

JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
1	Planning A. KRS 160.290 outlines the general roles and responsibilities of Board Members. However, interviews revealed there is involvement of Board Members in day-to-day management and operations of the district. A board protocol for ensuring proper training and alignment of responsibilities and roles of members must be enacted and monitored for improvement of board effectiveness.								
2	Planning A1. Partner with KSBA to design and implement training on the general roles and responsibilities of board members	Dennes	10/01/18	10/01/20	Annually	●	KSBA provided this training at the January 26 Board Retreat. Agenda and PowerPoint attached.	Completed	●
3	Planning A2. Explore consultant services to support improvement efforts and development of board protocols (e.g. AdvancED, Alsbury, etc.)	Dennes	10/01/18	10/01/20	Annually	●	Status is unchanged	Received KSBA reflection tool for Boards--attached.	●
4	Planning A3. Develop and implement process to on-board new board members that includes information on roles and responsibilities of board members	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	Planning B. Examine and improve the alignment of central office work and personnel to achieve district goals and strategies. Alignment must include accountability for execution at all levels (e.g., Superintendent, Cabinet Members, Assistant Superintendents, middle level management, school administrators, teachers).								
6	Planning B1. Review the 2017-18 central office reorganization for effectiveness and make revisions as necessary	Dennes	10/01/18	10/01/20	Annually	●	Meetings have occurred with most Cabinet members to discuss preliminary thinking for each department.	Presentation at Board Work Session on Organizational Coherence February 26. Materials attached.	●

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7 Planning	B2. Add internal auditor position and Chief of Exceptional Childhood Education position as per the settlement agreement between KDE and JCPS	Dennes	10/01/18	10/01/20	Single Action	●	<p>Posting of ECE Chief job went to 2,155 members of the National Association of State Directors of Teacher Education and Certification which includes colleges of education, standards boards, departments of education, and local school districts across the United States and Canada.</p> <p>It was also shared with Indiana University and posted throughout the IU system.</p> <p>Interviews will be held in the next several weeks.</p>	<p>First two rounds of interviews for Chief of ECE completed.</p> <p>Email attached regarding next steps with interview process.</p> <p>Completing process.</p>	●
8 Planning	B3. Review data metrics and actions from Vision 2020, CDIP at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	<p>Cabinet review on Organizational Coherence attached. Monthly vital sign checks scheduled for Feb 22 and March 1st.</p> <p>A quarterly progress report on Vision 2020 key indicators was presented to the board on January 22 (attached).</p>	<p>Vital sign checks focused on reflective questions for strengthening impact of 3 pillars and systems work for next year (see attached).</p> <p>2nd round of CCV reports currently being analyzed for trends.</p>	●

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9 Planning	B4. Develop and implement a system that includes accountability measures to ensure that middle level management is connected to and supportive of the school's work (e.g, field hour logs) and needs	Coleman	10/01/18	10/01/20	Monthly	●	<p>During the February 4th Instructional Cabinet meeting, the Assistant Superintendent of Teaching and Learning shared the daily mission of the Teaching and Learning Department. During the presentation, she focused on their intentional support of schools throughout the district (See Attached). Field hours in various departments continue to be tracked. (https://docs.google.com/spreadsheets/d/1M-DVYi4mVgDe3HaFUKhfmww_JPjaziCGZYFB1HyFHJM/edit?usp=sharing)</p> <p>https://drive.google.com/open?id=1b4xRLhZbipdzpocXvp8gw5a4L8notdwz1NLehyw8Eqk</p>	<p>A plan is underway to ensure all resource teachers, regardless of department are familiar with the work that is taking place and coherent in their communication to the schools. Departments across divisions (DEP,CIO and CAO) have been utilizing a collaborative document to organize and streamline collaborative efforts https://docs.google.com/document/d/1-3804G54NLtTFXAMOWtPlwtEQv42P1zbgDJ6DOVA08/edit</p> <p>These groups are also planning a collaborative retreat in the summer to ensure consistency and coherence in messaging and alignment in work.</p> <p>A Living Resource Teacher Collaborative Handbook is also being developed for the purpose of coherence, which could be accessed through the following link: https://docs.google.com/presentation/d/1I69VpACR18F1d4d3BvRP_q3Z9jnPc1urMFQOWj3aByc/edit#slide=id.g51eabff6ce_0_56</p>	●
10 Planning	B5. Develop and implement a system to ensure that schools are receiving the supports they need and are implementing the three pillars with fidelity	Horton	10/01/18	10/01/20	Monthly	●	<p>Leveled principal meetings included presenters across departments to help fortify the work of the three pillars (attached)</p> <p>The second round of CCVs occurred in January and February.</p> <p>The first EMPT visits are scheduled for February (see attachment for schedule).</p>	<p>During IC (3/04) the team reviewed analytics relating to the Backpack of Skills pillar (attached). Discussion centered around how to continue to ensure fidelity of implementation.</p> <p>Instructional cabinet is also working on refining the 6 systems to deepen implementation and impact for the next school year. This refinement will be shared at the Principal's Institute this summer.</p>	●

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11 Planning	C. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operational level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).								
12 Planning	C1. Develop and implement a protocol for leadership team meetings at all levels (Cabinet, middle level management and school administrators)	Dennes	10/01/18	10/01/20	Monthly	●	Based on feedback from KDE, the agenda format was modified. The Pre-Cabinet Agenda is attached where the info was shared with Cabinet members. Agendas from each cabinet member and Assistant Superintendent's staff meeting attached.	Agendas from each cabinet member and Assistant Superintendent's staff meeting attached.	●
13 Planning	C2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	The second round of Collaborative Calibration Visits (CCVs) have been held in January and February. The CCVs are focused on monitoring and support in the implementation of the three pillars and six systems. The equity monitoring progress tool visits schedule for February is attached. The vital signs check for February is focused on reflection of the implementation of the three pillars and six systems (see attached questions).	Leveled principal meetings continue to focus on strengthening the work of the key strategies of Vision 2020 through the six systems work and the Habits of Effective Instructional Leaders (agendas attached).	●

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14	Planning	C3. Develop, implement and monitor a system for schools to reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	School CCV visits were held in January and February. Weekly Reports are attached.	During IC (3/04) the team reviewed analytics relating to the Backpack of Skills pillar (attached). Discussion centered around how to continue to ensure fidelity of implementation. A tracking system has been designed to analyze backpack artifacts in addition to suspensions and absences and weekly reflections are analyzed by Asst. Sup so district support and guidance can be provided as needed (see attached).	●
15	Planning	D. Implement a systematic monitoring process to develop new and review existing policies while ensuring policies are effective at the board of education, district and school level. As part of this formalized process, there should be accountability for execution of this plan at all levels (e.g., Superintendent, Cabinet Members, Area Assistant Superintendents, middle level management, school administrators, teachers).								
16	Planning	D1. Partner with KSBA to align and standardize policies and procedures	Dennes	10/01/18	10/01/20	Annually	●	We have received the structural components for the work of aligning policies and procedures from KSBA. Structural documents are attached.	Hiring a retired administrator to spearhead project. Initial meeting March 18. Agenda attached.	●
17	Planning	D2. Implement the Board Policy Committee that will regularly review new policies and establish a cycle for reviewing existing policies to determine effectiveness	Dennes	10/01/18	10/01/20	Semi-annually	●	Board Policy Committee met February 19 and reviewed attached policies	Board Policy Committee met March 18. Meeting materials attached.	●
18	Planning	D3. Develop and implement a system for communicating policy changes to all stakeholders	Dennes	10/01/18	10/01/20	Annually	●	Template for communication plan has been developed. The template was completed this month and the newsletter went to all employees on 2.19.19. Newsletter attached. https://myemail.constantcontact.com/Did-You-Know--February-Updates-from-JCPS-HR.html?soid=1103027403783&aid=zQ_02E11cm8	No Board Policy changes at the March 12 meeting. There is a first reading for Gifted and Talented Policy (communicated in attached board update 3.12.19)	●

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19	Planning	E. While the CDIP contains the required Kentucky Board of Education (KBE) goals, the expansive nature of the plan inhibits full implementation of actionable steps to guide the day-to-day work. Create 30/60/90 day plans for each department to ensure the CDIP is being fully implemented.								
20	Planning	E1. Develop and implement a protocol to ensure that the district goals established in the CDIP are aligned to the work at the school level (e.g., vital signs checks, collaborative calibration visits, data reviews, etc.)	Horton, Coleman	10/01/18	10/01/20	Monthly	●	Feedback from vital signs, CCVs, and data reviews continue to be discussed during administrative meetings, specifically during Miracle Team meetings. A protocol for monitoring the Racial Equity work is continuously discussed through the impact of the EMPT document and a continued focus on the quality work protocol is ongoing during these meetings (see attached)	A tracking system has been designed to analyze backpack artifacts in addition to suspensions and absences. Intentional support is provided to the schools based on the collection of the data (attached)	●
21	Planning	E2. Develop and implement an action plan that focuses school work on key strategies and pillars of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	The leveled principal meetings for the month of February focused on the key strategies of Vision 2020 through their discussions of student defenses, mental health services, progress monitoring, ILP self implementation, PBIS training, and standard deconstruction. A district wide student defense calendar has been shared with district leaders and community members. The expectation is for district leaders to sign up at several schools to serve as panelists for the Backpack Student Defenses https://docs.google.com/document/d/1rv3bscrxeE4nK_TJDQw_dWCQHm_oy4_VdLMozq_Z85kk/edit . A student defense internal matrix has been created to help monitor the defense schedules and sign ups. https://docs.google.com/spreadsheets/d/1NTALWz0-r4mKPGFHzFCVBmsWvQ5o594L9_B6CGn1Ixo/edit#gid=0	During the March principals' meetings, the assistant superintendents focused on systems improvement work, specifically looking at the district's systems document and honing in on ways of improvement.	●

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22	Planning	E3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	In collaboration with JCTA, a teacher walk through tool is being designed for the purpose of improving instructional practices and to intentionally support the implementation of the instructional frameworks. Next steps have been clearly delineated during the process and stakeholders' insight has been carefully considered as the tool is designed (attached). CCV visits continue to be component of monitoring instructional practices.	Leadership Coaching Reports continue to be used to track support provided to the schools (attached) A tracking system has been designed to analyze backpack artifacts in addition to suspensions and absences. Intentional support is provided to the schools based on the collection of the data (attached)	●
23	Planning	F. The guiding principles of the JCPS Student Assignment Plan are choice, quality, diversity, predictability, stability and equity; however, based on interviews choice and diversity are championed above the other principles. Create a task force made up of shareholders (e.g., community members, parents, local officials, teachers, administrators, students) who are representative of the district demographics and geography to review the Student Assignment Plan to ensure opportunity, equity and access to all students.								
24	Planning	F1. Create and implement a task force made up of shareholders to review the student assignment plan	Horton	10/01/18	10/01/20	Monthly	●	The Student Assignment Committee met on February 5th to review results of survey. Feedback from the committee is currently being gathered on how to provide additional opportunities for community to provide input.	The Student Assignment Committee met on March 5 to dig more deeply into the Community survey. Materials attached.	●
25	Planning	F2. Use the work of the task force to make recommendations to the board regarding modifications to the plan for the 2020-2021 school year	Horton	10/01/18	10/01/20	Single Action	●	A proposed timeline for next steps will be presented to the Student Assignment Committee at their next meeting.	A proposed timeline for next steps was presented to the Student Assignment Committee at the March meeting. Materials attached.	●

JCPS Final CAP Operations

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1	Operational Support								
2	Operational Support	Dennes	10/01/18	10/01/20	Monthly	●	The log for the month of January is included in the log "Phone Log with KDE" which documents meetings with KDE to approve policies and procedures.	The log through Mid-March is included in the log "Phone Log with KDE" which documents meetings with KDE to approve policies and procedures. Additionally, emails with KDE are attached.	●
3	Operational Support								
4	Operational Support	Frantz	10/01/18	10/01/20	Semi-annually	●	Compound Coordinators and Managers continue to review routes and make necessary changes to serve the needs of students. Compound visits and 1st Day Routing Process attached.	Compound Coordinators and Managers continue to review routes and make necessary changes to serve the needs of students. Compound visits and 1st Day Routing Process attached.	●
5	Operational Support	Frantz	10/01/18	10/01/20	Quarterly	●	Along with KDE, hosted State Directors meeting on 01/23/19 where we discussed many items, several of them systems and routing processes related (attached).	Compound Coordinators and Managers continue to review routes and make necessary changes to serve the needs of students. Compound visits attached	●
6	Operational Support								
7	Operational Support	Frantz	10/01/18	10/01/20	Monthly	●	Reviewed, analyzed, and approved additional monitors where/as needed. Transportation meeting notes attached.	Reviewed, analyzed, and approved additional monitors where/as needed. Transportation meeting notes attached.	●

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8	Operational Support	D. It is recommended that the transportation department provide more in-depth pupil management and de-escalation training over the course of the school year, rather than a one-time training in the summer. Additional strategies and techniques to utilize on the bus will lead to a decrease in disruptive behaviors and ensure the safety of all riders.								
9	Operational Support	D1. Explore the possibility of adding contract days to increase the professional development opportunities for drivers on de-escalation strategies	Brown	10/01/18	10/01/20	Annually	●	Follow-up conversation with Teamster's Counsel Scott Miller on February 15, 2019. Teamsters reviewing the audit findings related to this CAP. Meeting to be scheduled to discuss addition of days/type of training, etc. in late February.	Status is unchanged	●
10	Operational Support	D2. Identify and implement strategies to train drivers in pupil management and de-escalation training during the current work year	Frantz	10/01/18	10/01/20	Monthly	●	Created and distributed Feb monthly transportation newsletter (attached)	Created and distributed March monthly transportation newsletter (attached)	●
11	Operational Support	E. It is recommended that the compound coordinators should have more input concerning driver routes so that the best choice can be assigned to each route.								
12	Operational Support	E1. Research peer districts to determine best practices regarding assigning routes to drivers	Frantz	10/01/18	04/01/19	Single Action	●	Single action, already completed	Single action, already completed	●
13	Operational Support	E2. Explore with the Teamsters Union the process to effectively assign routes	Brown	10/01/18	10/01/20	Annually	●	Follow-up conversation with Teamster's Counsel Scott Miller on February 15, 2019. Teamsters reviewing the audit findings related to this CAP. Meeting to be scheduled to discuss addition of days/type of training, etc. in late February.	Status is unchanged	●

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14	Operational Support								
	F. It is recommended the district review the discipline policy to tailor the bus behavior issues to appropriate consequences. Application of the policy should be consistent district wide for all drivers, parents, and students to have the same expectations.								
15	Operational Support	DeFerrari	10/01/18	10/01/20	Annually	●	District leadership is currently engaged in developing a review committee to address potential updates to the Student Support Behavior Intervention Handbook. Sample invitation email attached.	Student Support Behavior Intervention Handbook (SSBIH) Revision Committee met 2.25.19 and 3.11.19. Meeting materials, meeting dates, and questions attached.	●
16	Operational Support	DeFerrari	10/01/18	10/01/20	Monthly	●	Monthly transportation data collaboration meeting occurred to review bus related events. Meeting agenda and tracking protocol attached.	3.1.2019 Culture & Climate and Transportation collaboration meeting agenda and Bus Referral Tracking documents have been uploaded.	●
17	Operational Support	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
18	Operational Support	Frantz	10/01/18	10/01/20	Annually	●	Annual item. Will develop questionnaire to receive pertinent feedback (Coordinator of Bus Driver Training and Transportation Program Manager) Winter 2019	Annual item. Have introduced online surveys to transportation employees with short 8-Hour survey in Vol 1 issue 4 newsletter, attached.	●
19	Operational Support								
	G. It is recommended that the district develop a process that shares pertinent student behavior information (issues and triggers) with drivers to promote consistency in behavior solutions as well as to ensure the safety of all students being transported.								

