JCPS Final CAP Planning

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟡	Completed	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	KSBA trained the Board on the new Superintendent evaluation protocol	🟡
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	🟡	Working with Chiefs to organize next steps in District Organizational Coherence. Plan to take to Board in next several weeks.	Organizational Coherence plan went to Board on May 14. Attached are all relevant documents including organizational charts and job descriptions. There is also an attachment entitled Organizational Coherence that lays out the scope of the project.	🟢
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	🟡	New Chief of ECE will start May 7. See attachment for press release.	New Chief of ECE is on board. Item complete.	🟢

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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	🟡	Vital sign checks for March as well as the CCV 2nd round summary are attached.	Vital signs for the month of April are attached. May vital sign meetings are scheduled for May 23-24.	🟡
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	🟡	A meeting was held for district resource teachers on April 8 to better align the support provided to the schools (link below) https://drive.google.com/open?id=1rdk-AtefUrxyqgf7uQS1OUMTBulfdXWDJZjrJBKe8Kg	A District System of Support Handbook has been designed to better streamline the support for schools.https://docs.google.com/presentation/d/1Il69VpACRI8F1d4d3ByRP_q3Z9jnPc1urMFQOWj3aByc/edit?usp=sharing	🟡
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	🟡	Leveled principal meetings included presenters across departments to help fortify the work of the three pillars. A summary of the 2nd round of CCV includes recommendations for improvement regarding the six systems (attached).	As weekly reports are turned in, plans are underway to better support schools. In the attached document, support for MTSS and PLC implementation will be addressed.	🟡
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).								

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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	🟢	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	🟢	April principals' meetings focused primarily on the new KDE standards and the district-wide roll-out plan(agendas attached.) Principals discussed ways in which the standards support the work of the three pillars. Dr. Pollio continues to feature a system exemplar in his Sunday emails. Additionally, meetings for large role groups continue to focus on the three pillars and the systems.	Thorough discussions are underway during Instructional Cabinet meetings led by the Chief Academic Officer and the Chief of Schools to discuss ways to better support the effective implementation of the Backpack of Success Skills work. Debriefs regarding the students' defenses are taking place to determine instructional implications and considerations for professional leanings. (see attached). The leadership team has also worked in collaboration with our Envision partners to create a Defense Implementation Success Criteria Self-Assessment (see attached) This document will be shared with schools as they work to improve their backpack defenses process.	🟢
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	🟢	Attached is the weekly report for all AIS schools. Through the intentional work of the district leadership team, schools are provided with deliberate support in the areas of instruction, planning, classroom visits.Time is also being devoted towards planning for summer PD.	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.	🟢

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	System is moving forward. Attached are organizational documents to align current policies, current procedures, and suggested procedures from KSBA. Retired administrator is working with the Chief of Staff office to organize and will roll out to chiefs after several areas "run a trial" on the system that is being organized. We are starting with the Chief of Staff and General Counsel policies.	May 12, 2019 project managers met with DEP division to pilot the system and work through their policies and procedures. Evidence attached. 5.20.19 Pre-Cabinet meeting agenda attached with evidence that project was rolled out at cabinet meeting. 5.28.19 During this week, Chiefs and their teams are meeting with project managers to learn scope of project and receive materials---PowerPoint for intro to project is 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	🟡	Next policy meeting is scheduled for April 22.	Board Policy meeting held on May 20th - 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	🟢	No Board Policy changes to communicate at this point.	No Board Policy changes to communicate at this point.	🟢
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.								

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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	🟡	Continued collaboration for the teacher walkthrough development tool is on going (attached) The team is continue to discuss elements of the tool and protocols for bringing it to scale. March vital signs checks are attached.	April vital signs are attached. May vital signs are scheduled for May 23-24th. Systems Effectiveness Review protocol shared with Asst. Superintendents (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	🟢	April principals' meetings focused primarily on the new KDE standards (agendas attached) Principals discussed ways in which the standards support the work of the three pillars. Vital signs data and CCV findings are attached.	Thorough discussions are underway during Instructional Cabinet meetings led by the Chief Academic Officer and the Chief of Schools to discuss ways to better support the effective implementation of the Backpack of Success Skills work. Debriefs regarding the students' defenses are taking place to determine instructional implications and considerations for professional leanings. (see attached). The leadership team has also worked in collaboration with our Envision partners to create a Defense Implementation Success Criteria Self-Assessment (see attached) This document will be shared with schools as they work to improve their backpack defenses process.	🟢
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	🟢	April Leadership Coaching Reports are 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)	As weekly reports are turned in, plans are underway to better support schools. In the attached document, support for MTSS and PLC implementation will be addressed	🟢

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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 March 19 and 25 to use a tool called Compression Planning to create a set of guiding principles that will be taken to the Board for feedback. Materials attached.	The Student Assignment Committee met on April 9 and May 7. Board work session on April 23. Materials for all meetings 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	🟡	The Student Assignment Committee met on March 19 and 25 to use a tool called Compression Planning to create a set of guiding principles that will be taken to the Board for feedback. Materials attached.	The Student Assignment Committee met on April 9 and May 7. Board work session on April 23. Materials for all meetings attached.	🟡

JCPS Final CAP Operations

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	May 2019 Progress Notes	April 2019 Progress Notes	KBE June 2019 Status
1	Operational Support	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding facility maintenance and replacement								
2	Operational Support	A1. Establish and implement a process to ensure that all board policy and procedures regarding facility maintenance and replacement are sent to the Commissioner for review	Dennes	10/01/18	10/01/20	Monthly	🟢	The log through May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	The log through Mid-April 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	B. It is recommended that the district analyze bus routes (including double runs) for the most efficient and effective solution to the transportation challenges within JCPS.								
4	Operational Support	B1. Develop, implement, and monitor a system that measures actual ridership versus projections to analyze bus routes and make changes where feasible	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 attached.	Compound Coordinators and Managers continue to review routes and make necessary changes to serve the needs of students. Compound visits attached.	🟢
5	Operational Support	B2. Establish and implement a transportation leadership review process for prioritization of route changes	Frantz	10/01/18	10/01/20	Quarterly	🟢	Compound Coordinators and Managers continue to review routes and make necessary changes to serve the needs of students. Compound visits 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	C. It is recommended that the district consider the addition of bus monitors for the routes that have students with greater than average ride times.								
7	Operational Support	C1. 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.	🟢

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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	🟡	Negotiations are beginning and PD opportunities will be explored.	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 May monthly transportation newsletter (attached)	Created and distributed April 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	🟡	Negotiations are beginning and routing opportunities will be explored.	Status is unchanged	🟡
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	F1. Develop, implement, and monitor a system to review student behavior and support handbook to determine if bus behavior issues have appropriate consequences	DeFerrari	10/01/18	10/01/20	Annually	🟡	Agendas and Minutes for the 3/11, 4/11, 4/18, 2019 SSBIH Committee Meetings are attached.	The agenda for the Student Support and Behavior Intervention Handbook (SSBIH) Revision Committee meeting on 3.25.2019 is attached.	🟡

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16	Operational Support	F2. Review resolutions of behavior events on bus to ensure that handbook is being implemented with fidelity across all schools	DeFerrari	10/01/18	10/01/20	Monthly	🟡	April 11, and May 5, 2019 Climate & Culture and Transportation Data Review agendas attached. Also, the May 5, 2019 Behavior Referral Tracking document is included.	IC Entry Error Clean-up Email (Bus) 3.25.2019 attached. Bus Referral Tracking document for 4.11.2019 included.	🟡
17	Operational Support	F3. Share findings from review with Assistant Superintendent and Principals to improve consistency and hold Principals accountable for implementing recommended changes	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. Items through May are included on this sheet which is attached to this row.	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-April are included on this sheet which is attached to this row.	🟡
18	Operational Support	F4. Establish and implement a process to gather and share stakeholder feedback regarding the implementation of the discipline policy for bus behavior	Frantz	10/01/18	10/01/20	Annually	🟡	Attached is 2019 Driver Feedback Survey. Surveys will be completed June 2019.	Ken and Kim working to create questionnaire to be used at 8 hr update to collect employee feedback.	🟢
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.								
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	🟡	New bus driver meetings have concluded for the 2018-19 school year. Meetings will resume for the 2019-20 school year in July. an email was sent to principals to update the ECE "One Pager" . email attached	A meeting was held on 4/11/19 with new bus drivers to discuss student bus behavior and the "ECE One Pager" was explained along with de-escalation techniques that could be utilized by the drivers.(sign in sheet attached. an email was sent to principals regarding updating the ECE One Pager (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 May monthly transportation newsletter (attached)	Created and distributed April monthly transportation newsletter (attached)	🟢

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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 May bus incident and fidelity tracking report	Attached is April 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	🟡	New bus driver meetings have concluded for the 2018-19 school year. Meetings will resume for the 2019-20 school year in July. an email was sent to principals to update the ECE "One Pager" . email attached	A meeting was held on 4/11/19 with new bus drivers to discuss student bus behavior and the "ECE One Pager" was explained along with de-escalation techniques that could be utilized by the drivers.(sign in sheet attached. an email was sent to principals regarding updating the ECE One Pager (email 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	🟡	New bus driver meetings have concluded for the 2018-19 school year. Meetings will resume for the 2019-20 school year in July. an email was sent to principals to update the ECE "One Pager" . email attached	A meeting was held on 4/11/19 with new bus drivers to discuss student bus behavior and the "ECE One Pager" was explained along with de-escalation techniques that could be utilized by the drivers.(sign in sheet attached. an email was sent to principals regarding updating the ECE One Pager (email attached)	🟡
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.								

