

JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	Looking at consultants. Determining who will best meet the needs of the Board. Materials attached.	Board is working with consultant to finalize a plan to provide services for Board retreat at the end of the month. Retreat will be held at Lincoln Elementary. Board Chair, Vice Chair, and Superintendent have scheduled meeting to finalize plans. Preliminary draft plan is attached.	●
4	Planning A3. Develop and implement process to on-board new board members that includes information on roles and responsibilities of board members	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	Planning B. Examine and improve the alignment of central office work and personnel to achieve district goals and strategies. Alignment must include accountability for execution at all levels (e.g., Superintendent, Cabinet Members, Assistant Superintendents, middle level management, school administrators, teachers).								
6	Planning B1. Review the 2017-18 central office reorganization for effectiveness and make revisions as necessary	Dennes	10/01/18	10/01/20	Annually	●	Although initial changes are completed, minor edits to the org charts went to the June 11 meeting. (Attached).	Although the major organizational coherence work was completed in May, there will continue to be minor changes to org charts. July changes are attached.	●
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	●	Completed	Completed	●

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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	●	A comprehensive review of district data compiled from the year's vital sign checks and weekly reflections is underway as preparations are taking place for the 2019-2020 school year. In addition to the current data collection systems, the district will add a Comprehensive Systems Review that will take place every 3 years. These reviews will be taking place over the course of two days-led a district level team and will include staff interviews, document reviews, and classroom observations. The focus will be on the impact on student outcomes and the information derived from the reviews will guide improvement planning. New and enhanced district level support was shared with principals at their June 14th meeting (see attached).	Vital sign reports will be scheduled for the 2019-20 school year. Learning and climate/culture metrics will alternate meetings. A new school level report with disaggregated data is being developed (see attached). In addition, staff from the Accountability, Research, and Systems Improvement Division will be assigned to each Asst. Sup by zone/level to provide data support (see attached).	●
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	●	Under the leadership of the Chief Academic Officer, Dr. Carmen Coleman the work of the Academic Instructional Coaches and department resource teachers are monitored to ensure a high level of accountability for supporting the work of the schools in moving the three pillars and the systems work forward. New and enhanced district level support was shared with principals at their June 14th meeting (see attached).	The Teacher Backpack is being finalized for release in August. The purpose of this resource is to provide teachers with the most essential resources needed. These include their grade level or course curriculum and instructional frameworks, the PLC Handbook, the MAP Implementation Guide and more. See link: https://sites.google.com/jefferson.kyschools.us/jcps-teacher-bp/home	●
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	●	Under the leadership of Dr. Horton, weekly reflections throughout the year were pivotal piece of information as plans were designed for the upcoming Principal Institute that will take place prior to the 2019-2020 school year. During the upcoming year, the weekly reflections will continue and systemic support will be provided in all three pillars in addition to the six systems. The systems non-negotiable reflection tool is attached.	During the June 14th principal meeting, feedback regarding the 6 systems was provided by the principals. Instructional Cabinet has reviewed the feedback and revisions have been made (See Attached Document) Additionally, as schools move from implementation to impact, anchor videos have been created to help guide principals as they work with their leadership teams to effectively implement the work of the six systems: https://drive.google.com/drive/folders/1as2s0zVIVOT2bVQdwq4U9wRSbJGQT?usp=sharing	●

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11 Planning	C. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operational level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).								
12 Planning	C1. Develop and implement a protocol for leadership team meetings at all levels (Cabinet, middle level management and school administrators)	Dennes	10/01/18	10/01/20	Monthly	●	Agendas from each cabinet member and Assistant Superintendent's staff meeting attached.	Agendas from each cabinet member and Assistant Superintendent's staff meeting attached. A template for district meetings has been developed and placed on the website. During opening meetings, this template will be shared with principals. (Attached).	●
13 Planning	C2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	The Chief of Schools sent an email to the principals sharing pivotal points to think about before the June principals' meeting (see attachment). During the June meeting, principals were asked to reflect on the implementation of their work during the 2018-2019 school year (see attached agenda). A revised systems blueprint has been shared with the principals in preparation for the 2019-2020 school year (see attachment) as they strive to move the work from implementation to impact.	As we prepare for the upcoming school year, a Principal Institute has been scheduled for July 18 and July 19. The primary purpose of this institute is to finalize next steps to ensure a shift from implementation to impact. ALL principals under the leadership of the Chief of Schools, Chief Academic Officer, and the Assistant Superintendents will conduct a thorough examination of the 2.0 blueprint and the non-negotiables. They will also conduct a deep dive analysis to ensure a robust approach to Systems refinement as they think of the big pillars of Backpack of Success Skills, Racial Equity Policy, and Culture and Climate. (See attached document). On July 8, we launched our first annual JCPS Backpack League for approximately 1,000 rising 3rd through 6th graders. The students have been able to participate in sessions that are aligned to the Backpack of Success Skills. https://sites.google.com/jefferson.kyschools.us/jcpsbackpackinfo/home	●