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20	Operational Support	G1. Develop, implement, and monitor a system to provide information to drivers on targeted strategies to prevent and de-escalate behavior events based on individual student needs	DeFerrari	10/01/18	10/01/20	Monthly	●	Culture Climate staff met with compound coordinators to discuss student bus behavior. Meeting agenda attached. Communication with school administrators occurred regarding updating "One Pagers" (email attached)	Communication by e-mail was sent to administrators to update "One Pagers" (email attached)	●
21	Operational Support	G2. Create and communicate topics for drivers to be shared at the compound level to support driver learning	Frantz	10/01/18	10/01/20	Monthly	●	Created and distributed Feb monthly transportation newsletter (attached)	Created and distributed Mar monthly transportation newsletter (attached)	●
22	Operational Support	G3. Share results of monitoring process with Transportation administration and reflect in evaluations of drivers	Frantz	10/01/18	10/01/20	Monthly	●	Attached is February bus incident and fidelity tracking report	Attached is March bus incident and fidelity tracking report	●
23	Operational Support	H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.								
24	Operational Support	H1. Develop, implement, and monitor a behavior intervention plan for students whose behaviors on the bus have escalated	DeFerrari	10/01/18	10/01/20	Monthly	●	Monthly transportation data collaboration meeting occurred to review bus related events. Meeting agenda and tracking protocol attached. A meeting is scheduled for 2/15/2019 with new bus drivers to inform them of the purpose of the "one pager" and their role in implementing accommodations listed on the "One Pager". Communication with administrators regarding updating "One Pagers" (email attached)	Communication by e-mail was sent to administrators to update "One Pagers" (email attached) A meeting occurred on 3/8/2019 with new bus drivers to inform them of the purpose of the "one pager" and their role in implementing accommodations listed on the "One Pager". sign-in sheet attached. Monthly bus referral tracking and C&C/ Transportation Agenda have been uploaded. Additionally, a guidance handout that was presented to APs regarding IC entries and bus protocols have been attached.	●
25	Operational Support	H2. Provide support to schools and transportation staff as they develop and implement behavior intervention plans for students	DeFerrari	10/01/18	10/01/20	Monthly	●	An FBA/BIP training is scheduled to take place on 2/28/2019 for newly hired administrators. In collaboration with Transportation, a meeting was held on 2/15/2019 to inform new bus drivers of the purpose of the "one pager". The sign -in sheet and Certification Class Itinerary is attached.	FBA/BIP training for newly hired administrators was conducted on 2/28/2019. (Sign in sheet attached). A meeting with new bus drivers occurred on 3/8/2019 to inform them of the purpose of the "one pager" and their role in implementing accommodations listed on the "One Pager". sign in sheet attached. Additionally, a guidance document was presented to APs during their meeting focused on IC entries and bus driver support.	●

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26	Operational Support	I. It is recommended that JCPS review their bus monitor allocation to determine the number of staff required to ensure student safety.								
27	Operational Support	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Frantz	10/01/18	10/01/20	Monthly	●	Reviewed, analyzed, and approved additional monitors where/as needed. Transportation meeting notes attached.	Reviewed, analyzed, and approved additional monitors where/as needed. Transportation meeting notes attached.	●
28	Operational Support	J. It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.								
29	Operational Support	J1. Develop, implement, and monitor a system to document bus (versus school) suspensions in Infinite Campus.	DeFerrari	10/01/18	10/01/20	Monthly	●	Monthly transportation data collaboration meeting occurred to review bus related events. Meeting agenda and tracking protocol attached. New AP SSBI Handbook training was conducted on 2.12.2019	3.1.2019 Culture & Climate and Transportation collaboration meeting agenda and Bus Referral Tracking documents have been uploaded.	●
30	Operational Support	J2. Develop, implement, and monitor audit protocol to ensure proper documentation of suspensions related to transportation	Renn	10/01/18	10/01/20	Annually	●	Status unchanged	Obtained a flowchart of the bus referral process and reviewed the orientation procedures for the Bus drivers. We are in the process of developing a protocol to test the process to ensure proper documentation of transportation related suspensions. See attached flowchart.	●
31	Operational Support	J3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
32	Operational Support	K. It is recommended that periodic observations at the school should be done by JCPS transportation staff to review the loading and unloading procedures that impact student safety.								

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33	Operational Support	K1. Develop and implement a schedule to conduct formal documented observations of loading and unloading procedures at schools	Frantz, Self	10/01/18	10/01/20	Monthly	●	Observations continue to be conducted. 221 observations completed to date. Summary and a few examples attached.	Observations continue to be conducted. 260 observations completed to date. Summary and a few examples attached.	●
34	Operational Support	K2. Create and implement feedback loop to share observed information and action plans with school personnel and assistant superintendents	Frantz, Self	10/01/18	10/01/20	Monthly	●	Observations continue to be conducted. 221 observations completed to date. Summary and a few examples attached.	Observations continue to be conducted. 260 observations completed to date. Summary and a few examples attached.	●
35	Operational Support	K3. Share results of monitoring process of school level loading and unloading procedures with Principals and Assistant Superintendents and reflected in evaluations	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
36	Operational Support	L. It is recommended that maintenance or construction projects that impact parking or traffic patterns at the school are communicated to Central Office transportation staff in a timely manner for appropriate action.								
37	Operational Support	L1. Develop, implement, and monitor a process to ensure that central office transportation is included in Operations planning meetings that impact traffic patterns at schools	Raisor	10/01/18	10/01/20	Monthly	●	Weekly Operations staff meetings continue to include a time to discuss such situations. Minutes continue reflect this.	Weekly Operations staff meetings continue to include a time to discuss such situations. Minutes continue reflect this.	●
38	Operational Support	L2. Conduct onsite plan reviews with transportation, safety & environmental and security to ensure organizational coherence	Raisor	10/01/18	10/01/20	Quarterly	●	Onsite reviews continue. Minutes continue to reflect this.	Onsite Reviews conducted with transportation & safety at Liberty, Gilmore Lane, and Indian Trail. Calendar evidence attached.	●
39	Operational Support	L3. Document and communicate necessary changes to transportation patterns, if any, with schools and key stakeholders	Frantz	10/01/18	10/01/20	Monthly	●	Lakeland Drive traffic control and NWS/Lou Gov winter storm conf call information (attached).	LG&E Lees Lane Bus Compound dig--documentation attached with aerial photos of area that will have a major dig and the plans to continue routes	●

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40	Operational Support	M. It is recommended that a business continuity plan for transportation management be developed in the event the C. B. Young, Jr. Service Center facility becomes unusable. Likewise, a business continuity plan is needed for each bus compound and its fleet should that location become unusable.								
41	Operational Support	M1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	After much research, we decided to go with the federal government's template.	Completed	●
42	Operational Support	M2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Current Drafts are attached. Currently, Chief of Staff and Director of Safety are reaching out to key players to get their input --details are laid out in the attached agendas.	Formal draft completed. Hard copy will be shared. Agendas/minutes of COOP meetings are attached.	●
43	Operational Support	M3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Status is unchanged	The review process is included in the draft plan.	●
44	Operational Support	N. It is recommended that the district implement a process to ensure the proper segregation of duties when it comes to custodial care of the kitchen and the lunchroom that will consistently support the use of indirect cost. Reorganization of both custodial and food service staff to the Central Office and removing the supervisory capacity of the building principal regarding those positions may eliminate any confusion about job responsibilities.								
45	Operational Support	N1. Develop, implement, and monitor a system to ensure proper segregation of duties when it comes to custodial care of the kitchen and lunchroom	Bauscher	10/01/18	10/01/20	Monthly	●	SCNS continues to monitor compliance. No findings since last month.	SCNS continues to conduct site visits and monitor compliance. Segregation of duties has been observed during all visits. No unaddressed issues have been added to the CAP monitoring document. SCNS administrators have conducted over 1100 site visits through March 15th.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
46	Operational Support	N2. Establish and implement a feedback loop to determine if staff understand job responsibilities	Bauscher	10/01/18	10/01/20	Annually	●	Status is unchanged	Status is unchanged	●
47	Operational Support	N3. Share results of monitoring system of proper segregation of duties with Assistant Superintendents and reflect results in evaluations	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
48	Operational Support	O. It is recommended that the district address the corrective action plan required due to the USDA audit in March 2017 as a high priority for the district								
49	Operational Support	O1. Develop, implement, and monitor a system to address the corrective action plan from USDA 2017 audit	Bauscher	10/01/18	10/01/20	Monthly	●	Required annual compliance reviews are complete. Follow-ups are ongoing as needed. Unresolved/continuing non-compliance issues are documented in google doc. (Google doc attached).	SCNS continues to conduct routine site visits to monitor program operations and provide technical assistance if necessary. SCNS is already focused on preparation for the USDA 2020 audit which will occur next spring. Any issues will be recorded on the Google sheet attached.	●
50	Operational Support	O2. Share results of monitoring system for implementing corrective action plan strategies with Assistant Superintendents and reflect results in evaluations	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
51	Operational Support	P. It is recommended that the district develop a business continuity plan in the event the Central Kitchen facility becomes unusable.								
52	Operational Support	P1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	After much research, we decided to go with the federal government's template.	Completed	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
53 Operational Support	P2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Current Drafts are attached. Currently, Chief of Staff and Director of Safety are reaching out to key players to get their input --details are laid out in the attached agendas.	Formal draft completed. Hard copy will be shared. Agendas/minutes of COOP meetings are attached.	●
54 Operational Support	P3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Status is unchanged	The review process is included in the draft plan.	●

JCPS Final CAP Finance

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
1	Financial									
	A. KDE recommends the board members consider any and all additional revenue sources (e.g., nickel equivalent tax, utility tax) to address critical facility needs.									
2	Financial	A1. Facilitate an organization session for board members using KSBA training on revenue sources	Dennes	10/01/18	10/01/20	Annually	●	During the January Board Retreat presentation by KSBA on Roles and Responsibilities, there was a description on financial responsibilities. Material attached.	No change in status	●
3	Financial	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed. Of course this is on-going and will be revisited throughout the budget cycle every year.	Completed	●
4	Financial	A3. On-board new board member during orientation on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	Financial	A4. Organize ways in which board members can explore funding opportunities from peer districts and national organizations	Dennes	10/01/18	10/01/20	Annually	●	Status unchanged	AdvEd has tool for Board reflection. Materials attached.	●
6	Financial	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually	●	April 16, 2019 Board will be presented Budget priorities for 2019-20. During this meeting Revenue sources will be discussed along with the priorities.	April 16, 2019 Board will be presented Budget priorities for 2019-20. During this meeting Revenue sources will be discussed along with the priorities.	●
7	Financial	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to Feb 11, 2019 attached.	KSBA hours earned up to Mar 6, 2019 attached.	●
8	Financial	A7. Host public meetings on a variety of finance topics (e.g., Finance Advisory Committee, Local Planning Committee, Community Forums)	Dennes	10/01/18	10/01/20	Semi-annually	●	ARMAC, Policy Committee, and Student Assignment met this month. Materials attached.	Student Assignment, Racial Equity, Policy, Student Support and Behavior Intervention Handbook Revision Committee met this month Materials attached. The State of the District event was held February 27. Materials attached. Restorative Practices Summit held March 13. Materials attached.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
9	Financial	B. KDE recommends Board member training regarding the use of restricted district funds for the acquisition and holding of vacant real property.								
10	Financial	B1. Facilitate an organization session for board members using KSBA training on use of restricted district funds	Dennes	10/01/18	10/01/20	Annually	●	During the February Board Retreat presentation by KSBA on Roles and Responsibilities, there was a description on financial responsibilities. Material attached.	April 16, 2019 Board will be presented Budget priorities for 2019-20. During this meeting Revenue sources will be discussed along with the priorities.	●
11	Financial	B2. On-board new board member during orientation on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
12	Financial	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned through February 11, 2019 attached.	KSBA hours earned through March 6, 2019 attached.	●
13	Financial	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
14	Financial	C. As required by Board Policy 04.3111, KDE recommends the board receives and approves a listing of invoices on the "Orders of the Treasurer Report" at monthly Board meetings.								
15	Financial	C1. Develop and implement a process to ensure that the "Orders of the Treasurer Report" on every regular board agenda	Hardin	10/01/18	10/01/20	Monthly	●	Included in 2/12/19 Board meeting; reports are attached	Included in 3/12/19 Board meeting; reports are attached	●
16	Financial	D.KDE recommends the district develop a process that ensures all principals allow SBDM council members to assist with setting budget priorities and ensure all council members receive the monthly financial reports for all school funds.								
17	Financial	D1. Develop written procedures for SBDM Handbook	Stenton	10/01/18	10/01/20	Annually	●	Current sample budget policy has been reviewed using the Racial Equity Analysis Protocol (REAP) and these changes will be shared with the JCPS Racial Equity Committee.	Waiting on response from the Racial Equity Committee before sharing with councils.	●
18	Financial	D2. Develop and implement training for SBDM members on setting budget priorities and review of monthly financials	Stenton	10/01/18	10/01/20	Annually	●	School Councils and Budgets training was held on January 23rd. Sign in sheets are attached.	Introduction to SBDM will be held on Saturday, March 23rd. This training includes an overview of budgets.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
19	Financial	D3. Monitor SBDM agendas and minutes for review of financials	Stenton	10/01/18	10/01/20	Monthly	●	Updated spreadsheet indicating those schools that required reminders be sent regarding the discussion of budget items at council meetings is attached.	Updated spreadsheet indicating those councils that were sent reminders regarding the discussion of budgets is attached.	●
20	Financial	D4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items from February are included on this sheet which is attached to this row.	●
21	Financial	E. KDE recommends the board review and approve long-term cell tower rental contracts to avoid the contracts lapsing and rentals continuing without Board approval and appropriate corporation signatures.								
22	Financial	E1. Develop a system to monitor cell tower rental contracts	Hardin	10/01/18	10/01/20	Monthly	●	Contracts are monitored monthly; spreadsheet attached	Contracts are monitored continuously. Additional contracts approved March 12th by Board. Spreadsheet attached.	●
23	Financial	E2. Monitor contracts to avoid contract lapsing and rentals continuing without Board approval	Hardin	10/01/18	10/01/20	Monthly	●	Contracts are monitored monthly; evidence attached	Contracts are monitored continuously. Spreadsheet attached.	●
24	Financial	F.KDE recommends the Payroll Department create a process to confirm that the amount on the bank file as transmitted to and received by the bank matches the total of the payroll at the district end.								
25	Financial	F1. Develop, implement, and monitor the two-level approval process to submit the payroll to the bank	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from January 25 attached.	Bank confirmation with Munis from February 22 attached.	●
26	Financial	F2. Develop, implement, and monitor a system to receive the bank email that confirms distribution of the funds	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from January 25 attached.	Bank confirmation with Munis from February 22 attached.	●
27	Financial	F3. Confirm the direct deposit amount withdrawn from the bank account matches the payroll posting to the general ledger	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from January 25 attached.	Bank confirmation with Munis from February 22 attached.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status
28	Financial G. Based upon the review of the expenditures within federal grants, KDE recommends the district perform a more in-depth review of the district's grants to ensure more equitable allocations to schools.								
29	Financial G1. Review and refine the grant allocation process to ensure equitable allocations to schools	Hardin	10/01/18	10/01/20	Annually	●	CFO met with the Title I department to discuss allocations. Additional schools were included in the allocation by allowing for a lower percentage cutoff for eligibility. The district needs to ensure resources allocated are effective. Allocation guidelines are to ensure schools receive at minimum the value of a teachers position. Attached is a draft document to be sent to all schools explaining the Title I allocation process.	Status unchanged	●
30	Financial G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	CFO is working with CAO and Title 1 Office to develop a communication document explaining to all schools the allocation process and criteria used to determine allocation of resources. This communication will include reference to the requirement of the Federal program. Attached is a document that will be shared with all principals explaining the Title I allocation process.	The CAO met with school level assistant superintendents on Monday, March 11 to share the slides explaining the Title One allocation process and to determine the best method for communicating the allocation process with schools. The email that was sent to principals along with the PowerPoint is attached.	●
31	Financial H. According to fiscal management staff, many schools do not fully expend their state grant awards; therefore, the funds revert to districtwide control. KDE recommends the district establish a process to provide more thorough training and periodic reminders to principals regarding their remaining available funds from all sources.								