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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	🟡	April 11, and May 5, 2019 Culture & Climate and Transportation Data Review agendas attached. Also, the May 5, 2019 Behavior Referral Tracking document is included.	IC Entry Error Clean-up Email (Bus) 3.25.2019 attached. Bus Referral Tracking document for 4.11.2019 included.	🟢
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 is unchanged	Internal audit is in the process of performing a review of Seclusion and Restraints Process/Behavior Support Activities and Monitoring as part of the Audit Plan approved by the Board.\n\nSee copy of annual audit plan.	🟡
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. Items through May are included on this sheet which is attached to this row.	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-April 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.**								
33	Operational Support	K1. Develop and implement a schedule to conduct formal documented observations of loading and unloading procedures at schools	Frantz	10/01/18	10/01/20	Monthly	🟢	School and bus observations continue to be conducted. 389 observations completed to date. Summary and a few examples attached.	School observations continue to be conducted. 306 observations completed to date. Also began driving observations. 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	10/01/18	10/01/20	Monthly	🟢	School and bus observations continue to be conducted. 389 observations completed to date. Summary and a few examples attached.	School observations continue to be conducted. 306 observations completed to date. Also began driving observations. Summary and a few examples attached.	🟢

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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. Items through May are included on this sheet which is attached to this row.	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-April 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 continue. Minutes continue to reflect this	🟢
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	🟡	Pegasus Parade traffic plan attached	English Station road construction and Billtown water main project shared with impacted compounds.	🟢
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	🟢	Completed	Completed	🟢

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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	🟡	Cabinet members have received instructions to complete appendices and have received samples. Discussed at Pre-Cabinet. Agenda/Minutes attached. All appendices received and compiling final draft.	Work continues as appendices are compiled. Agenda and minutes 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	🟡	Review process included in plan.	Review process included in 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	🟢	Monitoring and review continue. Separation of duties has been observed on all visits since the last report. Through 5/3/2019 SCNS has made a total of 1502 kitchen visits.	SCNS continues to conduct site visits and monitor compliance. Segregation of duties has been observed on all visits. No unaddressed issues have been added to CAP monitoring document. SCNS administrators have conducted over 1,240 site visits as of 4/8.	🟢
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. Planning for Back-to-school training is beginning the week of 4/8.	🟡
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. Items through May are included on this sheet which is attached to this row.	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-April are included on this sheet which is attached to this row.	🟡

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	May 2019 Progress Notes	April 2019 Progress Notes	KBE June 2019 Status
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	🟢	Through 5/3/2019 SCNS has conducted 1,502 cafeteria reviews and visits. The most common compliance review findings will be reviewed during the final in-service of the year; May 7-9 - Managers and Managing Assistants; May 14-16 - Lead Assistants. Presentation is attached.	SCNS continues to conduct site visits (over 1,240 as of 4/8). Admin continues to provide technical assistance to correct any findings.	🟢
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. Items through May are included on this sheet which is attached to this row.	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-April 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	🟢	Completed	Completed	🟢
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	🟡	Cabinet members have received instructions to complete appendices and have received samples. Discussed at Pre-Cabinet. Agenda/Minutes attached. All appendices received and compiling final draft.	Work continues as appendices are compiled. Agenda and minutes 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	🟡	Review process included in plan.	Review process included in plan.	🟡

JCPS Final CAP Finance

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 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	🟡	Confirmed scheduling this for board retreat-- working with KSBA to organize.	Rescheduled session to June 25 Work session. Board calendar attached.	🟡
3	Financial	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually	🟢	Completed	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	Status unchanged	🟡
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 23, 2019 Board work session scheduled to discuss Tentative Budget for FY 2019-20; May 14, 2019 Finance Corporation meeting with Board to discuss bond sale	Rescheduled session to June 25 Work session. Board calendar attached.	🟡
7	Financial	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	🟢	KSBA hours earned up to April 16, 2019 attached.	KSBA hours earned up to May 13, 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	🟡	Student Assignment, Student Support and Behavior Intervention Handbook Revision Committee, Local Planning Committee, Whole School, Child, Community Committee met this month Materials attached. The Board's first Community Forum and Information Fair event was held March 25. Materials attached.	Student Assignment, Student Support and Behavior Intervention Handbook Revision Committee, Local Planning Committee, Racial Equity Advisory Council, Audit Risk Management Advisory Council met this month Materials attached.	🟢
9	Financial	**B. KDE recommends Board member training regarding the use of restricted district funds for the acquisition and holding of vacant real property.**								

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	April 16, 2019 Board will be presented Budget priorities for 2019-20. During this meeting Revenue sources will be discussed along with the priorities. Scheduling this for board retreat--working with KSBA to organize--email confirmation attached.	Rescheduled session to June 25 Work session. Board calendar attached.	🟡
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 April 16, 2019 attached.	KSBA hours earned up to May 13, 2019 attached	🟢
13	Financial	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	🟡	KSBA is scheduled to come to June retreat to train. Confirmation email attached.	Rescheduled session to June 25 Work session. Board calendar attached.	🟡
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 4/16/19 Board meeting; reports are attached	Included in 5/14/19 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	🟡	Racial Equity Committee will have their review completed by the conclusion of the month.	Completed review--this information will be shared with principals in June. Process document attached.	y
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	🟡	Stenton is developing an online training module for experienced council members. This training will include budgetary reminders. An outline of this training is attached (Online Training Links).	This training is still being developed and will be available to council members by August 1st. Updated progress is attached.	🟡

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 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 councils that were sent reminders regarding the discussion of budget is attached. (Note: there were none this month)	Updated spreadsheet indicating those councils that were sent reminders regarding the discussion of budget 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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 continuously. Spreadsheet attached.	Contracts are monitored continuously. 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 continuously. Spreadsheet 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 March 22 attached.	Bank confirmation with Munis from April 19 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 March 22 attached.	Bank confirmation with Munis from April 19 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 March 22 attached.	Bank confirmation with Munis from April 19 attached.	🟢

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 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	🟢	Status unchanged	Allocation process was reviewed. The formula for Title I allocation implemented based on free/reduced percentage. Next allocation review will be next year.	🟢
30	Financial	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	🟢	Completed	Allocation process has been shared with all principals	🟢
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.								
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	🟡	Monthly grant summary report emailed to schools and will be forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning Title I, Title IV, Textbook and other local grants. Grant closing memos sent from Grants & Awards to all school bookkeepers, order/receiving clerks, secretaries, FRYSC Coordinators, ESS Coordinators. Forwarded to assistant superintendents for distribution to school principals.	Monthly grant summary reports are sent to schools. Grants & Awards reconciles all grants monthly (1400 Reconciliation) and contacts schools and grant directors with concerns. Developing a training to include media, online web support for schools and grant directors.(still in the works)	🟢
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	Training being developed for August/September	🟡

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
34	Financial	H3. Develop, implement, monitor, and communicate state grant balances to schools and Assistant Superintendents	Hardin	10/01/18	10/01/20	Monthly	🟡	Monthly grant summary report emailed to schools and will be forwarded to assistant superintendents for distribution to school principals.Textbook . Grant closing memos sent from Grants & Awards to all school bookkeepers, order/receiving clerks, secretaries, FRYSC Coordinators, ESS Coordinators. Forwarded to assistant superintendents for distribution to school principals. Monthly reconciliation by Grants & Awards not completed at time of this submission	Monthly grant summary report emailed to schools and forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding. Finance newsletter with close out deadlines and instructions.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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	🟡	The Internal Audit process is built and February results completed. See testing results for February--attached,	The Internal Audit process is built and February results completed. See testing results for March--attached,	🟡
38	Financial	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Renn	10/01/18	10/01/20	Monthly	🟡	No grant exceptions (findings) in February, see testing results for February	No grant exceptions (findings) in March, see testing results for March	🟢