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14	Planning	C3. Develop, implement and monitor a system for schools to reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	Under the leadership of Dr. Horton, weekly reflections throughout the year were pivotal piece of information as plans were designed for the upcoming Principal Institute that will take place prior to the 2019-2020 school year. During the upcoming year, the weekly reflections will continue and systemic support will be provided in all three pillars in addition to the six systems. The systems non-negotiable reflection tool is attached.	During the Principals Institute, the principals will examine the REAP (Racial Equity Analysis Protocol) Document . This systemic approach will insure the effective implementation of the Racial Equity Policy as it examines established (or new) practices that may marginalize or negatively impact a group of students.	●
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	●	Every division has met with managers and is working on aligning policies with new legislation. Received new guidance from KSBA the first of June and policies are distributed to teams to update. All policies will go to Board policy meetings June 17 or June 24 for a first reading at the July Board meeting and a second reading at the first August meeting. There are 46 policies requiring updates. In the meantime, also working to compile procedures with an August deadline for first review,	Approximately 30 policies went through the Board Policy Committee at June 17 meeting. The others went to the June 24 Policy Committee meeting. First Read will be at July 16 Board meeting; second read will be at August 6 Board meeting, Procedures work continues. Progress chart attached and "how-to document attached. A help session was offered July 1 and open to all working on the project. Flyer attached.	●
17	Planning	D2. Implement the Board Policy Committee that will regularly review new policies and establish a cycle for reviewing existing policies to determine effectiveness	Dennes	10/01/18	10/01/20	Semi-annually	●	Board Policy meeting held on June 17 and June 24 - Materials attached.	Board Policy meeting held on June 24 - 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	●	Two final policies at June 11 meeting (Purchasing and Superintendent Evaluation)	The two June 11 policies will be incorporated with the Aug 6 policies to communicate to all employees.	●
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	●	In order to ensure all school leaders are aware of the district expectations, a document "Jcps Initiatives: Expectations for School Leadership Teams: 2019-2020" (see attached document) has been shared with all school leaders. The document outlines the purpose of each initiative in addition to the specific expectation accompanying each initiative.	The non-negotiables for each System have been revised based on principals' feedback after the June principals' meeting. This document, attached, has been incorporated into the full Systems Blueprint 2.0.	●
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	●	During the June principal meeting (see attached agenda) a substantial amount of time was spent on the three district pillars. The principals collectively viewed defense videos and provided insight into what their next steps are for effectively ensuring the artifacts for the upcoming school year are of high quality and standards based. Additional resources were shared with the principals to ensure this goal is successfully met (see attachment)	As we prepare for the upcoming school year, a Principal Institute has been scheduled for July 18 and July 19. The primary purpose of this institute is to finalize next steps to ensure a shift from implementation to impact. All principals under the leadership of the Chief of Schools, Chief Academic Officer, and the Assistant Superintendents will conduct a thorough examination of the 2.0 blueprint and the non-negotiables. They will also conduct a deep dive analysis to ensure a robust approach to Systems refinement as they think of the big pillars of Backpack of Success Skills, Racial Equity Policy, and Culture and Climate. (See Attached Document). On July 8, we launched our first annual Jcps Backpack League for approximately 1,000 rising 3rd through 6th graders. The students have been able to participate in sessions that are aligned to the Backpack of Success Skills. https://sites.google.com/jefferson.kyschools.us/jcpsbackpackinfo/home	●
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	●	Under the leadership of Dr. Horton, weekly reflections throughout the year were pivotal piece of information as plans were designed for the upcoming Principal Institute that will take place prior to the 2019-2020 school year. During the upcoming year, the weekly reflections will continue and systemic support will be provided in all three pillars in addition to the six systems. The systems non-negotiable reflection tool is attached.	During the Principals Institute, the principals will examine the REAP (Racial Equity Analysis Protocol) Document. This systemic approach will insure the effective implementation of the Racial Equity Policy as it examines established (or new) practices that may marginalize or negatively impact a group of students.	●
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.								