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
32	Financial	H1. Analyze state grant awards to identify schools who need additional support in monitoring their expenditures	Hardin	10/01/18	10/01/20	Annually	●	CFO shared data with Cabinet on grant expenditures during data review. Powerpoint attached. Monthly summary grant report sent to all school bookkeepers, secretaries, and order receiving clerks. Assistant Superintendents receive same report from CFO and forwards to school principals.	Monthly summary grant report sent to all school bookkeepers, secretaries, and order receiving clerks. Assistant Superintendents receive same report from CFO and forwards to school principals.	●
33	Financial	H2. Establish and implement a process for more thorough training on state grant awards and timelines	Hardin	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
34	Financial	H3. Develop, implement, monitor, and communicate state grant balances to schools and Assistant Superintendents	Hardin	10/01/18	10/01/20	Monthly	●	CFO shared data around grant balances at Cabinet data review on Feb. 1, 2019. PowerPoint attached. Grants & Awards emailed monthly summary report to all school based bookkeepers, order receiving clerks and secretaries with copies sent to CFO for distribution to assistant superintendents and school principals. (See attached). Monthly monitoring by Grants & Awards through 1400 reconciliation process (see attached) Monthly summary grant report sent to all school bookkeepers, secretaries, and order receiving clerks. Assistant Superintendents receive same report from CFO and forwards to school principals.	Monthly summary grant report sent to all school bookkeepers, secretaries, and order receiving clerks. Assistant Superintendents receive same report from CFO and forwards to school principals (all attached).	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
35	Financial	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
36	Financial	I. KDE recommends the CAE investigate the presence of grant funds in school activity accounts.								
37	Financial	I1. Develop, implement, and monitor a process to investigate the presence of grant funds in school activity accounts	Renn	10/01/18	10/01/20	Monthly	●	Internal Audit has drafted an audit protocol for to identify the presence of grant funds in the schools activity accounts. Reporting Review Protocol attached.	Internal Audit implemented a process to test 25 schools per month looking for the presence of grant funds in school activity accounts. See testing results from first month attached.	●
38	Financial	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Renn	10/01/18	10/01/20	Monthly	●	Internal Audit has drafted an audit protocol for to identify the presence of grant funds in the schools activity accounts. The protocol includes the process for notifying the appropriate staff. Reporting Review Protocol attached.	Internal Audit implemented a process to test 25 schools per month looking for the presence of grant funds in school activity accounts. See communication of results from the first round of reviews.	●
39	Financial	I3. Provide individual support/training for schools as needed based on findings	Hardin	10/01/18	10/01/20	Monthly	●	Copies of travel reimbursements for training staff attached. Copy of Principal training list attached.	Conducted district activity funds training, which was a need identified in last year's audit results. copies of trainer travel reimbursements for on-site individual trainings.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
40	Financial	I4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
41	Financial	J. KDE recommends the district separate pupil attendance and Redbook training functions from the internal auditing function, utilizing different individuals to maintain proper segregation of duties.								
42	Financial	J1. Explore and implement process to separate attendance and Redbook training from internal audit functions	Hardin	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
43	Financial	J2. Develop, implement and monitor process to ensure school staff (including Principals) are trained on Redbook and attendance responsibilities	Hardin	10/01/18	10/01/20	Annually	●	Training sessions ongoing. Evidence attached. Attendance training resources attached including training program description in email from the Supervisor or Attendance Systems	Training sessions ongoing. Evidence attached. New Multiple Receipt Form training module link attached. MRFs are the most common financial form used district-wide and training will be useful for all school-based staff.	●
44	Financial	J3. Provide individual support and training for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	Training sessions ongoing. Evidence of trainer's travel attached.	Training sessions ongoing. Evidence of trainer's travel attached.	●
45	Financial	J4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items from February are included on this sheet which is attached to this row.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2018 Status	
46	Financial	J5. Develop a quality control process to ensure job descriptions incorporate the training and compliance requirements	Adams	10/01/18	10/01/20	Annually	●	Review of job descriptions continues. The review is currently in the Cs. Additional help is being brought in to expedite the process. Currently 19.5% of Job descriptions have been reviewed. See attached spreadsheet.	Job descriptions are being reviewed for accuracy and posting on the website. Where technical changes can be made, they are. The task is currently 94.9% complete.	●
47	Financial	K. KDE recommends a process be established to review all outstanding checks past six months from the month of issue and addressed as appropriate.								
48	Financial	K1. Develop, implement, and monitor a due diligence process for uncashed stale dated checks	Hardin	10/01/18	10/01/20	Monthly	●	Current list of outstanding checks older than six months attached.	There are no checks older than four months. Oldest OS checks list attached, but none qualify for reporting within CAP K1.	●
49	Financial	K2. Share results of monitoring process with the CFO and reflect in evaluation of the Director of Accounting	Hardin	10/01/18	10/01/20	Monthly	●	Outstanding checks discussed during mid-year evaluation with Director of Accounting (attached). Current list of outstanding checks greater than six months old is attached.	Monitoring up to date with no issues to report.	●
50	Financial	L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.								
51	Financial	L1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	After much research, we decided to go with the federal government's template.	Completed	●
52	Financial	L2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, nutrition services, personnel management)	Dennes	01/01/19	03/01/19	Single Action	●	Current Drafts are attached. Currently, Chief of Staff and Director of Safety are reaching out to key players to get their input --details are laid out in the attached agendas.	Formal draft completed. Hard copy will be shared.	●
53	Financial	L3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	Status is unchanged	Review process included in plan.	●

JCPS Final CAP Finance School

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
1	Financial - School A. As evidenced by information gathered during school level interviews, communication is lacking from Central Office to school level personnel. Most Principals expressed the disadvantages of having Area Assistant Superintendents with 25 schools under each one. Communication is an area of much needed improvement. Transparency is a vital key to success and this is not observed in the JCPS network.								
2	Financial - School A1. Develop, implement, and monitor a communication protocol including responsibility matrix and frequency in regards to each financial-school CAP action	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
3	Financial - School B. It is recommended that all schools utilize one bank account for school activity funds. If a school changes banks, any outstanding checks should be voided, written off in the EPES system, and reissued under the new account if the recipient is known. Accounts that aren't being utilized, should not remain open for extended amounts of time.								
4	Financial - School B1. Develop, implement, and monitor strict timelines and procedures for closing bank accounts	Hardin, Renn	10/01/18	10/01/20	Monthly	●	Internal audit has drafted a protocol to begin identifying schools through the monthly reports that have opened a new account to begin tracking the time it takes to close the old account. Reporting Review Protocol is attached.	Internal Audit is gathering school bank account closing dates and locations as part of the schools' monthly reporting packet, then will convey this information to Accounting to ensure training and deadlines are met. To date, no school has closed its account. See attached the follow up performed for school reported by External Auditor as using unapproved bank.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
5	Financial - School	B2. Develop, implement, and monitor a process to void outstanding checks issued in the old bank account	Hardin, Renn	10/01/18	10/01/20	Monthly	●	Internal audit has drafted a protocol to identify outstanding checks that have not been voided in a timely manner. Specific monitoring will be performed on accounts that are to be closed due to new bank accounts being opened. Reporting Review Protocol is attached.	To date, no school has closed its account. See attached an example of completed monthly verification form.	●
6	Financial - School	B3. Train and communicate to all bookkeepers, school secretaries, and Principals the requirement for a single bank account	Hardin	10/01/18	10/01/20	Annually	●	We continue to train staff on school banking requirements. Our system to track banking changes in conjunction with Internal Audit is in place and operating. Evidence attached shows travel forms for trainers.	We continue to train staff on Redbook requirements, including limit to one school bank account.	●
7	Financial - School	B4. Share results of monitoring process of school level bank account closing procedures with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
8	Financial - School	C. To maintain accurate records of expenditures and authorization of expenditures, KDE recommends credit cards be safeguarded and kept under lock and key to protect against unauthorized use as outlined in Redbook procedures. A sign-in/sign-out sheet should also be maintained.								
9	Financial - School	C1. Review, implement, and monitor a process to ensure appropriate protocols for credit card management	Hardin	10/01/18	10/01/20	Monthly	●	Proper credit card procedures are being stressed at each group or individual training session. As new verification process by Internal Audit matures, they will be notifying Accounting of schools who need targeted training to stay within the Redbook law. Travel vouchers of trainers attached as evidence.	Proper credit card procedures are being stressed at each group or individual training session. Travel attached as evidence of individual coaching sessions. Internal Audit has a new monitoring system to monitor use of credit cards. (Evidence attached).	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
10	Financial - School	C2. Review, implement, and monitor audit protocols to ensure Redbook rules regarding credit card management are implemented with fidelity	Renn	10/01/18	10/01/20	Monthly	●	Internal audit has drafted a protocol to begin reviewing credit card statements and sign in/out logs to ensure procedures are implemented with fidelity. Reporting Review Protocol attached.	Internal Audit has implemented procedures to test credit card management for 25 schools per month. See results from the first months activities.	●
11	Financial - School	C3. Provide individual support and training on credit card management for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	As Internal Audit's reporting protocols mature, they will alert Accounting as they find schools needing individual training. Accounting will provide these additional services on an as-needed basis. Reporting Review Protocol attached.	Finance has shared the summarized school credit card findings with Internal Audit to review in conjunction with their month-end checklist review. We will retrain staff as needed based on IA's concerns.	●
12	Financial - School	C4. Share results of monitoring process of school level credit card system with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
13	Financial - School	D. It is recommended that the district provide training to school level personnel for schools that receive funding through grants, so that someone at the school-level will have an in-depth understanding of the financial handling of grants and able to provide supporting documentation relating to the grant upon request during an external audit. The documentation surrounding grants may be maintained and controlled at the Central Office level; however, a basic understanding of the processes involved for the grant funded employees should exist at the school level. At least one member of the school personnel should be able to explain the procedures and policies that are in place to ensure grants are being properly allocated and accounted for per the constituents.								

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
14	Financial - School	D1. Develop, implement, and monitor a process to regularly update financial services website to ensure grant procedures and guidelines are clearly stated	Hardin	10/01/18	10/01/20	Quarterly	●	Website is monitored monthly and is updated when needed. Appropriate procedures are up to date	Website is monitored monthly and is updated when needed. Appropriate procedures are up to date	●
15	Financial - School	D2. Develop, implement, and monitor a grant management system at the school level	Hardin	10/01/18	10/01/20	Monthly	●	New monthly summary report email to schools is attached.	New monthly summary report email to schools is attached.	●
16	Financial - School	D3. Develop, implement, and monitor a training process on the proper controls for grant funding for school team (e.g., bookkeepers, secretaries, principal/designee)	Hardin	10/01/18	10/01/20	Annually	●	Grant training documents are reviewed monthly to ensure all procedural information is up to date on our website. In addition as new grants are received Grant Directors are notified of the procedures to follow on proper controls in grant spending. In addition as we work on additional training modules we plan to have training modules for grants also with verification of training.	The attached documentation makes it easy for a school to see the percentage of grants that have been spent. Directions have been placed directly on the form (and highlighted) for ease of use.	●
17	Financial - School	D4. Share results of monitoring process of school level grant management system with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
18	Financial - School	E. It is recommended that the assistant Principals and teachers receive annual training on Redbook activities that govern school activities as it is not merely enough to educate bookkeepers in this area. For example, because multiple receipt forms begin in the classroom, it is important that teachers receive adequate training on multiple receipt procedures. Providing others with knowledge in this area will also help matters in the event a school bookkeeper should take leave unexpectedly, or during a replacement period if one leaves their place of employment.								

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
19	Financial - School	E1. Develop, implement, and monitor an on-line training module on Redbook procedures for teachers and Assistant Principals	Hardin	10/01/18	10/01/20	Monthly	●	Progress is being made on the video module for Multiple Receipt Forms. In addition, we have created a script for another video training module to train all sponsors and coaches on the Redbook requirements. This module will be created after the Multiple Receipt Form module is completed.	Multiple Receipt Form video finished and link attached. MRFs are the most common financial form used by all school personnel. Sponsor training video module is in process.	●
20	Financial - School	E2. Share results of monitoring process of Redbook compliance with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
21	Financial - School	F. Dates should not be crossed out in ink on a purchase request form since this leaves room for questioning the validity of the documents being examined.								
22	Financial - School	F1. Review, implement, and monitor a process to ensure proper management of school level purchase requests (e.g., dates should not be crossed out in ink)	Hardin	10/01/18	10/01/20	Monthly	●	We continue to train school based staff on proper form corrections. Evidence attached shows travel of support staff going to schools to support.	We continue to train school based staff on proper form corrections. Training staff travel and district-based travel sign in sheets attached.	●
23	Financial - School	F2. Develop and implement audit protocols for school level purchase requests	Renn	10/01/18	10/01/20	Quarterly	●	Status unchanged.	Internal Audit has implemented procedures to test purchase requests for 25 schools per month. See results from the first months activities.	●
24	Financial - School	F3. Provide individual support and training on school level purchase requests for schools based on findings	Hardin	10/01/18	10/01/20	Monthly	●	See attached for individual training visits.	See attached for individual training visits.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
25	Financial - School	F4. Share results of monitoring process of school level purchase requests with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
26	Financial - School	G. It is recommended that all audit findings, including those at the school level, be rectified annually, so that the issues are not repeated in consecutive years.								
27	Financial - School	G1. Develop, implement, and monitor to ensure that all school level audit findings are addressed	Renn	10/01/18	10/01/20	Annually	●	Identified listing of fields to be included in the database along with queries to manage the information that will be used to track corrective actions made by schools and forwarded to IT staff member assisting with the development of the access database. See attached for revised listing of fields to be included.	Creation of the database has moved into programming after it was determined that an access database was not the correct tool to use for such a large database. See copy of email from IT acknowledging the start of the project.	●
28	Financial - School	G2. Share results of monitoring responses to school level audit findings with Assistant Superintendents and reflected in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
29	Financial - School	H. It is recommended that school level findings in the independent external audit be reported to the board by individual school and not just in summary form.								

