begin to train their core teams together and have their core members on the same rotation for training needs. Also, a Google Sheets Living SCM Training Record with training needs has been created and shared with each school's admin team so they have live updates of training records and needs of their core team live and accessible anytime.	Ritter/SCM Instructors	04/30/18	06/01/18	30		In the process of sharing the Google Sheets to Schools		All school administrators have been trained and giving access to their locations SCM Living Training Record and Training Needs and SCM Living Calendar Scheduler Google Documents has been shared with all school's administration team and are actively being utilized.
25	Student Support and Behavior Handbook Trainings are scheduled for 7/23/18, 7/24/18, 7/25/18, 7/30/18, 7/31/18 and 8/2/18 for all principals and assistant principals. During this training all administrators are getting training on SCM Core Team Requirements, SCM Certification requirements, and restraint and seclusion examples and non examples and documentation requirements and procedures.	Ritter/Anderson/Ammerman/Greer	07/23/18	08/02/18	30		Trainings in progress		Student Support and Behavior Handbook Trainings are scheduled for 7/23/18, 7/24/18, 7/25/18, 7/30/18, 7/31/18 and 8/2/18 for all principals and assistant principals. During this training all administrators are getting training on SCM Core Team Requirements, SCM Certification requirements, and restraint and seclusion examples and non examples and documentation requirements and procedures.
26	Bus Driver/Principal training is scheduled for Aug. 7, 2018. During this training Bus Drivers will receive a Behavior Interventions Strategies Quick Reference sheet as well as SCM information. This training coincides with the Student Accommodations and Support Form "One pager"	Ritter/Frantz/Greer	08/07/18	08/07/18	30		Training Scheduled		Bus Driver/Principal training is scheduled for Aug. 7, 2018. During this training Bus Drivers will receive a Behavior Interventions Strategies Quick Reference sheet as well as SCM information. This training coincides with the Student Accommodations and Support Form "One pager"

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
27	SRO/Principal training is scheduled for Aug. 8th, 2018. During this training SRO's will receive information on the Student Accommodations and Support Form "One Pager", Arrest Documentation requirements, Restraint/Use of Force procedures and documentation and SRO's will complete the required PBIS Preventing Restraint and Seclusion videos training.	Ritter/Hensel/Mullen	08/08/18	08/08/18	30		Training Scheduled		SRO/Principal training is scheduled for Aug. 8th, 2018. During this training SRO's will receive information on the Student Accommodations and Support Form "One Pager", Arrest Documentation requirements, Restraint/Use of Force procedures and documentation and SRO's will complete the required PBIS Preventing Restraint and Seclusion videos training.
28	Trauma Informed Care Training for SRO's is scheduled for 9/12/18 and Restorative Practice Training for SRO's is scheduled for 10/10/18.	Hensel/Marks/Mullen	09/12/18	10/10/18	60		Trainings Scheduled		Trauma Informed Care Training for SRO's is scheduled for 9/12/18 and Restorative Practice Training for SRO's is scheduled for 10/10/18.














# JCPS CTE CAP SY1718

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
1									
2	<b>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.</b>								
3	CTE team will create a master timeline with quality control due dates (includes principal training)	Rogers	10/01/17	01/01/18	60	●	Completed		A master timeline has been created and will be shared with all schools. Attached is a copy of the master timeline out of the CTE Handbook.
4	Schools will designate administrator as CTE Coordinator at each school who will run reports	Rogers	10/01/17	10/16/17	30	●	Completed		Schools will begin naming a CTE Team. A CTE Team template was shared on the Principals Priority page asking for input.
5	Schools will designate TEDS Data Entry person at each school	Rogers	10/01/17	10/16/17	30	●	Completed		Schools will begin naming a CTE Team. A CTE Team template was shared on the Principals Priority page asking for input.
6	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		The Transition Readiness will send attend hours to KDE to verify before providing to schools. KDE will training schools in September on data entry.
7	CCR office will collect forms and preferred training dates and send to KDE	Rogers	10/01/17	10/24/17	30	●	Completed: CTE Coordinator and Entry Clerks names complete. TEDS permissions sent out on 10/18 Deadline for return 10/20, deadline extended 10/23 request re-sent. And then all received.		Once schools have named their CTE Teams, our office will send appropriate paperwork to KDE.