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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	●	Student Assignment Committee met May 23, June 4, and June 18. Materials attached.	The next Student Assignment Committee meeting is July 9. Materials attached.	●
25	Planning	F2. Use the work of the task force to make recommendations to the board regarding modifications to the plan for the 2020-2021 school year	Horton	10/01/18	10/01/20	Single Action	●	Student Assignment Committee met May 23, June 4, and June 18. Materials attached.	The next Student Assignment Committee meeting is July 9. Materials attached.	●

JCPS Final CAP Operations

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
1	Op Support									
2	Op Support	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding facility maintenance and replacement								
	Op 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 June 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 July 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	Op 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	Op Support	B1. Develop, implement, and monitor a system that measures actual ridership versus projections to analyze bus routes and make changes where feasible	Raisor Stites	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 reviewed 2018-19 routes throughout the year. 2019-20 routes are currently being developed based on those reviews and current needs of assigned students. Compounds visits will continue in August. Currently staff is working on routing. Attached is an excel spreadsheet that documents current progress.	●
5	Op Support	B2. Establish and implement a transportation leadership review process for prioritization of route changes	Raisor Stites	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 reviewed 2018-19 routes throughout the year. 2019-20 routes are currently being developed based on those reviews and current needs of assigned students. Compounds visits will continue in August. Currently staff is working on routing. Attached is an excel spreadsheet that documents current progress.	●
6	Op 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	Op Support	C1. Develop, implement, and monitor process to determine which routes need additional bus monitors	Raisor Stites	10/01/18	10/01/20	Monthly	●	Reviewed, analyzed, and approved additional monitors where/as needed. Transportation meeting notes attached.	2019-20 routes will be evaluated when school starts. Current monitor needs and placements will be reviewed. Additional monitors will be hired, trained, and placed as necessary. Current list of monitors is attached.	●
8	Op 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	Op Support	D1. Explore the possibility of adding contract days to increase the professional development opportunities for drivers on de-escalation strategies	Adams	10/01/18	10/01/20	Annually	●	Negotiations are taking place in July	Negotiations team is discussing possibilities to include this--- Negotiations team has incorporated TAs and current MOAs and will go to next phase of meetings in the next few weeks.	●

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10	Op Support	D2. Identify and implement strategies to train drivers in pupil management and de-escalation training during the current work year	Raisor Stites	10/01/18	10/01/20	Monthly	●	School closed 6/7/19; negotiations are taking place in June to discuss PD opportunities;	Student Management training sessions were held during 8-hour update. (Summaries attached) Transportation Newsletter distribution will continue in September	●
11	Op 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	Op Support	E1. Research peer districts to determine best practices regarding assigning routes to drivers	Raisor Stites	10/01/18	04/01/19	Single Action	●	Single action, already completed.	Single action, already completed.	●
13	Op Support	E2. Explore with the Teamsters Union the process to effectively assign routes	Brown	10/01/18	10/01/20	Annually	●	Negotiations are taking place in July	Negotiations team has been meeting and preparing TAs.	●
14	Op 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	Op 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	●	Draft SSBI Handbook attached pending JCBE approval. New bus behavior codes are embedded in the contents of the handbook. Ultimately, these are a result of the SSBIH committee meetings and the C&C/Transportation collaboration meetings.	SSBI Handbook is going to July 16 Board meeting. Agenda item attached. C&C Data Fidelity meetings are scheduled for next year. The C&C Data Clean-up Types and Time Line Schedule and C&C Friday Data Clean-up Meeting Schedule is attached.	●
16	Op 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	●	C&C/ Transportation Data review agenda and Behavior Referral Tracking Document for 6/11/2019 attached.	SSBI Handbook is going to July 16 Board meeting. Agenda item attached. C&C Data Fidelity meetings are scheduled for next year. The C&C Data Clean-up Types and Time Line Schedule and C&C Friday Data Clean-up Meeting Schedule is attached.	●
17	Op 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 June 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 July are included on this sheet which is attached to this row.	●
18	Op Support	F4. Establish and implement a process to gather and share stakeholder feedback regarding the implementation of the discipline policy for bus behavior	Raisor Stites	10/01/18	10/01/20	Annually	●	Attached are 18-19 driver survey results	Additional feedback opportunities will be researched and discussed starting 9/19	●
19	Op 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	Op 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. Emails to Principals, requesting an update to an ECE student's "One Pager" will resume for the 2019-20 school year in August.	C&C Data Fidelity meetings are scheduled for next year. The C&C Data Clean-up Types and Time Line Schedule and C&C Friday Data Clean-up Meeting Schedule is attached.	●
21	Op Support	G2. Create and communicate topics for drivers to be shared at the compound level to support driver learning	Raisor Stites	10/01/18	10/01/20	Monthly	●	School closed 6/7/19	School closed 6/7/19 Newsletter will resume 9/19	●