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
30	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly	● Identified listing of fields to be included in the database along with queries to manage the information that will be used to track corrective actions made by schools and forwarded to IT staff member assisting with the development of the access database. See attached for revised listing of fields to be included.	Creation of the database has moved into programming after it was determined that an access database was not the correct tool to use for such a large database. See copy of email from OT acknowledging the start of the project.	●
31	Financial - School	H2. Report school level audit findings by school to the Jefferson County Board of Education	Hardin	10/01/18	10/01/20	Annually	● ARMAc and Internal Auditor are presenting at February 12 Board meeting. Agenda item and PowerPoint attached.	No update until audit cycle ends in November 2019	●

JCPS Final CAP Personnel Management

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
1	Personnel Management A. It is recommended that the Superintendent develop and implement a process to ensure that all Central Office employees are evaluated based on the duties described in their job descriptions.								
2	Personnel Management A1. Develop, implement, and monitor a process to ensure that job descriptions for central office employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Job descriptions are being reviewed for accuracy and posting on the website. Where technical changes can be made, they are. The review process is currently in the Cs alphabetically. Additional help is being brought in to increase the productivity of the work. The task is currently 19.5% complete. See attached spreadsheet.	Job descriptions are being reviewed for accuracy and posting on the website. Where technical changes can be made, they are. The task is currently 93% complete. Spreadsheet attached.	●
3	Personnel Management A2. Develop and implement a process to ensure all Central Office employees are evaluated based on job description meeting the appropriate timelines	Adams	10/01/18	10/01/20	Annually	●	Additional evaluation training has been conducted for supervisors and each given access to the online monitoring tool to update with their conferences. PPT from training attached.	Current materials (PGPs, job descriptions, and mid-year conferences) were gathered for each central office administrator to prepare for KDE audit.	●
4	Personnel Management A3. Monitor the process and hold supervisors accountable for implementing the process as reflected in their evaluation	Adams	10/01/18	10/01/20	Annually	●	Discussed update on mid year reviews at Pre-Cabinet meeting 2.4.19. Agenda attached. Cabinet given access to monitoring tool (attached) to review submitted data and follow up with respective staff.	Supervisors used attached checklist to monitor folders. Chief of Staff met with the appropriate Chiefs to follow up.	●
5	Personnel Management B. It is recommend that the Superintendent ensure that Supervisors (e.g., Cabinet members, Area Assistant Superintendents) are accurately evaluating their employees based on the duties described in their job descriptions								

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
6 Personnel Management	B1. Develop, implement, and monitor a process to ensure that job descriptions for school level employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Job descriptions are being reviewed for accuracy and posting on the website. Where technical changes can be made, they are. The review process is currently in the Cs alphabetically. Additional help is being brought in to increase the productivity of the work. The task is currently 19.5% complete. See attached spreadsheet.	Job descriptions are being reviewed for accuracy and posting on the website. Where technical changes can be made, they are. The task is currently 93% complete. Spreadsheet attached.	●
7 Personnel Management	B2. Develop and implement a process to ensure all employees are evaluated based on job description meeting the appropriate timelines	Adams	10/01/18	10/01/20	Annually	●	Additional evaluation training has been conducted for supervisors and each given access to the online monitoring tool to update with their conferences. PPT from training attached.	Supervisors used attached checklist to monitor folders. Chief of Staff met with appropriate Chiefs to discuss selected folders.	●
8 Personnel Management	B3. Monitor the process and hold supervisors responsible for implementing the process as reflected in their evaluation	Horton	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items from February are included on this sheet which is attached to this row.	●
9 Personnel Management	C. It is recommended the HR department develop feedback mechanisms within its operating systems that will provide constructive data and information for continuous process improvement.								

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
10 Personnel Management	C1. Develop, implement and monitor a process for continuous improvement regarding HR functions (e.g., exit surveys, e-mail survey response, peer district reviews)	Adams	10/01/18	10/01/20	Monthly	●	Standards guide and best practices is being reviewed currently and undergoing the district REAP. Overall summary of customer service surveys are shared with staff each month, while individual division leaders review results from their respective divisions with their divisions. An additional form was created for principals to give direct feedback to the Chief of HR. There have been 6 submissions so far, all positive. January summary is attached.	Standards guide and best practices has been presented to Superintendent's Cabinet for review. It is scheduled to be presented to the Principals' advisory committee. Customer service summary continues to be shared with HR staff with detailed reports going to each respective division. Principals are using the feedback system created specifically for them. The Chief of HR receives a daily email of items submitted to all feedback systems and those are checked daily. The February Customer Service Feedback summary is attached.	●
11 Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	HR Leadership is currently receiving initial training for Frontline Central. Data is being prepared by PSST to be imported into Frontline Central. The implementation is on track for an April implementation.	Frontline Central is progressing well with the hope of a sooner go live date in March. Training of staff is next big step.	●
12 Personnel Management	D. It is recommended that employee files be routinely audited for complete information.								
13 Personnel Management	D1. Develop, implement, and monitor process for routinely auditing employee files to ensure information is complete and up-to-date	Brown	10/01/18	10/01/20	Monthly	●	Feb 13, 2019 Records Audit meeting agenda/minutes and supporting documents attached.	There are approximately 19,200 active employee files on the Records Room and approximately 10,200 inactive files. Approximately 4% of files have been reviewed so far. Additional support will be hired to support the process and complete the initial review. Subsequently, an ongoing plan will make the review continuous. Met with KDE to review File audit process on March 13, 2019. Attached is current audit record/spreadsheet.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
14	Personnel Management	D2. Monitor the process and hold supervisors/employees responsible for implementing the process as reflected in their evaluation	Brown	10/01/18	10/01/20	Annually	●	Mid-year evaluation conference with ER director conducted January 1, 2019 and included discussion and documentation of records audit process. February 13, 2019 Records Audit meeting cross-functional meeting conducted and led by ER director and staff. See agenda/minutes and supporting documents, attached.	Met with KDE to review File audit process on March 13, 2019. Current spreadsheet attached. KDE feedback was positive.	●
15	Personnel Management	E.The HR department has no business continuity plan in the event the VanHoose building is no longer available due to a disaster.								
16	Personnel Management	E1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	After much research, we decided to go with the federal government's template.	Complete	●
17	Personnel Management	E2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Current drafts are attached. Currently, Chief of Staff and Director of Safety are reaching out to key players to get their input --details are laid out in the attached agendas.	Formal draft is completed. (Hard copy will be shared.) Agendas/minutes of COOP meetings are attached.	●
18	Personnel Management	E3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	Status is unchanged	The review process is included in the draft plan.	●
19	Personnel Management	F. It is recommended that Central Office should provide opportunities for employees out in schools to participate in special events they hold in the main office.								
20	Personnel Management	F1. Identify special events of interest to employees	Adams	10/01/18	10/01/20	Quarterly	●	Status is unchanged.	Employee events at VHC continue to be consistently entered into the system to ensure opportunities for all employees to attend. Pre-Cabinet agenda/minutes continue to reflect this responsibility (attached). Spreadsheet of events is attached.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
21 Personnel Management	F2. Schedule events to ensure that additional opportunities are provided outside the traditional work day and at accessible location(s) for employees to participate	Adams	10/01/18	10/01/20	Monthly	●	Form is being used by staff to ensure compliance. Spreadsheet attached.	Employee events at VHC continue to be consistently entered into the system to ensure opportunities for all employees to attend. Spreadsheet of events attached.	●
22 Personnel Management	F3. Develop and implement a communication plan to enhance employee participation	Adams	10/01/18	10/01/20	Monthly	●	Revisited responsibility around form with Chiefs at 2.4.19 Pre-Cabinet meeting. Agenda attached.	Employee events at VHC continue to be consistently entered into the system to ensure opportunities for all employees to attend. All committees that have stakeholders from the community are now being captured on KSBA. This allows for a transparent process and public input. Attached is the current e-meeting schedule.	●

JCPS Final CAP Instruction Management

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
1 Instruction Management	A. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operation level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).								
2 Instruction Management	A1. Develop and implement a protocol for leadership team meetings at all levels (Cabinet, middle level management and school administrators)	Dennes	10/01/18	10/01/20	Monthly	●	Based on feedback from KDE, the agenda format was modified. The Pre-Cabinet Agenda is attached where the info was shared with Cabinet members. Agendas from each Cabinet member and Assistant Superintendent's staff meeting are attached.	Agendas from each Cabinet member and Assistant Superintendent's staff meeting are attached.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
3 <input type="checkbox"/> Instruction Management	A2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton Coleman	10/01/18	10/01/20	Monthly		All district role group meetings (principal, assistant principal, counselor and instructional coach) are intentionally designed around the 3 pillars and the strategies outlined in Vision 2020. Agendas for all role group meetings are linked to the Principal Priority page: https://docs.google.com/presentation/d/1bKwRBMy2GbF7-fMfMR4NoZ6fkkFU-LgwBcVWOy8U2UA/edit?usp=sharing . In addition, district wide student defense calendar has been shared with district leaders and community members. The expectation is for district leaders to sign up at several schools to serve as panelists for the Backpack Student Defenses https://docs.google.com/document/d/1rv3bscrxeE4nK_TJDQwdWCQHm_oy4_VdLMozq_Z85kk/edit . A student defense internal matrix has been created to help monitor the defense schedules and sign ups. https://docs.google.com/spreadsheets/d/1NTALWZ0-r4mKPgFHzFCVBmsWvQ5o594L9_B6CGn1Ixo/edit#gid=0	During the March principals' meetings, the assistant superintendents focused on systems improvement work, specifically looking at the district's systems document and honing in on ways of improvement.	

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
4 Instruction Management	A3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	Weekly reflections are continually discussed during direct report meetings with Chief of Schools, Dr. Devon Horton. Specific next steps are planned based on the discussions and support is provided collaboratively through various departments across the district.	During IC (3/04) the team reviewed analytics relating to the Backpack of Skills pillar (attached). Discussion centered around how to continue to ensure fidelity of implementation. The Superintendent's weekly email highlights schools with high functioning systems so that other schools can see strong examples.	●
5 Instruction Management	B. While valid processes and protocols have been created around curriculum, instruction and assessment, they have not been consistently implemented with fidelity system-wide to ensure sustainability and repeatability that would result in continuous improvement. Along with inconsistent implementation, also lacking is a consistent process for measuring the effectiveness of policies/procedures to create change in policy and practice. Create a system with actionable, time-bound steps and person(s) responsible (e.g., 30/60/90 day plans) to monitor implementation of processes and measure their effectiveness at all levels.								

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
6 Instruction Management	B1. Develop, implement, and monitor a district-wide protocol to ensure curriculum, instruction and assessment frameworks are implemented with fidelity	Coleman, Horton	10/01/18	10/01/20	Monthly	●	In collaboration with JCTA, a teacher walk through tool is being designed for the purpose of improving instructional practices and to intentionally support the implementation of the instructional frameworks. Next steps have been clearly delineated during the process and stakeholders' insight has been carefully considered as the tool is designed (attached). CCV visits continue to be a component of monitoring instructional practices.	During our continued collaboration with JCTA, we discussed the need for districtwide non negotiables for walkthroughs. As we continue to develop the Teacher Walkthrough Tool, the participants are focusing on consistent language and a common understanding of the purpose of the walkthrough. The team conducted a deep dive into each of the walkthrough elements to ensure coherence across the district (attached). In addition, all assistant superintendents, the CAO, COS, the acting ECE chief and many district resource staff members attended the New Standards Roll-out training led by KDE staff. We are working now to plan for our district-wide rollout as part of our emphasis on System 1. We are also working during Instructional Cabinet meeting to plan for the Principals' Institute. We are beginning by developing system-wide protocols for PLCs. See attached agendas from Instructional Cabinet.	●
7 Instruction Management	B2. Review data metrics and actions from Vision 2020/CDIP regularly at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	Cabinet review on Organizational Coherence attached. Monthly vital sign checks scheduled for Feb 22 and March 1st. A quarterly progress report on Vision 2020 key indicators was presented to the board on January 22 (attached).	Vital sign checks focused on reflective questions for strengthening impact of 3 pillars and systems work for next year (see attached). 2nd round of CCV reports currently being analyzed for trends.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
8 Instruction Management	B3. Develop and implement a protocol to use data analysis findings to inform changes to policies, procedures, and practices	Dossett	10/01/18	10/01/20	Monthly	●	<p>Cabinet review on Organizational Coherence attached. Monthly vital sign checks scheduled for Feb 22 and March 1st.</p> <p>The key metrics for the racial equity district plan was reviewed by the board at their January 22nd meeting. The board's feedback will be provided to the racial equity advisory committee for consideration at their next meeting (Feb 21st).</p>	<p>Attached is board feedback on racial equity metrics.</p> <p>The EMPT results will be analyzed for trends to determine continuum of support placement once 1st round is complete.</p> <p>2nd round of CCV reports being analyzed for trends.</p>	●
9 Instruction Management	C.As part of this system, there should be accountability for execution of this plan, as well as professional learning provided as needed, at all levels (e.g., superintendent, cabinet members, Area Assistant Superintendents, middle level management, school administrators, teachers) to ensure effectiveness.								
10 Instruction Management	C1. Develop and implement a monitoring process to ensure execution of Vision 2020/CDIP	Dossett	10/01/18	10/01/20	Monthly	●	<p>A quarterly progress report on Vision 2020 key indicators was presented to the board on January 22 (attached).</p> <p>Cabinet review on Organizational Coherence attached. Monthly vital sign checks scheduled for Feb 22 and March 1st.</p> <p>Eight vital sign checks held with AIS schools in February (see attachments for examples).</p>	<p>Vital sign checks focused on reflective questions for strengthening impact of 3 pillars and systems work for next year (see attached).</p> <p>2nd round of CCV reports currently being analyzed for trends.</p> <p>The next quarterly progress report on Vision 2020 key metrics is scheduled for April 16.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
11 Instruction Management	C2. Provide support for the effective implementation of Vision 2020/CDIP based on the results of the monitoring process	Coleman, Horton	10/01/18	10/01/20	Monthly	●	<p>As a result of CCVs, district leaders have been working on enhancing the level of student quality work. During Instructional Cabinet, the Chief Academic Officer stressed the importance of providing students with learning opportunities that are of high quality. Specific examples were shared and discussed for the purpose of bringing the work to scale (attached).</p> <p>In addition, Dr. Pollio shares exemplars of systems work in weekly emails.</p>	<p>In alignment with Vision 2020 for the goal of creating "High Performing Teams and Learning Communities", Instructional Cabinet is including PLC work as a standing agenda item.</p> <p>During this time, the team is working to calibrate PLC expectations. Members of the IC team are analyzing PLC resources and PLC scenarios in preparation for the Principals Summer Institute (attached)</p>	●
12 Instruction Management	C3. Ensure that the evaluation system is aligned with the district's goals and action plan	Coleman, Horton, Adams	10/01/18	10/01/20	Monthly	●	<p>Continued discussions regarding professional growth are occurring during direct report meetings. Self reflection and feedback is on going. Cabinet is reviewing to ensure all mid-year conferences have been completed and recorded for their direct reports (see pre-cabinet agenda). As of February, there are 562 documents recorded in the tracking system.</p>	<p>Each division turned in all mid-years, PGP and job descriptions to the Chief of Staff. Attached is the guidance/checklist for ensuring mid year reflections align with professional growth goals and job descriptions.</p>	●