8	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	●	Completed		The Transition Readiness Office is in the process of working on two training dates with the State to have all CTE Teams, data entry person and Instructional leads trained.
9	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 12/15, 2/15, 4/15 and 06/15. Data audit check complete for 12/15 1. MAY DESK AUDIT REVEALED ISSUES: Manual will correct the few records that need to be updated in Infinite Campus and TEDS by May 25. 2.Manual will utilize the Ad Hoc filters provided by JCPS in Infinite Campus to determine errors in our CTE records. 3.Manual will run a CTE report after the first 10-days of schedule changes and after each semester to determine errors. 4.We would like to request our CTE Coordinator, Laura Spiegelhalter, to be involved in all CTE professional development and to receive updates from KDE. 5.Manual will reevaluate our TEDS practices for the 2018-19 school year.		District Level Assistant Superintendent will assign quality checks on data entry to Data Manager and Instructional Leads. Quality checks are listed in the master timeline.
10	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	●	KDE has scheduled a monitoring visit with CCR on December 19, 2017. CCR staff has been trained for quality checks at school level.		
11	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+	●	KDE met with CCR on December 19, 2017.		
12	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+	●	Date set for 11/15, 2/15, 4/15 and 06/15		JCPS Instructional Leads, along with the DMRT, will follow KDE monitoring process to check schools 2-3 times a year.
13	JCPS will consider either adding or re-purposing central office support infrastructure for monitoring and support	Coleman	11/01/17	02/15/18	90	●	Additional staff has been assigned to assist with TEA/CIV Visits. Specialists have been trained and will help assist with monitoring.		
14	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	Coleman Venita Benboe	11/01/17	12/01/17	30	●	CTE admins and data entry folks have permissions.		Adhoc reports were created in Infinite Campus for all school personnel to use. These reports were created based on the SQL queries that were shared by KDE.
15	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	●	Completed		Schools will begin naming a CTE Team. A CTE Team template was shared on the Principals Priority page asking for input.
16	<b>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.</b>								

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
17	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		Completed		Protocol for special approvals was created and included in the CTE Handbook. See attached.
18	CTE team at school level will receive training on special approval process	Rogers CTE Specialists	06/01/18	07/15/18	120+		CCR Office created a special approval process in the handbook attached.		
19	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		Completed		Transition Readiness Office will request pathway information and master schedules from all high schools to be sure both align with state pathways.
20	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		Completed		Special approvals, approved and denied, are entered in TEDS for viewing by schools and Transition Readiness Office.
21	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+		Principals were given information on CTE pathways and CAP update on November 1.		
22	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+		Assistant Superintendents monitored CTE data that was due Nov. 1 and both held schools accountable and supported them to get the work completed.		
23	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		Work with guidance counselors has begun.		A list of co-op codes has been created by the Transition Readiness Office and will be shared with guidance counselors. The list of co-op codes is attached.
24	JCPS will explore the process for including state course codes on transcripts	Rogers, Dossett, Averette	11/01/17	01/05/18	60		Completed		State codes for all courses are now included on transcripts.
25	JCPS will work with KDE to acquire sql queries to check on co-op codes as part of the data monitoring process.	Rogers	10/15/17	12/15/17	60		Getting this info on 12.19 during training; SQL queries have been sent to Data Management Tamara Lewis. Queries have been set up in IC for schools to use. Still working on Co-op query.		SQL queries were provided by the State. The Transition Readiness office created adhoc filters in Infinite Campus for schools to retrieve information needed for TEDS reporting.
26	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		In progress: New WBL manual, course code clean up in progress, working with ECE, Master Scheduler, Counselors - District Stakeholders.		
27	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.								
28	Principals will designate administrator as CTE Coordinator at each school	Rogers Principals	10/01/17	10/16/17	30		Completed		Schools will begin naming a CTE Team. A CTE Team template was shared on the Principals Priority page asking for input.
29	Principals will designate TEDS Data Entry person at each school	Rogers Principals	10/01/17	10/16/17	30		Completed		Schools will begin naming a CTE Team. A CTE Team template was shared on the Principals Priority page asking for input.