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22	Op Support	G3. Share results of monitoring process with Transportation administration and reflect in evaluations of drivers	Raisor Stites	10/01/18	10/01/20	Monthly	●	Attached is June bus incident and fidelity tracking report	Monitoring will resume during 2019-20 school year.	●
23	Op Support	H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.								
24	Op 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. Emails to Principals, requesting an update to an ECE student's "One Pager" will resume for the 2019-20 school year in August.	Staff has worked with bus drivers and students at summer school programs to support systems. Additionally, Transportation staff worked to adjust morning and afternoon dismissal for Backpack League (summer program) procedures to support success of students and shorten time waiting in buses. See attached map.	●
25	Op 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. Emails to Principals, requesting an update to an ECE student's "One Pager" will resume for the 2019-20 school year in August.	Staff has worked with bus drivers and students at summer school programs to support systems. Additionally, Transportation staff worked to adjust morning and afternoon dismissal procedures at Backpack League (summer program) to support success of students and shorten time waiting in buses. See attached map.	●
26	Op Support	I. It is recommended that JCPS review their bus monitor allocation to determine the number of staff required to ensure student safety.								
27	Op Support	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Raisor Stites	10/01/18	10/01/20	Monthly	●	Reviewed, analyzed, and approved additional monitors where/as needed. Transportation meeting notes attached.	2019-20 routes will be evaluated when school starts. Current monitor needs and placements will be reviewed. Additional monitors will be hired, trained, and placed as necessary. Current list of monitors is attached.	●
28	Op Support	J. It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.								
29	Op 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	●	C&C/ Transportation Data review agenda and Behavior Referral Tracking Document for 6/11/2019 attached.	C&C Data Fidelity meetings are scheduled for next year. The C&C Data Clean-up Types and Time Line Schedule and C&C Friday Data Clean-up Meeting Schedule is attached.	●
30	Op 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	●	Fieldwork of review is still underway. Status is unchanged.	Fieldwork of review is still underway. Status is unchanged.	●
31	Op 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 June 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 July are included on this sheet which is attached to this row.	●
32	Op Support	K. It is recommended that periodic observations at the school should be done by JCPS transportation staff to review the loading and unloading procedures that impact student safety.								