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
39	Financial	I3. Provide individual support/training for schools as needed based on findings	Hardin	10/01/18	10/01/20	Monthly	🟡	Conducted additional district activity funds training as identified in audit. Sign-in sheets and travel reimbursements attached as evidence.	Conducted individual school staff trainings. Travel reimbursements attached as evidence. One new Principal trained, and list attached as evidence.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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	🟡	Unveiled Multiple Receipt Form video training at sessions on 3-1 & 3-22. Training sessions, both group and individual, ongoing. Evidence of individual coaching is documented--see attached.	Evidence of school staff trained on Redbook attached.	🟡
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 trainers' travel attached.	Evidence of individualized school staff trainings attached.	🟡

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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	🟡	A statement is being added to each job description to address this requirement. This project will be complete in several weeks. Scheduled to go to Board on April 30.	All job descriptions will go to June Board Meetings (the first set of about 75 went to the May 14, 2019 meeting).May Job Descriptions attached. All include requirement to complete training.	🟡
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	🟢	There are no checks older than five months. None qualify for CAP reporting. We have changed our practice to reviewing all checks at the three month mark so they may be reissued no later than five months.	There are no checks over six months old. List of outstanding checks older than 3/1/2019 attached as evidence.	🟢
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	🟢	Monitoring up to date with no issues to report.	Executive Administrator Accounting met with CFO on status of outstanding checks. Processes were also reviewed during this conversation to ensure monthly monitoring is in place. Evidence of meeting attached.	🟢
50	Financial	L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.								

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟢	Completed	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	🟡	Work continues as appendices are compiled. Agenda and minutes are attached.	Cabinet members have received instructions to complete appendices and have received samples. Discussed at Pre-Cabinet. Agenda/Minutes attached. All appendices are complete and final draft is being prepared.	🟡
53	**Financial**	L3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	🟡	Review process included in plan.	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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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	🟡	To date, no school has closed its account. See attached an example of completed monthly verification form.	Monitoring has identified two schools with a second bank account. Processes are in place to close the second accounts. See attached listing of schools from monthly monitoring tool.	🟢

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 developed a monthly protocol to identify schools with outstanding checks greater than 1 year and notifying schools to address the issue. See results from February analysis and example of email sent to school. See follow up O/S Check listing showing the checks were properly written off.	Internal audit has developed a monthly protocol to identify schools with outstanding checks greater than 1 year and notifying schools to address the issue. See results from March analysis no exceptions were noted in March. See follow up O/S Check listing showing the checks were properly written off.	🟢
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 Redbook requirements, including limit to one school bank account. Attached is evidence of one on one training to support schools.	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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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.								

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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. Travel attached as evidence. Session at Camp Edwards was a new employee group session.	Proper credit card procedures are being stressed at each group and individual training session. Travel attached as evidence.	🟢
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 implemented procedures to test credit card management for 25 schools per month. See results from the review of February activities attached.	Internal Audit has implemented procedures to test credit card management for 25 schools per month. See results from the review of March activities attached and email notifying bookkeeper of observations.	🟢
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	🟡	Sent reminder email to specific schools that had credit card log findings. Evidence attached.	Internal Audit is reviewing data monthly. If reminder needed, IA sends reminder to school staff. If retraining is necessary, Accounting will do on-site training. Monthly review listing and reminder email evidence attached.	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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.								
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 monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation. Projected completion is undetermined at this time.	🟢

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
15	Financial - School	D2. Develop, implement, and monitor a grant management system at the school level	Hardin	10/01/18	10/01/20	Monthly	🟢	Monthly grant summary report emailed to schools and will be forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning Title I, Title IV, Textbook and other local grants. Grant closing memos sent from Grants & Awards to all school bookkeepers, order/receiving clerks, secretaries, FRYSC Coordinators, ESS Coordinators. Forwarded to assistant superintendents for distribution to school principals.	Monthly correspondence of grant summary report to all applicable school personnel (bookkeepers, order/receiving clerks, secretaries) and forwarded to assistant superintendents for distribution to school principals. Emails from district grant personnel to schools concerning specific grant balances and timelines. Inclusion of grant and dates in monthly finance newsletters distributed to all schools. Monthly monitoring and reconciliation by Grants & Awards (1400s).	🟢
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 specific training scheduled for beginning of fiscal year.	Grant specific training scheduled for beginning of fiscal year.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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.								
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	🟡	Multiple Receipt Form video was unveiled to school based staff at training sessions on March 1 and March 22. Sign-in sheets from those trainings attached.	Email sent to school staff with link to the Multiple Receipt Form video. Email is attached as evidence.	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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. Travel reimbursements provided as evidence of individual school staff trained.	We continue to train school staff on proper form corrections. Travel reimbursements provided as example of individual school staff trained.	🟢

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
23	Financial - School	F2. Develop and implement audit protocols for school level purchase requests	Renn	10/01/18	10/01/20	Quarterly	🟡	Internal Audit has implemented procedures to test purchase requests for 25 schools per month. See results from the review of February activities attached,	Internal Audit has implemented procedures to test credit card management for 25 schools per month. See results from the review of March activities attached and email notifying bookkeeper of observations.	🟢
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 trainings.	See travel reimbursements as evidence of school staff trained.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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.								

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	Continuing to work with IT on the creation of a findings database. IT estimates 4 - 6 weeks once developer begins project. See emails from IT attached. Estimating end of May 2019. Internal Audit is reviewing the findings and following up to see the status of implementing the corrective action reported to External Auditors. See example of an email correspondence addressing excessive bank charges at Greathouse Shryock ES.	Continuing to work with IT on the creation of a findings database. IT estimates 4 - 6 weeks once developer begins project. See emails from IT attached. Estimating end of May 2019. See recent email to set up preview of initial draft. IA met with IT and identified some changes to ensure adequately addresses needs.	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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.**								
30	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly	🟡	Continuing to work with IT on the creation of a findings database.Attached are the latest estimate from IT along with summary from recent meeting.	Continuing to work with IT on the creation of a findings database.Attached are the latest estimate from IT along with summary from recent meeting.	🟡
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	🟢	No update until audit cycle ends in November 2019	No update until audit cycle ends in November 2019	🟢
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JCPS Final CAP Personnel Management

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟡	All job descriptions are being carefully reviewed and aligned across the entire organization. Plan is to take to the Board on April 30.	Organizational Coherence plan approved at Board on May 14. Attached are all relevant documents including organizational charts and job descriptions. There is also an attachment entitled Organizational Coherence that lays out the scope of the project.	🟢
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	🟡	Currently the Chief of Staff is compiling information for Chiefs concerning their own end of year evaluation. This will be a model for each of them to use with their departments.	Chief of HR presented a "refresher" on end of year evaluation process at Pre-Cabinet meeting. Agenda attached.	🟡
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	🟡	Chief of staff will review administrator evaluations. Chiefs will review evaluations in their departments.	Chief of staff will review administrator evaluations. Chiefs will review evaluations in their departments.	🟡
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**								
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	🟡	All job descriptions are being carefully reviewed and aligned across the entire organization. Plan is to take to the Board on April 30.	Organizational Coherence plan going to Board on May 14. Attached are all relevant documents including organizational charts and job descriptions. There is also an attachment entitled Organizational Coherence that lays out the scope of the project.	🟢
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	🟡	Supervisors are preparing for end of year evaluations. Superintendent sent guidance in an email to all principals attached.	Evaluations due to Central Office at end of year.	🟡

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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.								
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	🟡	Progress continues on customer service input and action being taken to improve it. The most recent results (attached) show that the department continues to improve in its ability to respond positively to assist our customers.	Progress continues on customer service input and action being taken to improve it. The most recent results are attached. The department continues to improve in its ability to respond positively to assist our customers.The goal is that the new organizational structure will allow us to see continued improvement in this area.	🟡
11	Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	🟡	Data from existing system has been uploaded and review of the data is near completion. Final testing of Frontline Central forms is being conducted. Once this is complete, staff training will occur and it will be implemented.	Testing is still going on which has delayed our training of staff. Training is now slating for June. We are finalizing the setup for Professional Leave requests for the coming school year and stop using the paper system.	🟡
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	🟢	Records audits continue and most recent update attached.	Hired retired staff to begin full scale records audit. Regular review of 50 a week continues.	🟢
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	🟡	End of year meetings will be held in the next eight weeks for follow up.	End of year meetings will be held in the next four weeks for follow up.	🟡