30	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		Completed		
31	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		Completed		
32	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		Completed (Draft)		
33	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		KDE trained central office staff and schools regarding advisory committees. Email was sent from central office regarding minutes and an advisory committee handbook. <a href="https://drive.google.com/drive/u/0/folders/0Byyp4F9-mtPWmZxy3FZUjVBnTk">https://drive.google.com/drive/u/0/folders/0Byyp4F9-mtPWmZxy3FZUjVBnTk</a>		
34	JCPS will explore the process for including state course codes on transcripts	Rogers, Dossett, Averette	11/01/17	01/05/18	60		Completed		
35	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		Completed JCPS has list and has scheduled meeting with assistant superintendents to create plan to address data inconsistencies with schools		

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
36	Need to formalize system when CTE teachers (or coordinator, TEDS data entry) leaves that CTE office is notified	Rogers	08/01/17	06/01/18	120+	●	JCPS Recruitment and Staffing department will send the CCR Office a monthly report indicating CTE teacher resignations and retirements.		
37	Reinforce roles and responsibilities of the CTE TEAM school level team	Rogers McCombs	08/01/17	06/01/18	120+	●	Added a "Person Responsible" column to master timeline. CCR Support and Timeline Handbook created and attached.		
38	KDE will do desk audit at EOY (after consolidated monitoring visit in spring)	Rogers	08/01/17	06/01/18	120+		FYI		
39	Share 16-17 results with school teams (to prep for cleaning of 17-18 data)	Rogers	11/01/17	02/01/18	30	●	Shared results with schools and Assistant Superintendents		
40	Need to compare special approvals to pathways (do pathways need special approvals) - put into master timeline	Rogers	08/01/17	06/01/18	120+	●	Completed 17-18 comparison, all special approvals on file in CCR Office. Created Open, Close, Modify and Special Approval form to provide improved communication.		
41	Explore developing check and balance between approval and purchasing	Rogers Truax	08/01/17	06/01/18	120+	●	Billing error on invoice that was mentioned was corrected. The Budget Specialist will request access to view invoices processed by schools.		Budget Specialist receives budget reports from Grant and Awards monthly and monitors payments and invoices.
42	District launched Business Partnership signing Day for Academies of Louisville	Rogers	08/01/17	06/01/18	120+	●	Video: <a href="https://www.youtube.com/watch?v=cLPgWHFYwRA">https://www.youtube.com/watch?v=cLPgWHFYwRA</a> <a href="https://www.youtube.com/watch?v=pW1enbUu-Bg">https://www.youtube.com/watch?v=pW1enbUu-Bg</a> Website: <a href="https://www.jefferson.kyschools.us/academies-louisville">https://www.jefferson.kyschools.us/academies-louisville</a>		
43	✚ CTE office created PERKINS FUNDING guidelines/goals for CCR Expenditures 18-19	Rogers Truax	07/01/17	06/30/18	120+	●			Transition Readiness Office will continue to communicate with schools and ensure spending aligns with goals.
45	Exploring scheduling options for Digital Literacy	Rogers	01/02/18	03/30/18	90	●	Completed CCR guidelines, notified stakeholders of digital lit options		
46	Improving and strengthening College and Career Readiness with an Academies of Louisville Guiding Team and Business Partnerships	Rogers	01/02/18	05/25/18	120+	●	Meet weekly with KWIB Ky works M. Gritton and Deanna Karen GLI/Chamber to network and align business partners. Serving as district advisory / board of directors. Meeting quarterly with 40+ business guiding team made up of business and community members		
47	Guiding Team: CCR Office meets regularly with a city-wide Guiding Team with over 40 business and community partners	Rogers	08/01/17	06/01/18	120+	●	Meeting quarterly with 40+ business community guiding team members to serve as a regional career advisory committee: handling issues of apprenticeships, transportation, pathways, teacher training		
48	NEW ADDITIONAL ADD-ON ACTIONS: Schools should be provided with info about graduates and what they do after high school (KCEWS can run for us) Schools should be able to discuss these results. College-going, Sustainability, Completion are three reports that they provide. These are provided to district and need to go to principals. Are HS principals getting National Clearinghouse data on students?	Rogers	08/01/17	06/01/18	120+	●	Will be researching KCEWS reporting		
49	NEW ADDITIONAL ADD-ON ACTIONS: Should high schools have access to graduation tab? This would give schools ownership--but are there accountability issues? Will CTE continue to work on Grad Tab or will it be schools?	Rogers	08/01/17	06/01/18	120+	●	Discussing with cabinet		
50	☐ Consolidated KDE Monitoring Visit Preparation								
51	Designed Career Pathway Monitoring Forms	Rogers	03/15/18	04/01/18		●	Based on our last meeting, KDE said we could use your own documentation for this, if it met the criteria discussed. Prepared Career Pathway Monitoring Forms according to KDE instructions.		The Transition Readiness Office will continue using the monitoring forms created. These forms capture all pathway information. Sample attached.