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33	Op Support	K1. Develop and implement a schedule to conduct formal documented observations of loading and unloading procedures at schools	Raisor Stites	10/01/18	10/01/20	Monthly	●	441 total observations completed (attached)	Transportation staff has worked closely with summer school programs to work on loading and unloading of buses. Plans have been re-framed to make more efficient.	●
34	Op Support	K2. Create and implement feedback loop to share observed information and action plans with school personnel and assistant superintendents	Raisor Stites	10/01/18	10/01/20	Monthly	●	441 school and bus observations completed. Will resume 19-20 school year. Summary attached.	Transportation staff has worked closely with summer school programs to work on loading and unloading of buses. Plans have been re-framed to make more efficient.	●
35	Op 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 June 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 July are included on this sheet which is attached to this row.	●
36	Op 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	Op 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	Op 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 and will again work with schools as they prepare for 19/20 school year.	Onsite reviews continue and will again work with schools as they prepare for 19/20 school year.	●
39	Op Support	L3. Document and communicate necessary changes to transportation patterns, if any, with schools and key stakeholders	Raisor Stites	10/01/18	10/01/20	Monthly	●	School closed 6/7/19. No known impacts to summer school programs.	Transportation staff has worked closely with summer school programs to work on loading and unloading of buses. Plans have been re-framed to make more efficient.	●
40	Op 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	Op 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	●
42	Op 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	●	Final Addition compiled. Agendas and minutes attached. Compiling "go-boxes". Table top exercises being scheduled.	Table Top exercise is scheduled for July 29, Document is complete. During the exercise the document will be reviewed by users. "Go bags" will be distributed at training.	●
43	Op 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.	During the Table Top Exercise the document will be reviewed by users and revisions included. Chief of ARSI provided Crisis Data Management Review article (attached)	●

Area	KDE Recommendation & JCPs Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
44	Op 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	Op 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	●	During the recently concluded school year SCNS observed only one instance of non-separation of duties. The situation was corrected and follow-up visits reveal separation of duties is occurring at the site. SCNS is incorporating a reminder about this requirement into the 2019-20 BTS in-service. It will also be emphasized during USDA administrative review training that will be conducted with managers and lead assistants in the fall.	SCNS has incorporated information about "separation of duties" in the 2019-20 Employee Handbook; SCNS will present information about "separation of duties" during the manager and lead assistant in-service on Friday, August 9th. The 2019-20 Employee Handbook and the JD/Eval/Ethics power point are attached.	●
46	Op Support	N2. Establish and implement a feedback loop to determine if staff understand job responsibilities	Bauscher	10/01/18	10/01/20	Annually	●	Separation of duties will be included in HR Management session at August 9 Back-To-School In-Service (agenda attached). SCNS will implement a formal method for 2019-20 to ensure and check that staff understand their job responsibilities.	See the note above. SCNS employees are required to sign-off on the Employee Handbook attesting to their understanding of the content. These forms are collected at the beginning of each school year and kept on hand in the SCNS central office.	●
47	Op 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 June 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 July are included on this sheet which is attached to this row.	●
48	Op 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	Op 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	●	During the recently concluded school year SCNS administrators conducted over 1,700 site visits to monitor program compliance. Training to correct deficiencies was conducted and tracked at the time of the finding. SCNS presented a presentation to managers and lead assistants at the May in-service to review common findings and appropriate procedures. The SCNS Director, Assistant Director and Coordinator of Food Procurement attended 2019-2020 Administrative Review (AR) training at KDE the week of June 3rd. All SCNS admin will receive the AR training before SY20 begins. SCNS will cover Administrative Review topics at all in-services next year.	SCNS is working on the annual training agenda for SCNS consultants which covers Administrative Review requirements. The topic will also be covered at Manager (Coordinator I and II) in-services during 2019-2020; the 2019-20 SCNS site-based employee training schedule is attached. Managers are responsible for sharing the information they receive at regular in-services with their staff.	●
50	Op 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 June 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 July 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
51	Op Support	P. It is recommended that the district develop a business continuity plan in the event the Central Kitchen facility becomes unusable.								
52	Op 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	Op 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	●	Final Addition compiled. Agendas and minutes attached. Compiling "go-boxes". Table top exercises being scheduled.	Table Top exercise is scheduled for July 29, Document is complete. During the exercise the document will be reviewed by users. "Go bags" will be distributed at training.	●
54	Op 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.	During the Table Top Exercise the document will be reviewed by users and revisions included. Chief of ARSI provided Crisis Data Management Review article (attached)	●