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟢	Completed	Completed	🟢
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	🟡	Work continues as appendices are compiled. Agenda and minutes are attached.	Cabinet members have received instructions to complete appendices and have received samples. Discussed at Pre-Cabinet. Agenda/Minutes attached. All appendices received and compiling final draft.	🟡
18	Personnel Management	E3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	🟡	Review process included in plan.	Review process included in 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.	Committee meetings that employees may be interested in are now advertised on KSBA and are held after hours. Website attached.	🟢
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	🟢	Employees at central office continue to enter district wide events information into the system to ensure opportunities for all employees to attend. Agenda for Pre-Cabinet is attached.	Employees at central office continue to enter district wide events information into the system to ensure opportunities for all employees to attend. Agenda for Pre-Cabinet is attached.	🟢
22	Personnel Management	F3. Develop and implement a communication plan to enhance employee participation	Adams	10/01/18	10/01/20	Monthly	🟡	Chiefs are reminded during pre-cabinet and cabinet meetings to ensure that events are being advertised and the events form is completed.	Chiefs are reminded during pre-cabinet and cabinet meetings to ensure that events are being advertised and the events form is completed.	🟡

JCPS Final CAP Instruction Management

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟢	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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
3	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	🟢	April principals' meetings focused primarily on the new KDE standards and the district-wide roll-out plan(agendas attached.) Principals discussed ways in which the standards support the work of the three pillars. Dr. Pollio continues to feature a system exemplar in his Sunday emails. Additionally, meetings for large role groups continue to focus on the three pillars and the systems.	Thorough discussions are underway during Instructional Cabinet meetings led by the Chief Academic Officer and the Chief of Schools to discuss ways to better support the effective implementation of the Backpack of Success Skills work. Debriefs regarding the students' defenses are taking place to determine instructional implications and considerations for professional learnings. (see attached). The leadership team has also worked in collaboration with our Envision partners to create a Defense Implementation Success Criteria Self-Assessment (see attached) This document will be shared with schools as they work to improve their backpack defenses process.	🟢
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.	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.	🟢

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	During the principal meeting in April, the principals focused on district system work, specifically System 1: Standard Implementation. The principals spent time discussing frameworks of support, essential standards and the KDE Standards (agendas attached) Curriculum and instructional frameworks will continue to be the main areas of focus as we roll-out the new standards (see attached). Monitoring the fidelity of standard implementation is a priority for each assistant superintendent and principal.	In order to assist teachers with the implementation of the ELA and Math Curriculum and Instructional Frameworks, videos have been created for the teachers and have been uploaded to our Digital Learning Channel and posted on our Principal Priority Page https://www.youtube.com/playlist?list=PLsxI8mnYlZenUJ5L9aVJpUQm9Y_S-Do_D A district level executive team has also been established to specifically address the need to ensure curriculum and instructional frameworks are implemented with fidelity. Under the leadership of Dr. Coleman and Dr. Horton, the team meets bi-weekly to create plans that would provide the teachers with all of the necessary resources that would foster an effective teaching and learning environment. One key plan has been centered around creating teacher backpacks. The goal is to ensure that every JCPS teacher has a digital teacher backpack specific to his/her grade level or course/s that would house the most essential teacher resources (instructional frameworks, MTSS toolkits, backpack documents, etc) for that level/course. Draft: https://docs.google.com/presentation/d/122R40-M9g99N4y9den4igvG9EP7l3BojCCTKZmWTGdM/edit?usp=sharingAcademic Instructional Coaches (AIC) have met to determine an action plan to ensure an effective roll out of the standards are underway and that the K-12 curriculum and	🟡

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	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	Vital sign checks for March as well as the CCV 2nd round summary are attached.	Vital sign checks for April are attached. May vital sign checks are scheduled for May 23-24.	🟡
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	🟡	The CCV 2nd round summary is attached. In addition, cabinet and departments are using the Racial Equity Analysis Protocol (REAP) to inform decisions regarding new and existing policies and practices (see attached example)	Cabinet and departments are using the Racial Equity Analysis Protocol (REAP) to inform decisions regarding new and existing policies and practices (see attached example). In addition, the procedures for all JCBOE policies will be reviewed and updated as needed by the beginning of next school year (see attachment).	🟡
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	🟡	Attached is the quarterly progress report on Vision 2020 key actions and metrics presented to the board on April 16th	SER protocols are currently being developed and drafts have been shared with Asst. Superintendents (see attached).	🟢
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	🟡	Attached is a weekly report that monitors the backpack submissions, suspensions, and student attendance. Support is provided to the schools based on the information that is collected through this weekly monitoring process.	A process for monitoring the number of backpack defenses has been designed to help leadership teams better support schools (see attached). In addition, a Defense Debrief resource has been created to help school leadership teams determine important instructional next steps (see link attachment).	🟡

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	We are preparing for end-of-year evaluations and will be using a consistent protocol for completing evaluations for administrators district-wide. Planning is underway. Currently the Chief of Staff is compiling information for Chiefs concerning their own end of year evaluation. This will be a model for each of them to use with their departments.	The evaluation process has been shared by chiefs during team meetings. During the Chief Academic Officer's team meeting, the Chief of Staff was an invited guest to answer questions pertaining to the evaluation process (see attached).	🟡

JCPS Final CTE CAP

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 through Mid-April is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	The log through May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding 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	🟡	OTR working to document procedures and practices to support schools based on data from monitoring visits and technical assistance. Office of Transition Readiness piloted a school "team" overview and training session w/principal and CTE team. We are building a schedule and a 45 minute training. Butler gave good feedback.	Building a centralized Workflow Systems Framework that will house and govern all the internal department procedures which are the result of the KDE monitoring visits and technical assistance (see link).	🟡
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	🟢	Based on monitoring visit, produced work based learning manual with clear definitions of co-op and apprenticeship. Audit progress is on-going. Communication sent to school TEDS administrators to reinforce process instructions and requirements of audit data after the break in March. Identified schools needing additional support and training for pathway data. Meetings with school teams will be set based on priority and school administration availability.	School Administration Career Pathway Training sessions continue. These sessions provide school specific training and support from OTR. Butler, South Park TAPP and Central have all been completed. Communications with school leadership teams on data deadlines and data review occur weekly. Results are shared during weekly OTR Team meetings and discussions on next steps for improvement are addressed.	🟢

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟡	Finalizing organizational chart work with Dr. Coleman. Organizational Charts will be considered by the Superintendent and then by the Board April 30.	OTR Org Chart has been revised to reflect the addition of a Manager of Career & Technical Instruction. This position will provide additional leadership to direct the work of the instructional leads in order to improve curriculum alignment and expand collaboration with district academic teams.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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.								

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	LAVEC changes were submitted to KDE by the April 1 deadline. All non-LAVEC pathways modification forms will be reviewed by OTR Assistant Superintendent before being entered into the TEDS system. The new advisory workbook houses all the documentation covered by the advisory. The instructional leads review the documentation and provide feedback to the schools.	A centralized repository for all advisory committee requirements has been implemented and is being updated by each school for every CTE program area. This repository provides the required guidelines for capturing advisory data. School administration is responsible to ensure all advisory documentation in in compliance. OTR instructional leads and Assistant Superintendent review the status of each advisory during the weekly Team meeting. Concerns for completion are escalated to the principal and the Asst. Superintendent of High Schools. Pathway Management data is maintained through the Pathway Management google sheet. All changes to pathways follow the same protocol.	🟡
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	🟡	The instructional lead in conjunction with the school develops and updates the CPT form in accordance with the KDE Program of Study. In order to verify the courses on the CPT are correct in Infinite Campus, the IT Department developed a district report that identifies all CTE courses in Infinite Campus. The data from this report is verified by the instructional lead and the DRMT for each pathway. The instructional lead will resolve all discrepancies with the school.	Once the 19-20 master schedule data is completed in Infinite Campus (IC). The OTR Master Schedule Resource Teacher will run the Master Schedule report (see attached example for Seneca Animal Science) and work with each instructional lead in comparing the Career Pathway Template (CPT) forms to the courses that are available in IC. Any discrepancies will be resolved with the school administration. Process is repeated for every Active Career Pathway.	🟡

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	OTR will be presenting to all high school counselors on April 18, 2019. The material will be what would have been presented in March (meeting was canceled).	The annual course code audit will take place in the month of May through June 7th. Staff will compare course changes from KDE to update our course catalog. Any changes to CTE courses will be communicated to master schedulers as well as Academy Coaches. Some CPTs may need to be updated as a result of changes to the KDE course information that will be reflected in this process. JCPS Course audit process is attached.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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	🟢	Audit progress is on-going. Communication sent to school TEDS administrators to reinforce process instructions and requirements of audit data after the break in March. Identified schools needing additional support and training for pathway data. Meetings with school teams will be set based on priority and school administration availability.	School Administration Career Pathway Training sessions continue. These sessions provide school specific training and support from OTR. Butler, South Park TAPP and Central have all been completed. Communications with school leadership teams on data deadlines and data review occur weekly. Results are shared during weekly OTR staff meetings and discussions on next steps for improvement are addressed.	🟢