52	Advisory Committee Meetings (Fall and Spring) for all 22 high schools	Rogers	03/15/18	04/01/18		●	Schools held advisory committee meetings for Fall and Spring. The CCR Office collected meeting minutes (Fall and Spring) by school by program and or academy.		The Transition Readiness Office will continue to collect advisory committee minutes from schools and will be sure they meet State guidelines.
53	Review of Master Schedules (16-17 and 17-18) for 22 high schools.	Rogers	03/15/18	04/01/18		●	Schools sent Master Schedules to our office for the last two school years. Compiled all by school year and then by school and uploaded to the State SharePoint site.		The Transition Readiness Office will request master schedules for the 18-19 school year and will review.
54	Reviewed KDE student audit list prior to monitoring visit.	Rogers	03/15/18	04/01/18		●	Printed schedules and transcripts for students listed on the audit list from KDE.		
55	KDE requested TRACK Agreements for students in a non skilled trades TRACK pathway. CCR Office collected and printed all TRACK agreements.	Rogers	03/15/18	04/01/18		●	Printed TRACK agreements for all students in a non skilled trades TRACK pathway.		
56	KDE requested performance based credit information. CCR Office collected and printed information.	Rogers	03/15/18	04/01/18		●	Printed Performance Based Credit information for two performance based courses at Seneca High School (Aquaculture and Wildlife Resources).		

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
57	State Corrective Action Plan Email to Schools	Rogers	03/15/18	04/01/18			Emailed CTE Teams the importance of correct TEDS records and help schools prepare for the KDE Monitoring Visit in March.		
58	Industry Certification Process for JCPS to communicate with CTE Teams	Rogers	03/15/18	04/01/18			Emailed the JCPS Industry Certification Process to CTE Teams		The Transition Readiness Office created an industry certification process. This will be communicated in the CTE Handbook and through email.
59	<b>NEW additional add on action items since March:</b>								
60	Superintendent, as part of a district-wide reorganization, crafted a department to be led by an Assistant Superintendent of Transition Readiness that will house CTE and other Post-Secondary work. The attached org chart shows the changes and how this department will be juxtaposed with others. Jobs are being advertised and interviews will be held in the next month.	Pollio	04/24/18	06/01/18			Org charts and Job descriptions have been passed by board and jobs are advertised now with an official start date of 7.1.18		Dr. Devon Horton, Chief of Schools, Dr. Carmen Coleman, Chief Academic Officer, Dr. Glenn Baete, Assistant Superintendent for High Schools, and Christy Rogers, Assistant Superintendent for Transition Readiness led the meetings with all high school principals clearly communicating the value of CTE education and how to improve student outcomes for transition readiness.  Principals were provided various data charts, tracking sheets, and guidelines for improving transition readiness for all students. Training was provided on July 19 and 26, 2018 to review the new Accountability Model and to send a message of improvement and to clearly communicate it was the mission of JCPS to improve transition readiness and value CTE education. <a href="https://docs.google.com/spreadsheets/d/1FvqvT2JMYz7fRYKzTV-i5IrbGYOI7uuyTYXm8FYE/edit#gid=253431304">https://docs.google.com/spreadsheets/d/1FvqvT2JMYz7fRYKzTV-i5IrbGYOI7uuyTYXm8FYE/edit#gid=253431304</a>
61	JCPS Response to KDE Perkins and CCR Monitoring Memorandum	Rogers	04/24/18	06/01/18					
62	Program of Studies Pathways for each school are complete with 4 courses.	Rogers	04/24/18	06/01/18			All pathway forms have been updated to make a complete 4 course pathway.		Pathways open, close, or are modified based the following: Industry Advisory Council Meetings, student surveys, teacher availability, student interest/demand, classroom and facility availability, Louisville Industry Collaborative Needs, Regional Career Demands.
63	CCR Office retrained Southern High School CTE Team which included an Assistant Principal, three Counselors and an Academy Coach.	Rogers	04/24/18	06/01/18			Southern High School CTE Team was retrained on April 30, 2018.		
64	CCR Office continues to conduct internal desk audits of TEDS data.	Rogers	04/24/18	06/01/18			Ongoing Desk Audits of TEDS Data. 100 records audited at Southern - 37 were incorrect and corrections were made.		