JCPS Final CTE CAP

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
1	CTE	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding career and technical education								
2	CTE	A1. Establish and implement a process to ensure that all board policy and procedures regarding career and technical education are sent to the Commissioner for review	Dennes	10/01/18	10/01/20	Monthly	●	The log for the month of January is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding Board considerations attached.	The log through Mid-March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding Board considerations attached.	●
3	CTE	A2. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Rogers	10/01/18	10/01/20	Monthly	●	Office of Transition Readiness has a weekly review practice of all CAP items based on KDE Monitoring Visits/Technical Assistance. Google sheet aligns a common agenda, minutes, and sign in process. This new process is more efficient and more effective in monitoring for compliance. Total revamp of the advisory tracking process.	Office of Transition Readiness has a weekly review practice of all CAP items based on KDE Monitoring Visits/Technical Assistance. Google sheet aligns a common agenda, minutes, and sign in process. Evidence attached.	●
4	CTE	B. 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.								
5	CTE	B1. Develop, implement and monitor a system to ensure compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	Revised the Audit Result Recap & Year-to-Date tab in the TEDS monitoring workbook. Set deadlines for schools to have their audits completed. This format will allow us to more quickly pin point which schools need additional support to ensure corrections are being made and track the data improvement progress.	Audit progress is on-going. February audit results indicate schools need additional support to complete the audit process in a timely manner. We are scheduling meetings with schools to provide additional training and to find solutions to that will improve the process. We will continue to have team discussions on how OTR can better assist.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
6	CTE	B2. Review organizational structure and job responsibilities at central office to best support needs of schools	Rogers	10/01/18	10/01/20	Annually	●	During the district's February budget development cycle OTR began an evaluation process of all positions and have identified where improvements can be made to better support schools. Proposed changes in alignment have been reviewed with Dr. Coleman.	Finalizing organizational chart work with Dr. Coleman. Organizational Charts will be considered by the Superintendent and then by the Board by mid-April.	●
7	CTE	B3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Quarterly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
8	CTE	C 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.								
9	CTE	C1. Develop, implement, and monitor a protocol for pathway modifications based on industry data and advisory meetings to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Annually	●	Established a Google career pathway management grid that lists career pathway activity such as pathway modification requests, career pathway template forms (CPT's), purchases, renovations, and other key data points. This will create the opportunity to centralize key pathway information. See attached link to Instructional Lead Pathway Management.	OTR Deadline for Pathway Modifications was February 28th. Instructional Leads and Assistant Supt OTR collectively reviewed each pathway request and discussed the changes with schools. This review process aligned with the Locally Operated (LAVEC) pathway reporting deadline. Only approved pathway modification forms will be sent to KDE through the official TEDS database system.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
10	CTE	C2. Develop, implement, and monitor a process to ensure that pathways and master schedules submitted to the CTE department so that the district can check if courses are aligned in pathways and meet the four course sequence	Rogers	10/01/18	10/01/20	Annually	●	Schools and Instructional Leads are working collaboratively to make the needed changes to the 19-20 CPT forms. See link to Career Pathway Change forms. This is the temporary folder that is the holding place for pathway changes to cycle through the approval process that will begin March 1st.	Instructional Leads are working collaboratively on pathway alignment based on the 19-20 KDE Program of Studies. They are working with schools on finalizing CPT forms, requesting course codes, and ensuring master schedule information is aligned.(see link to pathway alignment)	●
11	CTE	C3. Develop, implement, and monitor a process to ensure correct course codes are used at the school level (including CTE courses, work based learning opportunities, etc.)	Rogers/ Royster	10/01/18	10/01/20	Annually	●	All high school counselors trained on how to read and use a CPT form at the January High School Counselor meeting January 24, 2019. Work-based learning Handbook was shared again with Master Schedulers with notes germane to scheduling for the 19-20 school year. This is also linked on the new OTR Google Site. CPT modification are now due at the end of February to better be able to track changes and prepare for the coming school year.	OTR Office and Office of Teaching, Learning met to redesign and implement a new system for course approval and assigning course codes (core and CTE). OTR will be presenting to all high school counselors again on March 19, 2019. Work-Based Learning Handbook will be shared again with Master Schedulers with updates to scheduling apprenticeships for the 19-20 school year once new course codes are added to IC. This is also linked on the new OTR Google Site. 19-20 CPT forms are being updated and aligned.	●
12	CTE	C4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
13	CTE D. 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.								
14	CTE D1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	Revised the Audit Result Recap & Year-to-Date tab in the TEDS monitoring workbook. Set deadlines for schools to have their audits completed. This format will allow us to more quickly pin point which schools need additional support to ensure corrections are being made and track the data improvement progress.	Audit progress is on-going. February audit results indicate schools need additional support to complete the audit process in a timely manner. We are scheduling meetings with schools to provide additional training and to find solutions to that will improve the process. We will continue to have team discussions on how OTR can better assist.	●
15	CTE D2. Develop, implement, and monitor a system to ensure staff are adequately knowledgeable with the CTE program to demonstrate compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 157.069 and KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	Revised the Audit Result Recap & Year-to-Date tab in the TEDS monitoring workbook. Set deadlines for schools to have their audits completed. This format will allow us to more quickly pin point which schools need additional support to ensure corrections are being made and track the data improvement progress. Perkins communications are sent Monthly to CTE coordinators.	In the process of analyzing the TEDS error reports for each school which identifies the schools areas of weakness in the TEDS data collection process. The next month will focus on implementing data quality checks on audit results to ensure the person assigned to monitor the school TEDS data is maintaining quality standards.	●
16	CTE D3. Develop, implement, and monitor a protocol for pathway modifications to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Semi-annually	●	The procedure document was provided in the January update. This month the results of that procedure are being captured in the instructional Lead Pathway Management Grid which houses the documentation and provides the approval workflow for any pathway changes. See link to Instructional Lead Pathway Management.	OTR Deadline for Pathway Modifications was February 28th. Instructional Leads and Assistant Supt OTR collectively reviewed each pathway request and discussed the changes with schools. This review process aligned with the Locally Operated (LAVEC) pathway reporting deadline. Only approved pathway modification forms will be sent to KDE through the official TEDS database system.	●

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17	CTE D4. Develop, implement, and monitor a process to ensure correct course codes are used at the school level (including CTE courses, work based learning opportunities, etc.)	Rogers	10/01/18	10/01/20	Semi-annually	●	School visits to train specifically on Work-based learning have been on-going. Infinite Campus filters have been created and are being monitored to audit work-based learning course enrollments. Communications to schools are on-going in regards to course codes.	Schools have submitted their requests for pathway changes. The leads are using the information to finalize the 19-20 CPT changes in accordance with the 19-20 KDE Program of study. As the leads complete their review of the CPT forms the OTR DMRT is performing an additional audit of the course codes as compared to the KDE Program of Study. The DRMT is signing off on each of the forms. The next steps will be a review of the IC Master Schedule as data becomes available.	●
18	CTE D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	●	Total revamp of the advisory tracking process. Google sheet aligns a common agenda, minutes, and sign in process. This new process is more efficient and more effective in monitoring for compliance.	The advisory tracking tool includes a quality control feedback tool that is completed by the instructional lead. Once the lead reviews the advisory submissions a quality control document is completed by the lead where a determination is made on which areas of the advisory are in compliance and which areas need to document improvements.	●
19	CTE D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	●	Developed a comprehensive 19-20 Perkins Application that each High School will use to submit their Perkins plans. This workbook contains detailed budget and purchasing instructions. Continue to work with Finance/Purchasing on improving career pathway purchasing processes.	Ongoing work sessions with schools, finance department and OTR Team to continue developing systems and processes around purchasing and order approval.	●
20	CTE D7. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

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21	CTE	E. The District CCR Coordinator should create a process that ensures that the benefits and the value of CTE are clearly communicated to all school leadership and become part of the district's culture.								
22	CTE	E1. Develop, implement, and monitor a process that ensures the benefits and value of CTE are clearly communicated to all school leadership and become part of the district's culture	Rogers	10/01/18	10/01/20	Monthly	●	JCPS Youth Apprenticeship Program is officially underway. JCPS Chief Officers and Directors are working with OTR to place students in apprentice positions that are directly related to their career pathway. OTR is employing the first apprentice student for Admin Support from Valley HS. Eleven other apprenticeships have been hired at Doss, Moore, Southern and Valley.	NEW monthly CTE Newsletter to education, celebrate, and inform school leaders, teachers on all things CTE Celebrated CTE month, gave every CTE teacher in the district a T-shirt promoting CTE Meeting with Communications Team to develop a new communication / marketing plan Dr. Pollio highlighted importance of CTE and AOL at recent state of district to top community partners	●
23	CTE	E2. Establish a feedback loop to determine perceptions of school leadership around the value of CTE	Rogers	10/01/18	10/01/20	Annually	●	The Middle School Counselor feedback was specific to ILP process, not the value of CTE.	CSS results are being compiled. Survey tool being created for monthly CTE newsletter, results in April or May CAP	●
24	CTE	F. The District CCR Coordinator should collaborate with school leadership to ensure that all school staff understand the opportunities that CTE programs provide for all students. This message should also be shared regularly with students and parents.								

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25	CTE	F1. Develop, implement, and monitor a process for all school staff that clearly communicates the opportunities CTE programs provide for all students	Rogers	10/01/18	10/01/20	Monthly	●	<p>Training at the high school and middle school counselor meetings in January. Materials with C3</p> <p>Middle School focused on course selection for rising 9th graders using ILP Data.</p> <p>High School focused on the use of CPTs outside of recording the pathway (postsecondary opportunities and connection to careers).</p>	<p>Continuing to present CTE and AOL opportunities to role groups in JCPS. Middle School Counselor meeting canceled with school cancellation; High School Counselors next week.</p> <p>Presenting CTE opportunities to ECE Staff Presenting CTE to Teaching and Learning Staff, Presented CTE update to instructional cabinet, CAP updates to Chiefs</p> <p>Working on new communication plan for parents, students, community members</p>	●
26	CTE	F2. Develop, implement, and monitor a process that clearly communicates to all parents and students the opportunities CTE programs provide for all students	Rogers	10/01/18	10/01/20	Monthly	●	<p>Task force focused on creating a HS continuum of career/college planning meeting was postponed due to school cancellation. The meeting is rescheduled for February 19th. Working document attached.</p>	<p>2nd task force meeting postponed due to school cancellation</p> <p>Working on new communication plan for parents, students, community members</p>	●
27	CTE	F3. Develop, implement, and monitor a process to review and increase each student group's participation and success in CTE programs	Rogers	10/01/18	10/01/20	Semi-annually	●	<p>Working with Alternative School Redesign to ensure inclusion for CTE programming with Alternative school setting. Created student interest survey for students at Minor Daniels and Breck Metro. All students in all settings, should have access and opportunities to CTE Education. Working on Certification Academies in the alternative school setting.</p>	<p>Continuing to work with Alternative School Redesign to ensure inclusion for CTE programming with Alternative school setting. Created student interest survey for students at Minor Daniels and Breck Metro. All students in all settings, should have access and opportunities to CTE Education. Working on Certification Academies in the alternative school setting.</p> <p>Proposal for alternative School Redesign attached.</p>	●
28	CTE	F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.</p>	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.</p>	●

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29	CTE	G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.								
30	CTE	G1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	Revised the Audit Result Recap & Year-to-Date tab in the TEDS monitoring workbook. Set deadlines for schools to have their audits completed. This format will allow us to more quickly pinpoint which schools need additional support to ensure corrections are being made and track the data improvement progress.	Audit progress is on-going. February audit results indicate schools need additional support to complete the audit process in a timely manner. We are scheduling meetings with schools to provide additional training and to find solutions to that will improve the process. We will continue to have team discussions on how OTR can better assist.	●
31	CTE	G2. Develop, implement and monitor a system that ensures all CTE coordinators are trained in TEDS and Perkins requirements	Rogers	10/01/18	10/01/20	Annually	●	OTR Finance updates shared with schools along with 19-20 Perkins budget packets that includes information regarding allowable expenses. In the process of drafting a Finance Process Check List that will guide the written process/procedure documents.	Ongoing - Budget & Finance information and OTR Funding Matrix shared with CTE Coordinators through the OTR Google site.	●
32	CTE	G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	●	With new reporting tool, OTR can now target schools below a set % of accuracy and provide support and retraining.	Through the Perkins budget cycle working with schools to address Perkins Performance Measures which were provided to each school individually (example attached).	●
33	CTE	G4. Share results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
34	CTE	H. Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.								
35	CTE	H1. Develop, implement and monitor a process that allows central office CTE staff access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly	●	Ongoing: OTR is working on a TEDS procedures manual and yearly timeline. Log in data is attached.	Ongoing: OTR is working on a TEDS procedures manual and yearly timeline. Log in data is attached.	●

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36	CTE	H2. Develop, implement and monitor a process that allows school leadership access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly	●	Ongoing - System indicated that a CTE school level administrator had changed positions, notified principal, training date set for new admin. District will cover school monitoring for one month pending the training of new CTE admin.	Ongoing - Received notice from an AP indicating he no longer could audit records. OTR explained the process required to have these responsibilities reassigned. Reinforced must be reassigned by Principal and approve by Assistant Supt of OTR.	●
37	CTE	H3. Develop, implement and monitor a process for checking logins into TEDS and communicate results with Principals and Assistant Superintendent	Rogers	10/01/18	10/01/20	Monthly	●	Log in report completed and communicated to schools for month 4	Log in report completed and communicated to schools for month 5	●
38	CTE	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
39	CTE	I. Establish a process to ensure that all district staff explore opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning.								
40	CTE	I1. Develop, implement, and monitor a process to ensure that district staff create opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning (e.g., shared professional learning opportunities)	Smith/ Rogers	10/01/18	10/01/20	Monthly	●	A proposal for training is in development for all district instructional leads on CTE, AOL, and the need for interdisciplinary work. See draft proposal attached.	Proposal for interdisciplinary training for the 2019-20 school year is still being reviewed and revised. System 1 (Standards alignment and implementation) is a primary area of focus across the district. This week, for example, Jeffersontown High School will be featured in Dr. Pollio's Sunday email as an exemplar for their standards and interdisciplinary work. We also hosted Standards Rollout training on March 13 and are planning for our district rollout. Finally, we are adding a feature in the digital Backpack that will require students to indicate content area/s of emphasis as well as Success Skill focus.	●