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	Identified schools needing additional support and training for pathway data. The DMRT will set up meetings with school administration teams based on priority and availability. Example of training agenda for pathway data and pathway funding are attached. As schools are scheduled the google sheet will be updated.	School Administration Career Pathway Training sessions continue. These sessions provide school specific training and support from OTR. Butler, South Park TAPP and Central have all been completed. Communications with school leadership teams on data deadlines and data review occur weekly. Results are shared during weekly OTR staff meetings and discussions on next steps for improvement are addressed.	🟡
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	🟡	LAVEC changes were submitted to KDE by the April 1 deadline. All non-LAVEC pathways modification forms will be reviewed by OTR Assistant Superintendent before being entered into the TEDS system. The new advisory workbook houses all the documentation covered by the advisory. The instructional leads review the documentation and provide feedback to the schools.	A centralized repository for all advisory committee requirements has been implemented and is being updated by each school for every CTE program area. This repository provides the required guidelines for capturing advisory data. School administration is responsible to ensure all advisory documentation in in compliance. OTR instructional leads and Assistant Superintendent review the status of each advisory during the weekly Team meeting. Concerns for completion are escalated to the principal and the Asst. Superintendent of High Schools. Pathway Management data is maintained through the Pathway Management google sheet. All changes to pathways follow the same protocol.	🟡

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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	🟡	The instructional lead in conjunction with the school develops and updates the CPT form in accordance with the KDE Program of Study. In order to verify the courses on the CPT are correct in Infinite Campus, the IT Department developed a district report that identifies all CTE courses in Infinite Campus. The data from this report is verified by the instructional lead and the DMRT for each pathway. The instructional lead will resolve all discrepancies with the school.	Once the 19-20 master schedule data is completed in Infinite Campus (IC). The OTR Master Schedule Resource Teacher will run the Master Schedule report (see attached example for Seneca Animal Science) and work with each instructional lead in comparing the Career Pathway Template (CPT) forms to the courses that are available in IC. Any discrepancies will be resolved with the school administration. Process is repeated for every Active Career Pathway.	🟡
18	CTE	D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	🟡	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.	The Advisory Committee Document Repository centralizes all required advisory documents. In addition to addressing the required documentation, there is an Advisory Compliance Feedback document that is completed by each instructional lead (see attached link). Each instructional lead audits the advisory documentation to ensure all requirements are in compliance. Any items that are not in compliance are shared with the Assistant Superintendent of Transition Readiness. Principals are notified of actions that need to be taken to bring the advisory into compliance.	🟡

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19	CTE	D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	🟡	Ongoing work sessions with schools, finance department and OTR Team to continue developing systems and processes around purchasing and order approval. Began building a pre-approved listing of items needed by career pathway. This will be a tool for teachers to access for items needed to support their curriculum. Example attached.	All purchases are pre-approved by the school administration and the career pathway instructional lead in accordance with the strategies established by the Assistant Superintendent of Transition Readiness. Once budget is available, the school order clerk enters the order details including the justification for the purchase and submits the order through Munis workflow to the OTR budget specialist. The OTR budget specialist ensures the requisition is in compliance with the Perkins grant and sends the request to the instructional lead for final approval through a SmartSheet workflow (see attached). Any discrepancies are resolved by the instructional leads.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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	🟡	End of Program exams provide articulated credit for CTE students. Continued monthly CTE Newsletter. OTR has employed a total of eight (8) apprenticeships at Doss, Jeffersontown, Moore, Southern and Valley and Waggener. There is a total of 13 apprenticeships for the District.	Sharing value of CTE and monthly CTE newsletter with parents, speak with school level staff about pushing out to parents	🟡

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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 CTE Monthly Newsletter has gotten over 450+ clicks/views.	Survey to CTE teachers, inquire about adding to comprehensive IP	🟡
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.								
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	🟡	Working with marketing manager in the communications department to create a 19-20 communication plan - see attached.	We communicate CTE, career fairs, recognition, newsletter, signing days, advisory minutes shared, monthly counselor meetings (all levels), principal meetings, industry sector PLCs, academy coach meetings, and partnership bootcamp.	🟡
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	🟡	Work team for the HS continuum to reconvene in summer 2019 to establish "standards" for 9th and 12th grade learning experiences to be common cross all JCPS schools. (what things should all JCPS 9th and 12th graders experience and know to support transition readiness).	Developed a working partnership with the communication office and marketing manager. Please see the 2019 Communications Plan attached as evidence. Will have monthly meeting to monitor progression on the marketing plan.	🟡
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	🟡	Participated in high school reality checks and district vital sign meetings to track various transition readiness data. Developed High Leverage tracking tool for principals.	Instructional Leads are designing and ordering posters to promote careers, simulate non-traditional diverse participation. Samples of health science are attached. In the process of scheduling meetings with principals to follow up with implementation of high level structures.	🟡
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	🟡	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-April are included on this row which is attached to this row.	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 May are included on this row which is attached to this row.	🟡
29	CTE	G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.								

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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	🟢	Identified schools needing additional support and training for pathway data. The DMRT will set up meetings with school administration teams based on priority and availability. Example of training agenda for pathway data and pathway funding are attached. As schools are scheduled the google sheet will be updated.	School Administration Career Pathway Training sessions continue. These sessions provide school specific training and support from OTR. Butler, South Park TAPP and Central have all been completed. Communications with school leadership teams on data deadlines and data review occur weekly. Results are shared during weekly OTR staff meetings and discussions on next steps for improvement are addressed.	🟢
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	🟡	Will incorporate budget and finance training with the school administration training currently being scheduled. Sample of finance training agenda attached.	Working on yearly timeline for trainings and principal deadlines with a continued focus of building capacity of school teams with TEDS and Perkins.	🟢
32	CTE	G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	🟡	Established data team meetings with Data Research to continue to develop DMC reporting on school transition ready data. The goal is to reconcile the DMC to the TR Name and Need in order to better support schools in identifying strategies to improve transition readiness.	Every school is issued 10 TEDS records to audit each week (Weekly 10). Their audit results are monitored by a member of the OTR team. All weekly 10 audits are due the 10th of the following month. Based on that schedule error rates are captured and schools with low percentage are scheduled for an School Administration Career Pathway Training Session with the OTR Team.	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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.	🟡

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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 communications with schools regarding TEDS information. Scheduling School Administration Career Pathway training that will identify the support needed at each school. Continued reinforcement of the requirements and guidelines around TEDS processes.	Log in data is attached.	🟢
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 5	Log in report completed and communicated to schools for month 6	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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	🟡	Jtown HS is taking core teachers, pathway teachers to the KACTE conference in July to present.	Interdisciplinary training is on track, curriculum frameworks, exploring 3DE, working with business partners to create cross curricular industry units, link PD opportunities	🟡
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	🟡	High school Assistant Superintendents, Dr. Baete and Dr. Meyer, communicating instructional systems to business parners. CTE Teacher survey was distributed by OTR. Continuing to collect feedback (see attached).	Analyzing teacher survey, building sessions at the CTE conference and PD offering to determine next steps for integrating core/cte. Instructional Leads train with T & L division on how to build a curriculum frameworks for CTE courses. SYSTEM 1 KACTE JCPS Session Agenda for Summer Conference is being developed.	🟡