65	CCR Office worked with Fairdale High School to fix corrections mentioned in the audit. There was some confusion with the two teaching pathways, Fundamentals of Teaching and Teaching and Learning.	Rogers	04/24/18	06/01/18			Corrections have been made to TEDS for records for students who were enrolled in both pathways.		
66	School Level CTE Teams continue clean up of TEDS data throughout the school year. Schools have been asked to monitor changes specifically after semester/trimester breaks.	Rogers	04/24/18	06/01/18			School level Teams are continuing clean up such as making adjustments for failed courses and schedule changes.		Transition Readiness Dashboard: <a href="https://assessment.jefferson.kyschools.us/DM/C/CCR/locationSummary">https://assessment.jefferson.kyschools.us/DM/C/CCR/locationSummary</a> ; AOL Data Dashboard: <a href="https://assessment.jefferson.kyschools.us/DM/C/CCR/ccrHome">https://assessment.jefferson.kyschools.us/DM/C/CCR/ccrHome</a> ; Internal Monitoring Dashboard: <a href="https://docs.google.com/spreadsheets/d/1Wxv6ae5PO2JPB7ZRHBRKa1KzAQWCLsr64ZG6tZs_14/edit#gid=1466142057">https://docs.google.com/spreadsheets/d/1Wxv6ae5PO2JPB7ZRHBRKa1KzAQWCLsr64ZG6tZs_14/edit#gid=1466142057</a>
67	Analysis of Advisory Committees and Minutes	Rogers	04/24/18	06/01/18			8 of the 21 schools did not meet the advisory committee meeting guidelines.		Advisory Meeting Handbook is being updated to require industry data to be noted in the minutes of the meetings. Academies and Pathway team leads will be trained on the advisory system in the Academy Training. Non-Academy schools will be trained and advisories will be the responsibility of the instructional leads. Our goal is a systemic, consistent use of data to drive pathway choice, curriculum, etc..
68	Met with University of Louisville Teacher Education Department, Kelly Stidham, KDE Teaching and Learning, District Leaders to align to assess year one of the teaching and learning pathway. Adjustments have been made, course sequence will adjust to support dual credit opportunities. Will communicate changes onto Pathway Program of Studies Form and communicate to all stakeholders for accurate TEDS reporting	Rogers, MacKenzie, JCPS Team	05/01/18	05/01/18			Will rework MOU, place on board agenda for approval, communicate new pathway alignment to all schools with Teaching and Learning Pathways. Communicate teacher training dates for summer workshops/trainings. Follow up with Dr. Lingo on K-16 Teaching Pipeline Scholarship		

	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	30-60-90	Status	Progress Notes	KDE Feedback & Response Feb 2018	Progress Notes 18-19
69	Finalizing Early Childhood Apprenticeship Program with KDE, Labor Cabinet, JCPS. All stakeholders meeting on 5/1/18 to finalize. Students will work through four course Early Childhood TRACK apprenticeship leading to a work in JCPS in job placements. Will update Pathway Program of Studies Form to reflect the 9-16 pipeline with post-secondary partners and work opportunities.	MacKenzie, Rogers, Joe Simon, Labor Cabinet, KDE	05/01/18				Will rework MOU, place on board agenda for approval, communicate new pathway alignment to all schools with Early Childhood Pathways. Communicate teacher training dates for summer workshops/trainings.		