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41	CTE	I2. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around integrating CTE and core academic curriculum	Smith/Rogers	10/01/18	10/01/20	Annually	●	Status unchanged	<p>Extensive Instructional focus by training teachers on the six essential systems and MTSS Toolkits. Assistant Supts. training their teacher teams in unpacking standards and teacher clarity to ensure teachers teach to the standards</p> <p>District is also focusing on refining the PLC process, working in cabinet to build a "system" which will be the foundation for integration.</p> <p>KDE recently trained leadership on reading, writing, math and computer science standards.</p> <p>Exploring "Case Methodology" through 3DE with Junior Achievement.</p>	●
42	CTE	J. Create written processes that address data collection and accuracy, finance, reviews of program standards by both the district and schools, and student testing.								
43	CTE	J1. Develop, implement, and monitor written processes that address data collection and accuracy by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	OTR Google Site went live in February. There is a link on the JCPS Transition Readiness website. We are in the process of building the TEDS page which will include a monthly updates, a timeline and instructions on all data collection processes. This in conjunction with the Audit Recap in the TEDS monitoring workbook will be the main tools used to ensure data accuracy.	Developing a TEDS Data Workflow and Deadlines document that will continue to build into a comprehensive process and timeline for all TEDS users.	●
44	CTE	J2. Develop, implement, and monitor written processes that addresses finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	OTR Finance updates shared with schools along with 19-20 Perkins budget packets that includes information regarding allowable expenses. In the process of drafting a Finance Process Check List that will guide the written process/procedure documents.	<p>Ongoing work on sharing the OTR Finance updates, Funding Matrix, and building the Finance Check List.</p> <p>Funding Matrix for Expense Eligibility is attached.</p>	●

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45	CTE J3. Develop, implement, and monitor written processes that address reviews of program standards by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	End of Program testing window is now open. Schools will begin testing students qualified for the exam.	End of Program testing window is open until March 31. Schools have been testing students qualified for the exam.	●
46	CTE J4. Develop, implement, and monitor written processes that address CTE testing by both the district and schools	Thompson	10/01/18	10/01/20	Semi-annually	●	BAC for one TRACK school reminded of Administration Code/Accommodations requirements per S. Craig email. Seating charts due by the end of the month for any CTE testing completed by school staff.	Sent reminder email about not planning CTE EOP testing during the KY Emergency Management Statewide Tornado drill if possible. Attached Sherri Craig's Testing Irregularity form to report if needed. Sent to CTE EOP Coordinators if the March 6th was in their testing window.	●
47	CTE J5. Provide individual support and training for schools based on data reviews	Thompson	10/01/18	10/01/20	Monthly	●	No testing concerns have been received in the testing department for the month of February. Spreadsheet attached.	No testing concerns have been received in the testing department for the month of March. Requested and received approval form Sherri Craig for up to 3 days of a test window extension for schools with a test window affected by the 2/28/19, 3/6/19, 3/7/19, 3/12/19 and 3/13/19 school closings. Will request any additional days as needed if we experience further school closings.	●
48	CTE J6. Results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
49	CTE K. All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.								
50	CTE K1. Develop, implement and monitor a system to train all high school counselors on CTE to ensure that they understand CTE pathway scheduling requirements	Rogers	10/01/18	10/01/20	Quarterly	●	Counselor Meeting notes added for January Meetings (see attached).	High School Counselor training is scheduled for March 19, 2019.	●

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51	CTE	K2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness of training efforts	Rogers	10/01/18	10/01/20	Annually	●	Feedback from HS Counselor meeting in January attached. Follow-up information was provided based on the individual response to questions.	Middle School counselor meeting canceled; High School Counselor meeting scheduled for March 19, 2019	●
52	CTE	K3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals and/or counselors as appropriate	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
53	CTE	L. Create a process that ensures advisory councils meet the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development.								
54	CTE	L1. Develop, implement and monitor a process that ensures advisory councils meet the meeting requirement of twice a year and the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development	Rogers	10/01/18	10/01/20	Semi-annually	●	Total revamp of the advisory tracking process. Google sheet aligns a common agenda, minutes, and sign in process. This new process is more efficient and more effective in monitoring for compliance.	Total revamp of the advisory tracking process. Google sheet aligns a common agenda, minutes, and sign in process. This new process is more efficient and more effective in monitoring for compliance---update attached.	●
55	CTE	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	Total revamp of the advisory tracking process. Google sheet aligns a common agenda, minutes, and sign in process. This new process is more efficient and more effective in monitoring for compliance.	Total revamp of the advisory tracking process. Google sheet aligns a common agenda, minutes, and sign in process. This new process is more efficient and more effective in monitoring for compliance.	●
56	CTE	L3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Semi-annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

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57	CTE M. District CTE leadership should ensure that the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data from the High School Feedback reports are addressed at all schools with fidelity.								
58	CTE M1. Develop, implement, and monitor a system that ensures the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data on students who graduate (e.g., High School Feedback Reports, National Student Clearinghouse) are addressed at all high schools with fidelity	Rogers/ Royster	10/01/18	10/01/20	Annually	●	Surveying alternative school students for interest in CTE, will review labor cabinet, working with mayor's office for focus in IT to meet regional demand. Feedback from HS Counselor meeting being reviewed.	Presentation pending March 28th at the KYACAC annual conference with National Student Clearinghouse and Fayette County Public School on the use of Student Tracker and KY Stats data to make school/curriculum decisions. Slides pending	●
59	CTE M2. Develop, implement, and analyze a feedback system from school staff to determine success of graduates	Rogers/ Royster	10/01/18	10/01/20	Annually	●	Feedback from HS counselors in review.	Conference feedback pending	●
60	CTE N. Establish a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings.								
61	CTE N1. Develop, implement, and monitor a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings	Rogers/ Royster	10/01/18	10/01/20	Annually	●	Feedback from HS Counselor meeting being reviewed.	Academy Coach training on dual credit and performance-based begun March 11 and continued March 25th. This includes Dual Credit alignment with CTE pathways .	●
62	CTE N2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness training efforts	Rogers	10/01/18	10/01/20	Annually	●	Status unchanged	Feedback pending from follow-up Academy Coach training March 25th.	●
63	CTE N3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

JCPS Final CAP IDEA

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
1	IDEA A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Special Education								
2	IDEA A1. Establish and implement a process to ensure that all board policy and procedures regarding Special Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log for the end of the month of January is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures. Additionally, emails with KDE are attached.	The log through Mid-March is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures. Additionally, emails with KDE are attached.	●
3	IDEA A2. Develop and implement a process whereby KDE staff will have access to all Special Education staff meetings and trainings	Hooper	10/01/18	10/01/20	Monthly	●	ECE Living Calendar continues a means to share meetings and information with KDE. https://docs.google.com/document/d/1YDVE86oUtl2jAIP8vHecNgxvhCI5XooQHsxUJX7y2IM/edit	ECE Living Calendar continues to be the tool to share meetings and information with KDE. https://docs.google.com/document/d/1YDVE86oUtl2jAIP8vHecNgxvhCI5XooQHsxUJX7y2IM/edit	●
4	IDEA A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Hooper	10/01/18	10/01/20	Monthly	●	Review of CAP Items and monitoring visits continue to be a standing item during weekly leadership meetings (see meeting agendas).	The leadership team continues to review CAP items at the weekly leadership meetings (meeting agendas attached). Chief of Staff has been attending Leadership meetings to provide for coherence between work of ECE department and Cabinet and to support Acting Chief ECE.	●
5	IDEA A4. Establish and monitor a process for reviewing the implementation of IDEA and its implementing regulations	Hooper	10/01/18	10/01/20	Monthly	●	Desk Audit for Month 5 attached. The ECE Department audit team have completed 1047 desk audits. Trend data attached indicate ARC chairs are making progress and require less coaching. ECE and GLEC staff met Feb. 1 to outline the Record Review process for 2018-19.	Desk Audit for Month 6 attached. The ECE Department audit team have completed 1260 desk audits. ECE and GLEC staff will provide Record Review training March 6, 2019.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
6	IDEA A5. Review organizational charts to ensure necessary support structure in place to implement special education services and the Final CAP with fidelity	Hooper/ Dennes	10/01/18	10/01/20	Annually	●	The board approved the ECE Implementation Coach position at the 2/12/19 board meeting (agenda item attached).	Presentation at Board Work Session on Organizational Coherence, February 26. Materials attached. The work around coherence continues and the Acting Chief (as well as all Cabinet members) continue to focus on this.	●
7	IDEA B. (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 707 KAR 1:320, Section 5(2)(a).								
8	IDEA B1. Develop and implement a monitoring and evaluation process to ensure execution of behavior data entry and analysis protocols	DeFerrari	10/01/18	10/01/20	Monthly	●	January 11, 2019, Friday Data Review meeting to discuss restraint entry fidelity attached. January 30, 2019, Arrest, Restraint, Seclusion Tracking sheet and Meeting Agenda included. February 1, 2019 Friday Data Meeting to discuss sexual assault entry fidelity attached.	March 1, 2019 Arrest, Restraint and Seclusion Tracking document and Meeting Agenda have been attached. Friday Data Review Meeting Agenda(s) have also been uploaded (accurate coding of: restraints, failure to follow directions and requests and violation of telecommunication policies). 2.28.2019 IC Entry Error Correction Sample Email included. New AP Culture and Climate Handbook training was conducted on 2.12 (see attached sign-ins)	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
9	IDEA B2. Provide support for the effective implementation of behavior data entry protocol based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly	●	IC Entry Error Correction emails attached, i.e. miscodes, incorrect dates, Safe School report - errors & warnings, sexual assault and possible ECE considerations.	2.28.2019 IC Entry Error Correction sample email is attached. Also, 2/19 & 2/28 Friday Data Review Meeting Agenda(s) have been included. The meeting(s) focused on; accurate restraint coding and appropriate use of failure to follow directions and requests and violation of telecommunication policies. New AP Culture and Climate Handbook training was conducted on 2.12 (see attached sign-ins)	●
10	IDEA B3. Review policies, procedures, and practices based on findings from data reviews to ensure successful implementation of positive behavior supports	DeFerrari	10/01/18	10/01/20	Monthly	●	The PBIS Scaling plan was approved by the Asst. Superintendent for Climate and Culture, the Chief Academic Officer, and the Chief of Schools (emails attached). The PBIS training plan was presented to the principals at their February meetings (agendas and Powerpoint attached).	Schools have been identified as to which level of PBIS team training they will receive, and training dates have been set for each zone (schedule attached).	●
11	IDEA B4. Develop, implement, monitor, and act on special education indicator data (e.g., 4, 9,10) and significant disproportionality to decrease removals at the school level	Horton Hooper DeFerrari	10/01/18	10/01/20	Monthly	●	Indicator 4 activities were completed by February 1.	Indicator 4 activities were completed by February 1. Language to address the recording of removals in IC has been sent to KDE for approval.	●
12	IDEA B5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
13	IDEA C. (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.								