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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	🟡	Developing a TEDS Data Workflow and Deadlines document that will continue to build into a comprehensive process and timeline for all TEDS users.	Ongoing - 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	🟡	Ongoing work on sharing the OTR Finance updates, Funding Matrix, and building the Finance Check List.\n\nFunding Matrix for Expense Eligibility is attached.	Continuing to build career pathway funding eligibility guidelines that will be used to train school administration and teacher teams on addressing pathway purchasing needs. A comprehensive OTR finance process guidance document will be the result of this work.	🟡
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	🟡	Pathway alignment project has leads working with schools by pathway to align the standards and the testing schedule based for each grade level.	Ongoing - Pathway alignment project has leads working with schools by pathway to align the standards and the testing schedule based for each grade level.	🟡
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	🟡	Sent reminder to record industry certifications in the TEDS system as they are earned.	Worked with schools on KYOTE testing/ continue to send reminders to record industry certifications in the TEDS system as they are earned.	🟡
47	CTE	J5. Provide individual support and training for schools based on data reviews	Thompson	10/01/18	10/01/20	Monthly	🟡	Continuing to work with DMC to provide Transition Readiness reporting that will identify areas to improve school support. The goal is to build into the reporting a set of best practice protocols for schools to follow to improve results. Once the data identifies the areas schools need improvement, training can be established.	Continuing to work with DMC to provide Transition Readiness reporting that will identify areas to improve school support. The goal is to build into the reporting a set of best practice protocols for schools to follow to improve results. Once the data identifies the areas schools need improvement, training can be established.	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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/ Royster	10/01/18	10/01/20	Quarterly	🟡	High School Counselor training on April 18.	No high school counselor training was held in May. OTR is planning counselor training for next school year in conjunction with Michelle Sircy, Lead Counselor.	🟡
51	CTE	K2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness of training efforts	Rogers/ Royster	10/01/18	10/01/20	Annually	🟡	March middle and high school counselors meetings were cancelled, No feedback to report.	Exit slip survey after the April HS Counselor meeting shows a general understanding of work-based learning definitions and the benefits of CTE for all students. There is, however, growth in training some counselors on the benefits to all students, including those who are "college bound".	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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---update attached.	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	🟡	Data clerk continues monthly communication of audit findings to schools with the school CTE team. District team met with Butler High School CTE Team to calibrate data reporting.	Principal meeting being scheduled, will lead all principals to develop a TEDS Plan for19-20	🟡

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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	🟡	Successful presentation at KYACAC with NSC and Fayette on the use of graduate outcomes on March 28th.	The use of student interests for course planning is a part of each high school's ILP Action Plan. A sample plan is attached.	🟡
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 high school participants at session was positive, several took copies of the sample protocol.	A series of Focus Group/planning sessions were held for middle and high school counselors and ILP users to garner feedback on the process this school year.	🟡
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	10/01/18	10/01/20	Annually	🟡	Academy Coach training materials attached (updated). Continued working with postsecondary partners to vet course offerings and align to pathways.	See Shawna - training protocol do you use CTE, find month she talks about CTE	🟡

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	Anecdotal feedback positive. Several follow-up emails and calls to clarify information.	Developing data tracking systems for improved student outcomes - attendance, suspensions, transition ready rate - Valley had 100th senior earn transition ready, Moore his 50% (up from 21%) last year. Data trending positive	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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JCPS Final CAP IDEA

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 through Mid-April is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures.\n\nAdditionally, emails with KDE are attached.	The log through May is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures.\n\nAdditionally, 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	🟢	The ECE Living Calendar continues to be the tool to share meetings and information with KDE. https://docs.google.com/document/d/1YDVE86oUtI2jAlP8vHecNgxvhCl5XooQHsxUJX7y2IM/edit	The ECE Living Calendar continues to be the tool to share meetings and information with KDE. https://docs.google.com/document/d/1YDVE86oUtI2jAlP8vHecNgxvhCl5XooQHsxUJX7y2IM/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	🟡	The leadership team continues to review CAP items at the weekly leadership meetings (agendas attached).\n\nThe Chief of Staff continues to attend ECE Leadership meetings to provide coherence between work of the ECE department and Cabinet and to support Acting Chief ECE.	The leadership team continues to review CAP items at the weekly leadership meetings (agendas attached).\n\nThe Chief of Staff continues to attend ECE Leadership meetings to provide coherence between work of the ECE department and Cabinet and to support 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 7 attached. The ECE Department audit team have completed 1493 desk audits. GLEC has provided Record Review training to the Record Review teams. Record Review has been scheduled and is in process. Target end date is May 1.	Desk Audit for Month 8 attached. The ECE Department audit team have completed 1719 desk audits. Additionally, the Compliance Record Review has been completed for the 2018-19 school year and data is being analyzed at the district level.	🟢

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟡	Working on reorganization for the District. Aligning across departments. This work will be completed in the next several weeks.	A reorganization plan is going to the Board for approval on May 14, 2019. Attached are all organizational charts (both mark-ups and final); all new job descriptions, all deleted job descriptions, and all revisions(both mark-ups and final).	🟡
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	🟡	IC Entry Error Clean-up Emails (Assault, Bus, Sexual Assault and Entry Errors) 3.25.2019 attached. 3.15.19 Friday Data Meeting Agenda (weapons, assaults) and 3.22.19 Friday Meeting Agenda (Bus) included. IC Entry Error Clean-up Emails (Entry Errors & Resolution End Date) 4.4.2019 and Friday Data Meeting Agenda uploaded.	Arrest, Restraint and Seclusion Tracking document and Meeting Agenda & Minutes for 5/7/2019 are uploaded. Friday Data Review Meeting Agendas for 4/4, 4/12, 4/19, 4/26 are attached. IC Entry Error Clean-up Emails; INSR 4/23, IC Behavior Correction 4/22 & 5/7 and R&S Fidelity Coding email to SCM Team included. Also, the C&C Data Fidelity Matrix has been created and included to reflect updates to the ways JCPS is improving data fidelity accuracy.	🟢

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 Clean-up Emails (Assault, Bus, Sexual Assault and Entry Errors) 3.25.2019 attached. 3.15.19 Friday Data Meeting Agenda (weapons, assaults) and 3.22.19 Friday Meeting Agenda (Bus) included. IC Entry Error Clean-up Emails (Entry Errors & Resolution End Date) 4.4.2019 and Friday Data Meeting Agenda uploaded.	Arrest, Restraint and Seclusion Tracking document and Meeting Agenda & Minutes for 5/7/2019 are uploaded. Friday Data Review Meeting Agendas for 4/4, 4/12, 4/19, 4/26 are attached. IC Entry Error Clean-up Emails; INSR 4/23, IC Behavior Correction 4/22 & 5/7 and R&S Fidelity Coding email to SCM Team included. Also, the C&C Data Fidelity Matrix has been created and included to reflect updates to the ways JCPS is improving data fidelity accuracy.	🟢
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	🟡	Schools are participating in the scheduled training. List of schools and their assigned level is attached. PBIS training powerpoint and workbook are attached.	All but 8 Level 1 & Level 2 schools have been trained (see attached attendance sheets). The remaining 8 schools will train June 17-18 (see attached leveled training list). All schools are working to finalize their PBIS documents and be ready for full implementation in August.	🟡
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	🟡	KDE approved the language to document removals in IC. The Acting Chief of ECE will share the information with the cabinet on April 8.	ECE staff submitted student files for Indicator 9 on April 30 for KDE staff to review. Corrective Action Plan for Louisville Day Treatment from Consolidated Monitoring Visit closed on May 9, 2019.	🟡
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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.**								
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). Programming requests indicate there are adequate number of seats.	Coordination of Student Supports meeting are held weekly (agendas attached). Programming requests indicate there are adequate number of seats for intensive behavioral support.	🟡
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 continue to review special class projections for 2019-20 (attached). The Chief of ECE participated in meetings with department heads in Feb. and March to identify potential locations for special classes for 2019-20.	ECE staff review special class 2019-20 projections weekly for changes.	🟡
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	🟡	ECE staff continue to provide ARC chair update training on CAP items at the counselors' meetings. The elem. counselor meeting is April 11. The middle and high schools dates are April 16 April 18 respectively. ECE staff will provide ARC chair update to the Consulting Teachers on April 17.	ECE staff provided ARC chair follow up training on April 25. ARC chair training is complete for 2018-19. ARC chair training for 2019-20 will begin in July. Updated information for fourth day of coaching for recently trained ARC chairs.	🟡
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 group trainings are complete for the current school year. ECE staff will provide new ARC chair training to any new hires individually. Training materials attached to action step C3, row 16.	New ARC chair group trainings are complete for the current school year. ECE staff will provide new ARC chair training to any new hires individually. ARC Chair Training dates for Summer, 2019 set - see attachment.	🟡
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 7 attached. A total of 1493 desk audits have been completed.	Desk Audit results for Month 8 attached. A total of 1719 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 collaborates with ECE Specialists to analyze timelines in Specialist staff meetings (agenda with notes attached).	ECE Coordinator collaborates with ECE Specialists to analyze timelines in Specialist staff meetings (agenda with notes attached).	🟡

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟡	ECE staff review enrollments at the weekly Coordination of Student Supports meeting. There are no waiver requests at this time.	ECE staff review enrollments at the weekly Coordination of Student Supports meeting. ECE staff are reviewing caseloads to determine if the district must a waiver request for two schools.	🟢
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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 have been completed. The fourth day of coaching is in progress for ARC chairs recently trained. ARC Chair follow-up training is scheduled for April 25.	All scheduled ARC chair training have been completed. ARC Chair follow-up training was April 25. Updated information for fourth day of coaching for recently trained ARC chairs.	🟢
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 7 attached to C5, row 18.	Desk audit results for month 8 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 7 attached to C5, row 18.	Desk audit results for month 8 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 7 attached to C5, row 18. The fourth day of coaching is still in progress for recently trained ARC chairs.	Desk audit results for month 8 attached to C5, row 18. ECE staff coach staff based on audit results. Updated information for fourth day of coaching for recently trained ARC chairs.	🟡