70	Designating Iroquois and Atherton High School on May 23 as Academies of Louisville School. Both schools will highlight their career academy model. Iroquois will highlight Apprenticeship Academies with all pathways leading to apprenticeship opportunities. Atherton will highlight the merging of International Baccalaureate core with career academy model.	Rogers, Aberli, Holbrook, Katie O'Malley	05/23/18				Designation Ceremony		
71	Reviewing Progress Monitoring Feedback from Nashville Hub visit into AOL Freshman Academies Professional Learning communities. Noting Strengths of report and building action plans for improvement. Will focus on developing smart goals to stay focused on student achievement, team norms, and defining mission. Will align academy meetings to national standards of Practice.	Rogers, Karen Smith, Specialist	04/18/18				Moore, Western, Southern, PRP, Valley		
72	Planning Summer CTE/Transition Readiness Training Programs for Elementary, Middle, and High School Counselors Summer Conference and working to ensure required information is communicated by video training for 2018 School year	Rogers & Specialist	04/27/18				Elementary CCR/CTE Awareness, Middle School CCR/CTE Exploration, High School CCR/CTE Preparation - Summer Conference		Office of Transition Readiness held CTE training sessions with the following role groups: 1. Elementary, Middle, and High School CCR / CTE meetings w/Counselors (July 24, 2018) 2. Asst. Supt, meeting with assistant principals/counselors at 14 Academy of Louisville Schools
73	Planning Summer CTE Teacher Training at KYCTE conference in July	Rogers & Specialist	04/27/18				TOPICS INCLUDE: TEDS - Tracking your students, CCR/CTE Guidelines Handbook, Understanding Accountability and how to improve Transition Readiness for your students, CIV/TTA visits and program improvement plans, Strengthening CTSO student experiences, How Budget should improve student outcomes, Improving KOSSA and Industry Certification Pass Rates, How to work with Business Partners, Work Based Learning 101.		On July 25, 2018, the Office of Transition Readiness met with over 150 CTE educators and counselors from 1-4 at the conclusion of the KACTE conference. The CTE Mission was communicated, CAP information, and a challenge for improvement.
74	CTE Academy Reveal at Seneca High School. Student pep rally, motivational speaker (business partner), and reveal of career academy. Students were excited, opened envelopes, cheered. Then students attended a meet and greet with academy teachers, got an academy t-shirt, and discussed summer and future program offerings.	Seneca High School Team	04/24/18				Working with Team Seneca to formalize the event and ensure the event is shared within all career academies. <a href="https://www.youtube.com/watch?v=YgZlgwmyDg">https://www.youtube.com/watch?v=YgZlgwmyDg</a>		
75	Career Pathway Program Analysis for 17-18. Met with Academy Coaches and asked them to meet with CTE academy teams and review the analysis of their year. From this analysis, schools are to complete an improvement plan for 18-19.	Rogers/ Academy Coaches	04/19/18				Course Pathway Reviews the following: Pathways sequence, Field Trip taken, Students Participating in WBL, Industry Certification Results, Kossa Results and pass rate, business partners and events held, room needs, equipment needs, training needs, Academy advisory held, etc....		New 2018 CTE Guidelines book will roll out 8/15/18 including Systems and Guidelines: 1. Goals, Mission, of CTE Education, 2. Pathway Management, 3. Roles / Responsibilities of CTE Data Team and TEDS 101 4. State Accountability and How to become Career Ready 5. Advisory Committees 6. Work Based Learning, Procedures for Opening, Closing Pathways, District/State CTE Timeline
76	Developing a TEDS Top Ten Data Entry Rules	Rogers	04/24/18				In Progress		
77	Held Community Engagement Meeting 80+ participants discussing Backpack of Success skills for all students in JCPS. Led by Dr. Pollio and Carmen Coleman sharing the district vision and seeking input on the backpack of skills needed and soliciting input on concerns and suggestions for implementation.	Pollio, Coleman, Rogers	04/18/18				Outstanding Feedback, Great Enthusiasm and support from community engagement session. Input from session driving organization / implementation of backpack. <a href="https://www.youtube.com/watch?v=B9D34wZzyQE">https://www.youtube.com/watch?v=B9D34wZzyQE</a>		CCR meets weekly with KWIB and GLI and every other month with an industry guiding team. We discuss trends in workforce and share that information with schools. Sector Focused: <a href="https://kwlm.shinyapps.io/careerpathways2/">https://kwlm.shinyapps.io/careerpathways2/</a> Career Calculator: <a href="http://www.careercalculator.org">www.careercalculator.org</a>
78	RESPONSE: The CCR Office is producing a marketing video and a classroom poster promoting the benefits and value of CTE. The Academies of Louisville (14 high schools in wall to wall career academies) initiative is a fully funded, highly marketed, and publicly supported initiative from the district. Clearly the expansion and investment in staff, facilities, equipment, and advisory business partnerships demonstrate the commitment to CTE education and firmly establishes CCR as a major focus of our new superintendent. Raising student outcomes through CTE education is building within our culture.	Rogers	05/07/18	06/29/18			<a href="https://www.youtube.com/playlist?list=PLqh7c7rfeyEN75eFb15-WKzLqX2y1gi1">https://www.youtube.com/playlist?list=PLqh7c7rfeyEN75eFb15-WKzLqX2y1gi1</a>		