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
14	IDEA C1. Develop, implement, and monitor a process to assess student needs in relation to the number of seats available for therapeutic settings and intensive behavioral support	Hooper	10/01/18	10/01/20	Monthly	●	Coordination of Student Supports meeting are held weekly (agendas attached). Based on patterns of programming requests, there are adequate number of seats available currently.	Coordination of Student Supports meeting are held weekly (agendas attached). Based on patterns of programming requests, there continues to be adequate number of seats available.	●
15	IDEA C2. Establish and implement a continuum of education settings based on special education population needs	Hooper	10/01/18	10/01/20	Semi-annually	●	ECE staff reviewed special class projections for 2019-20. ECE staff will participate in a meeting with department heads to identify special class needs for 2019-20.	ECE staff reviewed special class projections for 2019-20. ECE staff participated in a meetings with department heads on Feb. 18, Feb. 25 and March 5 to identify potential locations for special classes for 2019-20.	●
16	IDEA C3. Develop, implement, and monitor a system of training for ARC Chairs, and other relevant school and district staff on the educational continuum of services which begins with the least restrictive setting (general education classroom) to the most restrictive educational setting (residential placement)	Hooper	10/01/18	10/01/20	Annually	●	All scheduled ARC chair training has been completed. The fourth day of coaching is in progress for ARC chairs who were recently trained. ARC Chair update training is scheduled for February 14. ECE staff provided information regarding continuum of services at the ECE Department Chair/ Team Leader meeting February 7.	ECE staff are providing ARC chair update training on CAP items at the counselors' meetings. The elem. counselor meeting was March 5. The middle and high schools dates are March 12 and March 19 respectively. ECE staff will provide ARC chair update to the Consulting Teachers on March 13.	●
17	IDEA C4. Develop, implement, and monitor a process for training new ARC Chairs and other relevant school and district staff as part of their on-boarding process on the educational continuum of services	Hooper	10/01/18	10/01/20	Monthly	●	New ARC Chair training scheduled for January 14, 15, 17 was completed. Training materials attached to action step C3, row 16. Any ARC chairs hired after January 17 will have individualized training.	New ARC chair group trainings are completed. ECE staff provided new ARC chair training to a new hire individually on Feb. 15 and March 1. Training materials attached to action step C3, row 16. The next date is scheduled for March 11.	●
18	IDEA C5. Conduct regular checks at schools for understanding and use of the continuum of services and provide professional learning based on findings from checks	Hooper	10/01/18	10/01/20	Monthly	●	Desk Audit results for Month 5 attached. A total of 1047 desk audits have been completed.	Desk Audit results for Month 6 attached. A total of 1260 desk audits have been completed.	●
19	IDEA C6. Conduct regular checks with the placement specialists, ARC chairs, and principals to determine if there are delays in placements	Hooper	10/01/18	10/01/20	Monthly	●	ECE Coordinator of Placement collaborates with Placement staff to analyze timelines in staff meetings (agenda with notes attached).	ECE Coordinator of Placement collaborates with staff to analyze timelines in staff meetings (agenda with notes attached).	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
20	IDEA C7. Develop and implement a process to ensure the class size/caseload waiver process will be followed	Hooper	10/01/18	10/01/20	Monthly	●	Currently, there have been no waiver requests. ECE staff review enrollments at the weekly Coordination of Student Supports meeting.	Currently, there are not any waiver requests. ECE staff review enrollments at the weekly Coordination of Student Supports meeting.	●
21	IDEA C8. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
22	IDEA D. (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								
23	IDEA D1. Conduct professional development for ARC Chairpersons that will focus on the ARC process and protocols and the chairperson's role and role of each ARC member (including decision making authority) to ensure decisions are made in accordance with the Least Restrict Environment provision	Hooper	10/01/18	10/01/20	Annually	●	All scheduled ARC chair training has been completed. The fourth day of coaching is in progress for ARC chairs who were recently trained. ARC Chair update training is scheduled for February 14.	All scheduled ARC chair training has been completed. The fourth day of coaching is in progress for ARC chairs recently trained. ARC Chair update training is scheduled for April 25.	●
24	D2. Conduct ARCs with the goal of consensus in decision making and if consensus cannot be reached, parents are informed of dispute resolution under IDEA, and parent input is documented	Hooper	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18.	Desk audit results for month 6 attached to C5, row 18.	●
25	IDEA D3. Conduct regular checks at schools for implementation (including reviews of due process folders where appropriate)	Hooper	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18.	Desk audit results for month 6 attached to C5, row 18.	●
26	IDEA D4. Provide coaching on-site and follow-up will be provided for ARC chairpersons to ensure proper functioning ARC meetings	Hooper	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18. The fourth day of coaching is in progress for ARC chairs who were recently trained.	Desk audit results for month 6 attached to C5, row 18. The fourth day of coaching is in progress for ARC chairs who were recently trained.	●
27	IDEA D5. Review and analyze individual student data for concise discussions at the ARC meetings and use in the development of programmatic supports and IEP development and implementation	Hooper	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18.	Desk audit results for month 6 attached to C5, row 18.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
28	IDEA E. (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								
29	IDEA E1. Provide training on the Child Find requirements and Referral Process to all administrators, ARC chairs and all teachers at each school	Hooper	10/01/18	10/01/20	Annually	●	Child Find training completed.	Child Find training completed.	●
30	IDEA E2. Implement a monitoring system that includes a process for notifying the Lead Psychologist (school psychologist, if appropriate) when a student transfers schools during the initial evaluation process	Hooper	10/01/18	10/01/20	Monthly	●	The Lead Psychologist reviewed Assessment Alert data. Updated link to spreadsheet attached.	The Lead Psychologist reviewed Assessment Alert data. Updated link to spreadsheet attached.	●
31	IDEA E3. Develop a process to review discipline data to ensure referrals are being made and acted upon with fidelity	Hooper	10/01/18	10/01/20	Monthly	●	ECE/Culture and Climate collaboration meeting scheduled for February 11.	ECE Divisional Collaboration with ECE Behavior scheduled for March 11.	●
32	IDEA F. (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.								
33	IDEA F1. Provide regular training to school administrators on documenting removals and understanding the FBA, BIP, and manifestation determination, and the ARC decision making process.	DeFerrari	10/01/18	10/01/20	Annually	●	FBA/BIP training is scheduled to take place on 2/28/2019 for newly hired administrators	FBA/BIP training for newly hired administrators took place on 2/28/2019 (sign in sheet attached)	●
34	IDEA F2. Conduct regular checks (e.g., due process file reviews) at schools for implementation and provide support and guidance in the target areas based on findings from the checks	DeFerrari	10/01/18	10/01/20	Monthly	●	Continued review of student files and recommendations emailed to schools to ensure compliance with IDEA. (Email communications attached)	Continued review of student files and recommendations emailed to schools to ensure compliance with IDEA. (Email communications attached)	●
35	IDEA F3. Develop and implement a process to assess alternative placements and make adjustments as needed based on the findings (e.g., facilities, procedure changes, data review, etc.)	DeFerrari	10/01/18	10/01/20	Monthly	●	ECE behavior Team meetings are continuing to occur. (agenda attached)	ECE behavior Team meetings are continuing to occur. (agenda attached)	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
36	IDEA G. (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), but are instead required to meet at a central location where they are then transported to KSD, in violation of IDEA.								
37	IDEA G1. Develop, implement, and monitor a process by which ARCs are trained on special transportation services	Hooper	10/01/18	10/01/20	Annually	●	All scheduled ARC chair training has been completed. The fourth day of coaching is in progress for ARC chairs who were recently trained. ARC Chair update training is scheduled for February 14.	All scheduled ARC chair training has been completed. The fourth day of coaching is in progress for ARC chairs who were recently trained. ARC Chair follow up training is scheduled for April 25. ECE staff are providing ARC chair update training on CAP items at the counselors' meetings. The elem. counselor meeting was March 5. The middle and high schools dates are March 12 and March 19 respectively. ECE staff will provide ARC chair update to the Consulting Teachers on March 13.	●
38	IDEA G2. Ensure that special transportation is available at all schools if students' IEPs require this service	Frantz	10/01/18	10/01/20	Monthly	●	Jeanna W conducted meeting with ECE Placement Specialist. Email attached.	Jeanna W conducted meeting with ECE Placement Specialist. Email attached.	●
39	IDEA G3. Review the length and duration of bus rides and refine existing routes if needed	Frantz	10/01/18	10/01/20	Monthly	●	Count and ride time summary updated to include Feb	Count and ride time summary updated to include Mar	●
40	IDEA G4. Develop and implement creative solutions when there are systemic behavior issues on buses (e.g., rival gangs)	Frantz	10/01/18	10/01/20	Monthly	●	No new systemic behavior issues on buses identified this month	No new systemic behavior issues on buses identified this month	●
41	IDEA G5. Review system to ensure that students attending the Kentucky School for the Deaf (KSD) continue to be provided door-to-door transportation	Frantz	10/01/18	10/01/20	Annually	●	Annual process, completed	Annual process, completed	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
42	IDEA H. (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.								
43	IDEA H1. Develop and implement a system to ensure that related services are available to the extent necessary to implement the IEP	Hooper	10/01/18	10/01/20	Monthly	●	Desk Audit for Month 5 attached. The ECE Department audit team have completed 1047 desk audits. Trend data attached indicate ARC chairs are making progress and require less coaching.	Desk Audit results for Month 6 attached. A total of 1260 desk audits have been completed. Trend data attached.	●
44	IDEA H2. Review the roles and responsibilities of staff who support ECE students (e.g., consulting teachers, school psychologists, counselors) and assess the need for additional staff to provide required related services	Hooper	10/01/18	10/01/20	Annually	●	The board approved the proposed ECE Implementation Coach position at the February 12 meeting	The Board approved the proposed ECE Implementation Coach position at the February 12 meeting. ECE leadership and Human Resources met with current ECE consulting teachers to discuss transition to ECE Implementation Coach on March 11, 2019 (school pairings and job description attached).	●
45	IDEA H3. Review the current professional development plan to determine if additional resources are needed to provide adequate follow-up and coaching for ECE teachers in regards to supplemental aids and supports, related services, and program modifications/supports for personnel	Hooper	10/01/18	10/01/20	Annually	●	ECE Program staff continue to plan for summer training. The team shared a survey for ECE teachers to complete at the ECE Department Chair/ Team Leader meeting on February 7 (agenda attached).	ECE Program staff continue to plan for summer training. Draft dates at end of pre-cabinet agenda (attached).	●
46	IDEA H4. Design and implement professional development for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation	Hooper	10/01/18	10/01/20	Annually	●	New ARC Chair training scheduled for January 14, 15, 17 was completed. Training materials attached to action step C3, row 16. Any ARC chairs hired after January 17 will have individualized training.	New ARC chair group trainings are completed. ECE staff provided new ARC chair training to a new hire individually on Feb. 15 and March 1. The next date is scheduled for March 11.	●

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47	IDEA H5. Review ARC 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	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18.	Desk Audit results for Month 6 attached. A total of 1260 desk audits have been completed. Trend data attached.	●
48	IDEA H6. Determine which students are being under-served according to their individual needs and assess whether additional staff or assistive technology devices are needed.	Hooper	10/01/18	10/01/20	Monthly	●	Data from the AT consultation request through 2/4/2019 is attached.	Data from the AT consultation request through 2/28/2019 is attached.	●
49	IDEA H7. Develop and implement a system to ensure that students with disabilities have equal opportunities for ongoing participation in the same programs/activities that are available to students without disabilities	Hooper	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18. Coaching provided to schools based on desk audits (see attachment). Binders with submitted ARC Process Protocols maintained in ECE department (one per school per month).	Desk audit results for month 6 attached to C5, row 18. Coaching provided to schools based on desk audits (see attachment). Binders with submitted ARC Process Protocols maintained in ECE department (one per school per month).	●
50	IDEA H8. Collaborate with district departments to increase parent engagement (e.g., JCPS West Louisville Satellite Office)	Hooper	10/01/18	10/01/20	Monthly	●	ECE staff continue to support the West Louisville Satellite Office (see attached schedule). The ECE Advisory meeting with students, school staff, parents and community partners will be conducted February 21.	ECE staff continue to support the West Louisville Satellite Office (see attached schedule). ECE Staff conducted the ECE Advisory meeting with students, school staff, and parents on February 21 (agenda attached).	●
51	IDEA H9. Conduct regular checks of IEPs and due process folders at schools for implementation and provide support and guidance in the target areas based on findings from the checks	Hooper	10/01/18	10/01/20	Monthly	●	Desk audit results for month 5 attached to C5, row 18.	Desk audit results for month 6 attached to C5, row 18.	●
52	IDEA H10. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in annual evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

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53	IDEA I. (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.								
54	IDEA I1. Adjust organizational charts to ensure separate responsibilities of staff serving the regional special education cooperative from JCPS funded staff	Hooper	10/01/18	10/01/20	Single Action	●	Action item completed	Action item completed - will explore adjusting staff days when needed	●
55	IDEA J. IDEA (Issue 2): Significant Disproportionality/Comprehensive Coordinated Early Intervening Services								
56	IDEA J1. Conduct root cause analysis upon identification of significant disproportionality by a team of diverse stakeholders including gen-ed and special ed staff	Coleman, Hooper	10/01/18	10/01/20	Annually	●	District leaders continue to support staff as they address disproportionality across the district. A thorough review of the root cause analysis for significant disproportionality will be completed through implementation of the ECE Corrective Action Plan in March.	Review of CCEIS Plan to be completed prior to April 1.	●
57	IDEA J2. Develop, implement, and monitor a CCEIS plan based on the root cause analysis with appropriate student level documentation (e.g., tracking in Infinite Campus)	Coleman, Hooper	10/01/18	10/01/20	Monthly	●	A detailed video and information sheet has been created to better support staff as they ensure that they are accurately flagging students in Infinite Campus. The numbers are consistently monitored through our google link: https://docs.google.com/spreadsheets/d/1c2FHHCD8rQOSrBLCcd2PC-Pec-rOfiFaRrJUM48giOc/edit#gid=0	We continue to monitor numbers of students flagged in IC https://docs.google.com/spreadsheets/d/1c2FHHCD8rQOSrBLCcd2PC-Pec-rOfiFaRrJUM48giOc/edit#gid=0	●

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58 IDEA	J3. Develop a budget to support the CCEIS plan	Coleman, Hooper	10/01/18	10/01/20	Annually	●	The candidate selected for the MTSS coordinator position accepted a principal position. Position has been reposted and additional applicants are being reviewed for possible interviews. Acceleration coach candidates are being reviewed and will be selected following the hiring of the coordinator. The Assistant Superintendent for Teaching and Learning is overseeing this process. We have reposted the positions for elementary psychologists approved for providing behavior support due to having few applicants. We are continuing to review applications as received. Finally, due to difficulties with the vendor, we are looking for a different behavior screener. In the meantime, schools are using the Drummond.	An MTSS coordinator for Academics has been hired and will be assisting with the hiring of the acceleration coaches. In addition, we have scheduled a meeting to review and revise our plan, if warranted, based on the new IDEA Corrective Action Plan.	●
59 IDEA	J4. Train administrators to follow the requirements of the IDEA when responding to behavioral infractions of students with disabilities	DeFerrari, Hooper	10/01/18	10/01/20	Annually	●	FBA/BIP training is scheduled to take place on 2/28/2019 for newly hired administrators	FBA/BIP training for newly hired administrators took place on 2/28/2019 (sign in sheet attached)	●
60 IDEA	J5. Develop a process to review discipline data to ensure resolutions are made in accordance with IDEA	DeFerrari	10/01/18	10/01/20	Monthly	●	January 30, 2019 Arrest, Restraint and Seclusion tracking document and meeting agenda attached. February Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA.	March Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	●

61

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
IDEA	J6. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
62 IDEA	J7. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around CCEIS strategies and district support	Smith	10/01/18	10/01/20	Annually	●	The position for MTSS Coordinator has been reposted and will be set for interviews again within the next few weeks. Assistant superintendents continue to monitor the implementation of school MTSS plans and Academic Instructional Coaches (formerly Goal Clarity Coaches) are supporting implementation of all supports and interventions for students. The Teaching and Learning Department hosted a zoom meeting 'office hours' for Academic Instructional Coaches on promising practices with MTSS implementation. It can be found https://www.youtube.com/watch?v=XEgNJhv6IAU	1) The MTSS Coordinator position has been hired and the six (6) acceleration coach interviews will occur within the next two weeks. 2) The agenda and ppt for the activity for the most recent cross-departmental collaborative meeting are attached. 3) Dr. Coleman held a conversation between the acting Chief of Special Education, Director of Special Education, and Assistant Superintendent for Teaching and Learning in order to share new requirements under the ECE CAP. This meeting outlined additional expectations to support CCEIS and to get to the root cause issues to address several instructional related opportunities to address challenging facing the district regarding disproportionality issues. An updated KDE-approved 30-60-90 plan for CCEIS will be shared the week of 3/25. 4) Several district leaders visited the Big Picture School in Shelby Co in order to begin making plans for implementing this school-wide model in several schools as outlined in the JCPS-KDE CCEIS approved plan. Additionally, a more broaden district/school based team will be visiting a school in Nashville closer to the end of the month. The CCEIS plan supports the implementation strategies for the alternative task force.	●
63 IDEA	K. IDEA (Issue 3): Positive Behavioral Interventions and Supports								