JCPS Final CAP Finance

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	June 25 work session scheduled. Materials attached.	Completed	●
3	Financial	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Board Work Session on 6/25/19 provided information on current revenue landscape and revenue generating options; materials attached.	●
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	●	June 25 work session scheduled. Materials attached.	Board Work Session on 6/25/19 provided information on current revenue landscape and revenue generating options; materials attached.	●
6	Financial	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually	●	June 25 work session scheduled. Materials attached.	Board Work Session on 6/25/19 provided information on current revenue landscape and revenue generating options; materials attached.	●
7	Financial	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to mid-June attached	KSBA hours earned up to mid-July 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, Board Policy Committee, Local Planning Committee, Racial Equity Advisory Council, Audit Risk Management Advisory Council met this month Materials attached.	Student Assignment, Board Policy Committee, Racial Equity Advisory Council, Nutrition Health Whole Child Committee, 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.								
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	●	June 25 work session scheduled. Materials attached.	Completed	●
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 up to mid-June attached	KSBA hours earned up to mid-July attached	●
13	Financial	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	June 25 work session scheduled. Materials attached.	Board Work Session on 6/25/19 provided information on current revenue landscape and revenue generating options; materials attached.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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 6/11/19 Board meeting; June reports are attached	Included in 7/16/19 Board meeting; July 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	●	Superintendent notified principals on 6/14; email follow up to go out 6/17; progress notes attached.	Email went out to all principals in June (picture attached) and follow up will be sent to all principals later this month.	●
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	●	Training development remains in progress. Notes attached.	KDE has updated their training materials and these will be used when developing the online option for council members. Those materials are attached.	●
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.	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 June 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 July 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.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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 May 17 attached.	Bank confirmation with Munis from June 14 attached as evidence	●
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 May 17 attached.	Bank confirmation with Munis from June 14 attached as evidence	●
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 May 17 attached.	Bank confirmation with Munis from June 14 attached as evidence	●
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	●	Completed	Completed	●
30	Financial	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
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 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)	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) Bookkeeper-Order Receiving clerk training scheduled for July 31, 2019	●
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	●	Training being developed for August/September	Training being developed for August/September. Working on an online training manual for schools and grant directors.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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 forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding. Finance newsletter with close out deadlines and instructions.	Monthly grant summary report emailed to schools and forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding.	●
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 June 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 July 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 March review is completed. See testing results for April--attached,	In process Bookkeepers last day were: HS - 6/20 MS - 6/13 ES - 6/14 as a result the May reviews will not be fully completed until they return. All requests for documentation have been sent out awaiting their return. See attached for the results of the few schools were reviewed prior to their departure.	●
38	Financial	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Renn	10/01/18	10/01/20	Monthly	●	One exception identified. See email to bookkeeper and approved small grant retention form.	In process Bookkeepers last day were: HS - 6/20 MS - 6/13 ES - 6/14 as a result the May reviews will not be fully completed until they return. All requests for documentation have been sent out awaiting their return. See attached for the results of the few schools were reviewed prior to their departure.	●
39	Financial	I3. Provide individual support/training for schools as needed based on findings	Hardin	10/01/18	10/01/20	Monthly	●	Conducted individual school staff trainings. Travel reimbursements attached as evidence.	Conducted individual school staff trainings. Evidence attached.	●
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 June 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 July are included on this sheet which is attached to this row.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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	●	Evidence of school staff trained on Redbook 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	●	Evidence of individualized school staff trainings attached.	Evidence of individualized school staff training sessions attached.	●
45	Financial	J4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June 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 July 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	●	Job descriptions (A-M) will go to June Board Meeting (the first set of about 75 went to the May 14, 2019 meeting). May and June Job Descriptions attached. All include requirement to complete training. M-Z Job Descriptions for 260 day employees will go to July 16 Board Meeting.	M-Z Job descriptions for 260 day employees went to July 16 Board meeting. M-Z Job descriptions for school-based employees will go August 6.	●
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 over six months old. List of outstanding checks older than 3/6/2019 attached as evidence.	There are no checks over six months old. Outstanding check list older than 4/10/2019 included 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	●	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.	Executive Admin Accounting met with CFO on status of outstanding checks. Processes were reviewed 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	Final Addition compiled. Agendas and minutes attached. Compiling "go-boxes". Table top exercises being scheduled.	Table Top exercise is scheduled for July 29, Document is complete. During the exercise the document will be reviewed by users. "Go bags" will be distributed at training.	●
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.	During the Table Top Exercise the document will be reviewed by users and revisions included. Chief of ARSI provided Crisis Data Management Review article (attached)	●