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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 7 attached to C5, row 18.	Desk audit results for month 8 attached to C5, row 18.	🟡
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. There have been 2513 consents for evaluation. Updated link to spreadsheet attached.	The Lead Psychologist reviewed Assessment Alert data. There have been 2596 consents for evaluation. 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 Divisional Collaboration with ECE Behavior scheduled for April 8 (agenda attached).	ECE Divisional Collaboration with ECE Behavior scheduled for May 13 (agenda attached).	🟢
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 for Principals took place on 4/10/19 sign in sheets attached. On 4/24/19 another FBA/BIP training will take place. PD Central Session Summary attached.	FBA/BIP and manifestation training for 2018-19 school year is complete. Training will resume for the 2019-20 school year in July.	🟡
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)	🟡

#	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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)	🟡
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	🟡	ECE staff continue to provide ARC chair update training on CAP items at the counselors' meetings. The elem. counselor meeting is April 11. The middle and high schools dates are April 16 April 18 respectively. ECE staff will provide ARC chair update to the Consulting Teachers on April 17.	ECE staff provided ARC chair follow up training on April 25. ARC chair training is complete for 2018-19. ARC chair training for 2019-20 will begin in July.	🟡
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 April	Count and ride time summary updated to include May	🟢
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	Transportation staff involved in Phoenix student mediation on 4/19. Student transportation solutions have been identified and implemented. Present were Principal, Chief of ECE, parents, mediator and transportation staff.	🟢
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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 results for Month 7 attached. A total of 1493 desk audits have been completed. Trend data attached.	Desk audit results for month 8 attached to C5, row 18. ECE staff coach staff based on audit results.	🟡
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 ECE Implementation Coaches are currently being hired. The current Consulting Teachers have received their school assignments. Vacant positions will be posted on the JCPS website April 8.	Principals are in the process of hiring ECE Implementation Coaches. ECE staff have provided support to principals regarding the position.	🟡
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	🟡	All ECE teachers will participate in IEP and FBA/BIP training Summer 2019.	All ECE teachers will receive IEP and FBA/BIP training in July or August 2019. New ECE teachers hired after August will also receive training.	🟡
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 group trainings are completed for the current school year. ECE staff will provide new ARC chair training to any new hires individually. Training materials attached to action step C3, row 16.	ARC chair training is complete for 2018-19. ARC chair training for 2019-20 will begin in July.	🟡

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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 7 attached to H1, row 43. A total of 1493 desk audits have been completed. As of March 28, 87 students have counseling as a related service on their IEP which is 81 more students than last school year. There has been 1250% increase in the number of students receiving counseling as a related service.	As of May 1, 121 students have counseling as a related service on their IEP. There has been a significant increase in the number of students receiving counseling as a related service since last school year. Redacted Counseling as a related service log attached for documentation.	🟡
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 3/27/2019 is attached.	Data from the AT consultation request through 5/1/2019 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 7 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 8 attached to C5, row 18. ECE staff coach staff based on audit results.	🟡
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). ECE Administrative Specialist participated in the Title I Parent Advisory meeting on March 22, 2019. ECE leadership also participated in the Community Forum and Information Fair hosted at Central HS on March 26, 2019.	ECE staff continue to support the West Louisville Satellite Office (see attached schedule). ECE Administrative Specialist participated in the Title I Parent Advisory meeting on April 22. The ECE Advisory meeting with community members is scheduled for May 16.	🟡
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 7 attached to C5, row 18.	Desk audit results for month 8 attached to C5, row 18. ECE staff coach staff based on audit results.	🟡

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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	🟢
55	IDEA	J. IDEA (Issue 2): Significant Disproportionality/Comprehensive Coordinated Early Intervening Services								

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟢	One activity within the IDEA Corrective Action Plan for JCPS revolves around the review and revision of the Comprehensive Coordinated Early Intervening Services (CCEIS) plan for the school district. This includes the review of current root-cause analysis for significant disproportionality, how CCEIS funding was spent to address and correct significant disproportionality, the input in the root cause analysis from a team of diverse stakeholders, and the CCEIS plan to address the reasons found in the root cause analysis. This process was completed on March 28, 2019 by staff within the Exceptional Child Education Department and Academics. The team reviewed progress and summarized the work completed, as well as reviewed the plan. All supporting documents were submitted to the Kentucky Department of Education (KDE) on March 28, 2019 through the agreed upon technology platform. KDE has acknowledged the receipt of the materials which are currently under review.

In addition, Chris Thacker is scheduled to train members of the Instructional Cabinet on significant disproportionality on Monday, April 15, 2019. | The Instructional Cabinet was trained in Disproportionality on April 15, 2019. | 🟢 |

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	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	See progress notes on line 57 above. In addition, we continue to remind principals of the purpose of the CCEIS funds.	Numbers in Infinite Campus continue to be monitored in the CCEIS activity tracker (see attached)	🟡
58	IDEA	J3. Develop a budget to support the CCEIS plan	Coleman, Hooper	10/01/18	10/01/20	Annually	🟢	No changes at the current time. The budget will be revisited after KDE feedback on the root cause analysis and current plan.	No changes at the current time.	🟢
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 manifest training for principals will take place on 4/24/2019 PD Central session summary attached.	FBA/BIP and manifestation training for 2018-19 school year is complete. Training will resume for the 2019-20 school year in July.	🟡
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	🟡	April Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	May Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	🟡
61	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. Items through mid-April are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡
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	🟡	Attached is the March CCEIS strategies and progress update. In addition, guidance was provided to schools regarding the connection between the purpose of CCEIS funding and the schools' mini-grants (attached J2).	Student behavior outcomes are continually monitored and results are reported to schools and assistant superintendents on a regular basis. These outcomes are analyzed to determine needed district support on a weekly basis, with support being provided immediately. We are also in the process of considering an additional system for determining the effectiveness of these efforts. Updates will be provided as available.	🟡

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
63	IDEA	**K. IDEA (Issue 3): Positive Behavioral Interventions and Supports**								
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	🟡	Schools are participating in the scheduled PBIS training. List of schools and their assigned level is attached. PBIS training powerpoint and workbook are attached. MTSS behavior resource teachers provided on-going monitoring and support to schools. School visit logs attached.	District resource teachers have been meeting with school teams to review evidence and complete the Tiered Fidelity Inventory (TFI) (School support logs attached). All schools trained prior to 2019 will have this completed by the end of May.	🟡
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 majority of schools in the district have identified their MTSS Increased Engagement Toolkit. The list has been attached.	The MTSS Engagement team has created an end of year MTSS toolkit implementation report for each school that will be shared with assistant superintendents and cabinet. The department protocol is attached and the report will be uploaded when completed.	🟡
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, collaborating with the Greater Louisville Educational Cooperative (GLEC) conducted a webinar on effective use of Tier 2 interventions. Powerpoint is attached.	MTSS Behavior resource teachers, in collaboration with GLEC, led an in-person PLC for behavior coaches and school based leads on Tier 2 interventions. Powerpoint is attached.	🟡
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 majority of schools in the district have identified their MTSS Increased Engagement Toolkit. The list has been attached.	The MTSS Engagement team has created an end of year MTSS toolkit implementation report for each school that will be shared with assistant superintendents and cabinet. The department protocol is attached and the report will be uploaded when completed.	🟡

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 4.11.19. SCM continues to provide bus driver/monitor training. Last training was on 4.10.19. Sign in sheet attached. SCM department finished ECH training on behavior interventions and de-escalation strategies on 3.22.19. Remaining sign in sheets attached. SCM is scheduled to do an ECH specific SCM training for ECH staff that have expressed interest in becoming SCM trained after conducting the ECH behavior interventions and de-escalation strategies trainings on 4.19.19. SCM has 20 SCM trainings in April 2019.	SCM Department Meeting Agenda and notes 5.8.19. 19 SCM Trainings scheduled for May 2019. A supplement was added to the training resources to clarify the entering a resolution for each response of restraint in IC to clean up questionable lengths of time of restraint.	🟢
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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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	🟡	2.22.19-3.29.19 Arrest, Restraint, Seclusion Tracking Documented uploaded. "Red Flagged" debriefs were reviewed during the 4.11.19 SCM Department Meeting. Due to SCM schedule and training requirements, SCM was unable to conduct any walkthroughs from 2.22.19-3.29.19. 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 4.10.29 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 of 4.19.19	4.8.19- 5.2.19 Arrest, Restraint, Seclusion Tracking Documented uploaded. "Red Flagged" debriefs were reviewed during the 5.8.19 SCM Department Meeting. 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.	🟢
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	🟢	A makeup session is being offered on 4.12.19 and 4.17.19 due to school being out on 3.13.19	A new ISSM roster was requested from HR. Any ISSM that needs SCM certified will be scheduled 5/6/19, 5/13/19 and 5/15/19. Sign in sheets attached. A email was sent to all administrators for them to review their core team's status to schedule trainings or update any staff changes. An sample of an email is attached.	🟢
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 4.11.19 SCM Department Meeting. All next steps were documented.	SCM Feedback was reviewed during 5.8.19 SCM Department Meeting. Any next steps needed are documented	🟢

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	**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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 through Mid-April is included in the link "Phone Log with KDE", which documents meetings with KDE to approve polices and procedures.