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
64	IDEA K1. Develop, implement, and monitor a district-wide plan to ensure effective implementation of positive behavioral systems and interventions in all schools for all students with special consideration for Tier II, III, and specially designed instruction	DeFerrari	10/01/18	10/01/20	Monthly	●	MTSS Behavior Resource Teachers provided on-going monitoring and support to schools. School visit logs attached. The PBIS Scaling plan was approved by the Asst. Superintendent for Climate and Culture, the Chief Academic Officer, and the Chief of Schools (emails attached). The PBIS training plan was presented to the principals at their February meetings (agendas and Powerpoint attached).	MTSS Behavior Resource Teachers provided on-going monitoring and support to school (school visit logs attached). Schools have been identified as to which level of PBIS team training they will receive, and training dates have been set for each zone (schedule attached). PBIS Scaling plan with an explanation of levels has previously been uploaded. The MTSS-Behavior team met and analyzed data for all PBIS schools and identified specific areas of concern on which to focus (agenda/notes attached).	●
65	IDEA K2. Develop, implement, and monitor a Multi-Tiered Student Support Action Plan which utilizes a combination of staffing, programming, hands-on toolkits, and training designed to proactively address behaviors that negatively impact student learning	DeFerrari	10/01/18	10/01/20	Monthly	●	The final versions of the MTSS Increased Engagement Toolkits are attached.	The MTSS Behavior and MTSS Academic Pedagogy and Engagement teams held a joint meeting. Dr. Terry Scott from the University of Louisville led the group through a discussion on disproportionality data and using that information to change teacher behavior (powerpoint attached).	●
66	IDEA K3. Provide district-wide support for the effective implementation of positive behavioral systems and Tier II and Tier III interventions in all schools based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly	●	MTSS Behavior resource teachers facilitated a PLC for school-based PBIS leads (Powerpoints attached). Leads had the opportunity to create action plans on engaging families using technology, and Mental health/self care for teachers.	MTSS Behavior resource teachers facilitated a webinar on essential Tier 1 PBIS systems (powerpoint attached). The March webinar will focus on Tiers 2 and 3, with the April PLC being specific training on effective implementation of Tier 2 and 3 interventions. These materials will be attached as the events occur.	●
67	IDEA K4. Review the district level MTSS support services and adjust based on findings from the review on a regular basis	DeFerrari	10/01/18	10/01/20	Monthly	●	The final version of the MTSS Increased Engagement Toolkits are attached.	MTSS and CDLI teams reviewed and completed a draft of the Success Gaps Rubric document to turn in to KDE. See notes in J7.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
68	IDEA K5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●
69	IDEA L. IDEA (Issue 9): Physical Restraint and Seclusion								
70	IDEA L1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	DeFerrari	10/01/18	10/01/20	Monthly	●	SCM Department Meeting Agenda and notes 1.31.19. JKM completed the 2 day Instructor Re-certification training with 15 school based instructors on 2.7.19. SCM Team will be conducting 27 training's for the month of February. SCM will be conducting Bus driver de-escalation training on 1.18.19 and 2.15.19. SCM also met with ECH associate principals on 2.8.19 to review SCM procedures/documentation and answer specific SCM questions.	SCM Department Meeting Agenda and notes 3.1.19. SCM Continues to provide bus driver/monitor trainings on behavior interventions and de-escalation strategies. SCM dept. has trained all ECH staff on behavior interventions and de-escalation strategies as well as provided training on the uses of restraint and documentation procedures and reviewed FAQ's in regards to restraints. SCM has 27 SCM trainings for the Month of March 2019. BJ Ritter will present at the Continuous Improvement Summit on How to Effectively Implement SCM within your School District on 9/17/19.	●
71	IDEA L2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	DeFerrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
72	IDEA L3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	DeFerrari	10/01/18	10/01/20	Monthly	●	January 1st-30 Arrest, Restraint, Seclusion Tracking Document uploaded. Red Flagged debriefs were reviewed during the 1.31.19 SCM Department Meeting. Action steps attached. SCM Walkthroughs from 1.1.19-1.30.19 attached. SCM Dept. has been visited Middletown ES and provided a training for the SCP and EBD teams on strategies and answering questions the team has. SCM team reviewed restraints that were coded for possible unwarranted use of restraint to determine is event was miscoded or less restrictive strategies could have been implemented. SCM team plans to provide additional trainings to those schools.	1.28.19-2.21.19 Arrest, Restraint, Seclusion Tracking Document uploaded. Red Flagged debriefs were reviewed during the 3.1.19 SCM Department Meeting. SCM Walkthroughs from 1.29.19-2.25.19 attached. SCM team reviewed restraints that were coded for possible unwarranted use of restraint to determine is event was miscoded or less restrictive strategies could have been implemented. Arrest Documentation review meeting was held on 2.27.19 to verify accurate recording of arrest. Any school that hasn't submitted the appropriate paperwork was notified and request they submit it by the end of the week.	●
73	IDEA L4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	DeFerrari	10/01/18	10/01/20	Monthly	●	SCM requested the updated list of all ISSM from HR. The list was crossed referenced for any ISSM that have not received SCM training. SCM has scheduled 2 Initial trainings for the identified ISSM on 3.4.19 and 3.6.19.	SCM conducted the 3.4.19 training of ISSM, however was unable to conduct the 3.6.19 training due to school being out. A makeup session will be offered for 3.13.19.	●
74	IDEA L5. Design, implement, and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM.	DeFerrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●
75	IDEA L6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	DeFerrari	10/01/18	10/01/20	Annually	●	SCM Feedback was reviewed during 1.31.19 SCM Department Meeting. All next steps were documented.	SCM Feedback was reviewed during 3.1.19 SCM Department Meeting. All next steps were documented.	●
76	IDEA L7. Inform all staff of a student's IEP and BIP as appropriate and hold staff accountable for implementation of strategies and interventions	DeFerrari	10/01/18	10/01/20	Monthly	●	Communication by e-mail was sent to administrators to update "One Pagers" (email attached)	Communication by e-mail was sent to administrators to update "One Pagers" (email attached)	●

77

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
IDEA	L8. Share results of monitoring systems with Assistant Superintendents to hold staff accountable for following required procedures	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

JCPS Final CAP SCM

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
1	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding physical restraint or seclusion (safe crisis management)								
2	SCM A1. Establish and implement a process to ensure that all board policy and procedures regarding physical restraint or seclusion (safe crisis management) are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log for the end of the month of January is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Emails to KDE for policy and procedure approval are attached.	The log through Mid-March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Emails to KDE for policy and procedure approval are attached.	●
3	SCM A2. Develop and implement a process whereby KDE staff will have access to all safe crisis management staff meetings and trainings	Coleman	10/01/18	10/01/20	Monthly	●	SCM minutes from the most recent department meeting are attached.	SCM minutes from the most recent department meeting and a copy of monthly SCM trainings are attached	●
4	SCM A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Coleman	10/01/18	10/01/20	Monthly	●	The PAC issue was discussed during the January KDE visit. Further guidance is being sought.	Due to a leadership transition within the Department of Teaching and Learning (Division of Learning Services) at KDE, we continue to seek guidance regarding the PAC issue.	●
5	SCM B. 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 seclusion 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.								

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
6	SCM	B1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	Deferrari	10/01/18	10/01/20	Monthly	●	SCM Department Meeting Agenda and notes 1.31.19. JKM completed the 2 day Instructor Re-certification training with 15 school based instructors on 2.7.19. SCM Team will be conducting 27 training's for the month of February. SCM will be conducting Bus driver de-escalation training on 1.18.19 and 2.15.19. SCM also met with ECH associate principals on 2.8.19 to review SCM procedures/documentation and answer specific SCM questions.	SCM Department Meeting Agenda and notes 3.1.19. SCM Continues to provide bus driver/monitor trainings on behavior interventions and de-escalation strategies. SCM dept. has trained all ECH staff on behavior interventions and de-escalation strategies as well as provided training on the uses of restraint and documentation procedures and reviewed FAQ's in regards to restraints. SCM has 27 SCM trainings for the Month of March 2019. BJ Ritter will present at the Continuous Improvement Summit on How to Effectively Implement SCM within your School District on 9/17/19.	●
7	SCM	B2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	Deferrari	10/01/18	10/01/20	Annually	●	Status is unchanged	Status is unchanged	●
8	SCM	B3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	Deferrari	10/01/18	10/01/20	Monthly	●	January 1st-30 Arrest, Restraint, Seclusion Tracking Document uploaded. Red Flagged debriefs were reviewed during the 1.31.19 SCM Department Meeting. Action steps attached. SCM Walkthroughs from 1.1.19-1.30.19 attached. SCM Dept. has been visited Middletown ES and provided a training for the SCP and EBD teams on strategies and answering questions the team has. SCM team reviewed restraints that were coded for possible unwarranted use of restraint to determine is event was miscoded or less restrictive strategies could have been implemented. SCM team plans to provide additional trainings to those schools.	1.28.19-2.21.19 Arrest, Restraint, Seclusion Tracking Document uploaded. Red Flagged debriefs were reviewed during the 3.1.19 SCM Department Meeting. SCM Walkthroughs from 1.29.19-2.25.19 attached. SCM team reviewed restraints that were coded for possible unwarranted use of restraint to determine is event was miscoded or less restrictive strategies could have been implemented. Arrest Documentation review meeting was held on 2.27.19 to verify accurate recording of arrest. Any school that hasn't submitted the appropriate paperwork was notified and request they submit it by the end of the week.	●

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
9	SCM	B4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	Deferrari	10/01/18	10/01/20	Monthly	●	SCM requested the updated list of all ISSM from HR. The list was crossed referenced for any ISSM that have not received SCM training. SCM has scheduled 2 Initial trainings for the identified ISSM on 3.4.19 and 3.6.19.	SCM conducted the 3.4.19 training of ISSM, however was unable to conduct the 3.6.19 training due to school being out. A makeup session will be offered for 3.13.19.	●
10	SCM	B5. Design, implement, and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM.	Deferrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●
11	SCM	B6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	Deferrari	10/01/18	10/01/20	Annually	●	SCM Feedback was reviewed during 1.31.19 SCM Department Meeting. All next steps were documented.	SCM Feedback was reviewed during 3.1.19 SCM Department Meeting. All next steps were documented.	●
12	SCM	B7. Share results of monitoring process with Assistant Superintendents and reflect in annual evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●

JCPS Final CAP Early Childhood

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status	
1	ECH	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Early Childhood								
2	ECH	A1. Establish and implement a process to ensure that all board policy and procedures regarding Early Childhood Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log for the end of the month of January is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Additionally, emails with KDE are attached.	The log through Mid-March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.	●
3	ECH	A2. Develop and implement a process whereby KDE staff will have access to all Early Childhood staff meetings	Averette	10/01/18	10/01/20	Monthly	●	KDE staff have attended Early Childhood leadership meetings, conducted site visits and provided feedback and resources to the Leadership Team and Associate Principals KDE staff have attended trainings for Instructional Coaches, ECE Resource Teachers and school staff and provided resources and support. KDE's Early Childhood Regional Training Center has provided initial and ongoing monthly training to all instructional staff on the Early Childhood Environmental Rating Scales, 3rd edition (ECERS-3), the tool that will be used for Full KDE Monitoring of Early Childhood in 2019-2020.	KDE staff have attended Early Childhood leadership meetings and conducted site visits and provided feedback and resources to the Leadership Team and Associate Principals. KDE staff have attended trainings/meetings for Instructional Coaches, ECE Resource Teachers and school staff and provided resources and support. KDE's Early Childhood Regional Training Center has provided initial and ongoing monthly training to all instructional staff on the Early Childhood Environmental Rating Scales, 3rd edition (ECERS-3), the tool that will be used for Full KDE Monitoring of Early Childhood in 2019-2020. KDE's Early Childhood Regional Training Center has provided ongoing training and ECERS classroom practice visits with EC instructional coaches and has provided immediate feedback to coaches regarding observation skills and coaching opportunities.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
ECH	A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Averette	10/01/18	10/01/20	Monthly	●	Established a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance (see attached).	<p>A De-Escalation and Safe Crisis Management Update was provided by the JCPS Office of Culture and Climate to the Early Childhood Associate Principals at the February 8 Meeting. Appropriate De-Escalation and Safe Crisis Management and Documentation Update Trainings were provided to each Early Childhood Center and all School-based Staff in February and March.</p> <p>Collaborative meeting between Early Childhood and the Office of Climate and Culture was held to review and align Early Childhood behavior documentation and responses to district guidelines.</p> <p>Early Childhood Response from JCPS Site Visit Report Dawson Orman 2-27-19 Non Specific Praise - School-based Pd at Dawson Orman will be provided on March 22 to address this topic. Will be addressed with all staff in Peek at the Week newsletter and through instructional coaches</p> <p>SmartBoard/ Bulletin Board - Dawson Orman Administrator clarified during debriefing that the SmartBoard is used to hang posters during lesson utilized. Once the lesson is complete the poster is removed and displayed in another location in the room. Administrator will include this reminder in weekly staff newsletter on 3-15-19.</p> <p>Playground - Double gates are padlocked - JCPS District Director of Safety & Environmental states that past practice Fire Marshall does not cite since there are 2 egress gates unlocked and accessible. Full construction of playground fencing will occur in the summer to eliminate the current need to padlock large double gates that swing freely when unlocked.</p> <p>Special classroom - all centers not open - Instructional Coach</p>	●

4

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
5	ECH	B. Implement KDE recommendations from the consolidated monitoring visit							
6	ECH	B1. Develop, implement, and monitor a system to ensure that children with disabilities collaborate with non-disabled peers as much as possible	Averette	10/01/18	10/01/20	Monthly	● <p>During the month of January, Instructional Coaches that serve special classrooms conducted walkthroughs using the ECE Special Class walkthrough tool in every classroom. Results of the walkthrough are shared with the classroom staff, school principal, and Child Development and Education (CDE) Specialist. Instructional Coaches have also provided feedback to the principals at these locations. Instructional Coaches are using the data from the walkthrough tool to provide ongoing support in areas where the walkthrough indicates a need. Instructional Coaches and Resource Teachers working with special classes report any unresolved items from EC Walkthroughs and collaboration data to their supervisors and the EC Director for resolution with school administrators. An increase has been seen in collaboration time for students especially during lunch and gross motor time. Instructional Coaches are working with staff to increase collaboration during morning meeting and self-selected centers.</p> <p>Regular work sessions are held with Asst. Supt for Academic Support Programs and Special Populations and Retired Administrator with EC Director and EC Acad. Support Specialist to refine ECE systems. Early Childhood Acad. Support Specialist and Retired Administrator regularly provide updates at the ECE Leadership Meetings.</p> <p>The EC Department is applying to become School Training Sites for the KY Autism Training Center for two centers (Duvall and Unsel) to provide targeted teacher training to build building-level capacity of leadership and staff to support students with ASD.</p>	● <p>A meeting with ARC Chair Supervisors was held and the data was shared from the Inclusive Opportunities Report for February</p> <p>The Least Restrictive Environment (LRE) Guidance document that was created by the ECE office in January was shared in the Peek at the Week with all Early Childhood staff. The EC Resource Teachers were trained on the use of this document in their February meeting.</p> <p>The Early Childhood and ECE leadership held a Collaboration Work Session to strengthen communication and implementation systems.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
ECH	B2. Develop, implement, and monitor a system to ensure that the early childhood program operates in compliance with administrative regulations in the areas of facilities, safety, health, and student information	Averette	10/01/18	10/01/20	Monthly	●	<p>Instructional Coaches are conducting walkthroughs in all early childhood classrooms to be completed by the end of February. Results are emailed to the classroom staff and building administrator. The Child Development and Education (CDE) Specialist reviews the results of the walkthroughs daily and provides feedback to classroom staff and principals as needed.</p> <p>The Quality Assurance monitoring team conducted home visit audits in all early childhood classrooms in January to determine compliance with preschool regulation requiring initial home visit within the first 60 days of student attendance. Results are shared with the teacher, principal, and Child Development and Education Specialist. The CDE Specialist has followed up on each instance of non-compliance. Instructional Coaches developed a plan to ensure that home visits are conducted by the end of February. A follow up audit will be conducted in March.</p> <p>The Operations team has implemented revised playground inspection protocols and tracking tools to identify and follow-up on identified concerns. Monthly collaboration meetings are being held with JCPS General Maintenance and Grounds staff to address issues and prioritize needs.</p> <p>In January, new full playground installations were completed at Smyrna, Trunnell, Auburndale, and DuValle. New stationary equipment was installed at McFerran and Wilkerson with plans to install new concrete surface when weather allows.</p> <p>The Early Childhood Compliance and Comprehensive Services office begin implementing Health and Safety Checklist audits of classrooms. To date audits have been completed at Alex R.</p>	<p>Compliance and Comprehensive Services completed Health and Safety checklist audits of classrooms at Alex R. Kennedy, Dawson Orman, Duvalle, Hazelwood, Maupin, McFerran, & Unseld. Data reports from schools observed a 98% or higher compliance on all indicators. Results will be shared with administrators along with opportunities for improvement if applicable.</p> <p>The Operations team has developed a collaborative Google sheet to facilitate two-way communication with the JCPS Grounds department regarding results of playground inspections. This supplements the existing work order system. In February, new stationary playground equipment was installed at Wilt and Maupin with plans to install new concrete surface when weather allows.</p> <p>Instructional Coaches have conducted walkthroughs in all early childhood classrooms during the month of February. Results are emailed to the classroom staff and building administrator. The Child Development and Education (CDE) Specialist reviews the results of the walkthroughs daily and provides feedback to classroom staff and principals as needed. The data shows that 91% of all indicators on the walkthrough have been met through the month of February. Classrooms have been tiered into five coaching support levels based on walkthrough data. The lower tiers receive higher levels of support.</p> <p>JCPS utilizes the KDE-approved Work Sampling Assessment System. The Quality Assurance monitoring team conducted assessment audits in 100% of early childhood classrooms in February to determine compliance with preschool</p>	●

7

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2019 Status	February 2019 Progress Notes	March 2019 Progress Notes	KBE Apr 2019 Status
8 ECH	B3. Share results of monitoring process with supervisors and reflect in evaluations of early childhood staff and administrators	Coleman, Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row.	●