Emails to KDE for policy and procedure approval are attached. | The log through May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve polices 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 and a copy of monthly SCM trainings are attached. | SCM minutes from the most recent department meeting and a copy of monthly SCM trainings are attached. In addition, a data technician position was approved to support monitoring efforts at the May 14, 2019 Board meeting. | 🟢 |
| 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 | 🟡 | A flow chart has been created to help differentiate the difference between seclusion and PAC. The flow chart will be shared with KDE for feedback. | The Seclusion Flow Chart was shared with KDE on 4/25/19. Awaiting feedback from KDE. SCM's practice "How to Effectively and Efficiently Implement Safe Crisis Manangment within your District" has been selected to be highlighted at the Continuous Improvement Summit as a KDE Best Practice. Updates on SCM was shared with Cabinet on 5/6/19. | 🟡 |

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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.								
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 4.11.19. SCM continues to provide bus driver/monitor training. Last training was on 4.10.19. Sign in sheet attached. SCM department finished ECH training on behavior interventions and de-escalation strategies on 3.22.19. Remaining sign in sheets attached. SCM is scheduled to do an ECH specific SCM training for ECH staff that have expressed interest in becoming SCM trained after conducting the ECH behavior interventions and de-escalation strategies trainings on 4.19.19. SCM has 20 SCM trainings in April 2019.	SCM Department Meeting Agenda and notes 5.8.19. 19 SCM Trainings scheduled for May 2019. A supplement was added to the training resources to clarify the entering a resolution for each response of restraint in IC to clean up questionable lengths of time of restraint.	🟢
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	🟢

	Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	2.22.19-3.29.19 Arrest, Restraint, Seclusion Tracking Documented uploaded. "Red Flagged" debriefs were reviewed during the 4.11.19 SCM Department Meeting. Due to SCM schedule and training requirements, SCM was unable to conduct any walkthroughs from 2.22.19-3.29.19. 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 4.10.29 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 of 4.19.19	4.8.19- 5.2.19 Arrest, Restraint, Seclusion Tracking Documented uploaded. "Red Flagged" debriefs were reviewed during the 5.8.19 SCM Department Meeting. 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.	🟢
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	🟢	A makeup session is being offered on 4.12.19 and 4.17.19 due to school being out on 3.13.19	A new ISSM roster was requested from HR. Any ISSM that needs SCM certified will be scheduled 5/6/19, 5/13/19 and 5/15/19. Sign in sheets attached. A email was sent to all administrators for them to review their core team's status to schedule trainings or update any staff changes. An sample of an email is attached.	🟢
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.	🟢

	Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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 4.11.19 SCM Department Meeting. All next steps were documented.	SCM Feedback was reviewed during 5.8.19 SCM Department Meeting. Any next steps needed are 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. Items through mid-April are included on this sheet which is attached to this row.	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 May 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 Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 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 through Mid-April is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.	The log through May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.\n\nEmail discussions regarding considerations attached.	🟢
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 and conducted site visits and provided feedback and resources to the Leadership Team. 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). This tool 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. The KDE's Early Childhood Regional Training Center provided the ECERS-3 Overview Training for all EC Resource Teachers and all newly hired classroom teachers and instructional assistants. The procedure for notification of meetings and any schedule changes is working as evidenced by attendance and agreement of effectiveness by members at meetings.	KDE Preschool staff have access to and currently attend Early Childhood Leadership Team and Associate Principal meetings, and Instructional Coaches and ECE Resource Teacher team meetings. KDE Preschool staff conducted site visits to Middletown and Klondike preschool classrooms in March and Westport Early Childhood in April and observed developmentally appropriate practices and positive and engaging interactions. There were no findings. Opportunities for growth are being addressed.	🟢

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
4	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	🟡	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.

KDE Middletown Visit, 3/27/19

Early Childhood Response: Principal will continue to work with EC to evaluate the arrival procedure to minimize wait time. Teachers will continue to keep students appropriately engaged.

KDE Klondike Visit, 3/27/19

Early Childhood Response: Intensive coaching and support provided to one classroom with new teacher to strengthen classroom structure. Playground concrete pad is scheduled to be installed as soon as the weather permits. Classroom floor plans and measurements indicate that minimum square footage requirements are met. JCPS will consult with Anderson RTC to evaluate and maximize the use of existing space.

Both members of the KDE team communicated that there was nothing observed that required immediate administrative action during their visit. | The Dawson Orman Finding Action Plan Draft has been completed to address the single finding from the February 27 KDE monitoring visit. Early Childhood instructional staff participated in the KDE Anderson RTC Preschool Pandemonium training on socio-emotional learning strategies around Conscious Discipline.
Early Childhood collaborated with the Office of Climate and Culture to propose revisions to the Student Support and Behavior Intervention Handbook to include developmentally appropriate responses to address EC student behavior. | 🟡 |
| 5 | ECH | B. Implement KDE recommendations from the consolidated monitoring visit | | | | | | | | |

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
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	🟡	The inclusion report for March shows a continued increase in the number of inclusion minutes for students in ECE self-contained classrooms. The team noted an area of support for coaching with staff is ensuring inclusion opportunities take place during self-selected center time. The Early Childhood and ECE leadership engage in periodic Collaboration Work Sessions to strengthen communication and implementation of systems. Ongoing coaching, support and consultation has been provided to ECE self-contained classroom staff by Instructional Coaches and Resource Teachers to increase the number and quality of inclusion opportunities for their students.	The April Inclusive Opportunities Summary Report summarizes data collected by Early Childhood special class teachers on each of their students. Total inclusion minutes rose by 11% from the previous month, and increased by 56% since January (from 2,870 to 4,522 minutes). Average inclusion minutes have increased by 12.5 minutes per child, from 47 to 59.5 minutes, or by 26.6% since January. Next data collection window is the 3rd week of May. The Early Childhood and ECE leadership engage in a periodic Collaboration Work Session to strengthen communication and implementation of systems. Ongoing coaching, support and consultation has been provided to ECE self-contained classroom staff by Instructional Coaches and Resource Teachers to increase the number and quality of inclusion opportunities for their students.	🟢

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	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Apr 2019 Status	April 2019 Progress Notes	May 2019 Progress Notes	KBE June 2019 Status
7	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	🟡	EC Leadership has met with administrators of classrooms slated for Red tier coaching support. Instructional coaches are facilitating the development of Action Plans to address indicators not met in Orange and Red Tier classrooms. Health and Safety checklist audits of classrooms in March included Riverport and Westport Early Childhood. Overall district health and safety audit data shows 97% or higher compliance on all indicators. Current attendance procedures were reviewed to ensure they are aligned with 704 KAR 3:410(5)(C)(4). Procedures were updated for attendance reporting and follow-up for chronic absences. EC will collaborate with JCPS Pupil Personnel regarding attendance support. Student Assignment Procedures for application, determination of eligibility, and assignment of students were also updated. EC and JCPS Grounds department collaborated to improve timely response to results of playground inspections. Beginning in April, periodic tips and information related to playground safety will be disseminated to administrators and staff through the Peek at the Week newsletter and to plant operators through JCPS Property Management office.	EC Leadership has met with administrators of classrooms slated for Red tier coaching support. Instructional coaches facilitated the development of Action Plans to address indicators not met in Orange and Red Tier classrooms. Ready 4K Camp closes on Tuesday. 1,343 Eligible Applications being routed by transportation by June 3; letters to families will go out the following week. A playground inspection tracking system and schedule have been developed and implemented. Since the implementation of the new playground inspection checklist, 98 inspections have been completed. Health and Safety Walkthrough Audit of classrooms for the month of April included: Norton Commons, Stopher, and Westport. Overall the reports from schools observed reflect 97% or higher compliance on all indicators.	🟡
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. Items through mid-March are included on this sheet which is attached to this row.	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 May are included on this sheet which is attached to this row.	🟡