JCPS Final CAP Finance School

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	The Time Task calendar will be renamed next year to Time Task Calendar Matrix. This list is being re-worked now for the 2910-2020 year. Draft is attached.	Time Task Calendar Matrix is attached with all due dates for principals, including Finance due dates--attached.	●
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	●	After correspondence from Internal Audit, Valley HS closed its second account. Accounting contacted Central HS for status on closing its second account. Evidence attached.	The May bank statement (see attached) for Central does not indicate that it has been closed. Bookkeeper is out of the office. Follow up will be made upon their return to obtain an update on the status of closing the account.	●
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	●	Accounting contacted Central HS to offer help with this process. Evidence attached.	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 June analysis no exceptions were noted in June. No O/S checks were on the listing for two accounts to be closed in May.	●
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.	We continue to train staff on Redbook requirements, including limit to one school bank account. Evidence attached.	●
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 June 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 July 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	Discussed during our year end bookkeeper training on slide 18 of attached Powerpoint. Also, discussed during on-site training. Travel attached as evidence.	Proper credit card procedures are stressed at individual and group training sessions. Evidence attached.	●
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 April activities attached, no exceptions identified.	In process Bookkeepers last day were: HS - 6/20 MS - 6/13 ES - 6/14 as a result the May reviews will not be fully completed until they return. All requests for documentation have been sent out awaiting their return. See attached for the results of the few schools were reviewed prior to their departure.	●
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	●	Both audit findings and credit card usage discussed during year end bookkeeper training.	Credit card management and use of credit card logs is included in routine training sessions. Will be addressed for targeted retraining as issues are uncovered by audit. Principal's Redbook training document provided with credit card logs documented on page two.	●
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 June 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 July are included on this sheet which is attached to this row.	●
13	Financial - School	D. It is recommended that the district provide training to school level personnel for schools that receive funding through grants, so that someone at the school-level will have an in-depth understanding of the financial handling of grants and able to provide supporting documentation relating to the grant upon request during an external audit. The documentation surrounding grants may be maintained and controlled at the Central Office level; however, a basic understanding of the processes involved for the grant funded employees should exist at the school level. At least one member of the school personnel should be able to explain the procedures and policies that are in place to ensure grants are being properly allocated and accounted for per the constituents.								
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 monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation. .	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation. .	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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 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).	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 ongoing. Bookkeepers and Order Receiving Clerks will have training on July 31, 2019	●
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 June 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 July are included on this sheet which is attached to this row.	●
18	Financial - School	E. It is recommended that the assistant Principals and teachers receive annual training on Redbook activities that govern school activities as it is not merely enough to educate bookkeepers in this area. For example, because multiple receipt forms begin in the classroom, it is important that teachers receive adequate training on multiple receipt procedures. Providing others with knowledge in this area will also help matters in the event a school bookkeeper should take leave unexpectedly, or during a replacement period if one leaves their place of employment.								
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 being added to list of Principals required compliance trainings for the 2019-2020 school year. Evidence attached.	Multiple Receipt Form video is being updated to conform to new August 1, 2019 version of Redbook.	●
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 June 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 July 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.								

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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 staff on proper form corrections. Travel reimbursements provided as example of individual school staff trained.	We continue to train school staff on proper form corrections. See travel reimbursements as evidence of school staff trained.	●
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 purchasing management for 25 schools per month. See results from the review of April activities attached and email notifying bookkeeper of observations.	In process Bookkeepers last day were: HS - 6/20 MS - 6/13 ES - 6/14 as a result the May reviews will not be fully completed until they return. All requests for documentation have been sent out awaiting their return. See attached for the results of the few schools were reviewed prior to their departure.	●
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	●	Discussed during year end bookkeeper training. Individual school training sessions provided as per travel documents.	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 June 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 July are included on this sheet which is attached to this row.	●
26	Financial - School	G. It is recommended that all audit findings, including those at the school level, be rectified annually, so that the issues are not repeated in consecutive years.								
27	Financial - School	G1. Develop, implement, and monitor to ensure that all school level audit findings are addressed	Renn	10/01/18	10/01/20	Annually	●	Continuing to work with IT on the creation of a findings database. IT estimates 4 - 6 weeks once developer begins project. Met with IT to address some needed changes to draft. See email exchange.	Continuing to work with IT. See screenshots of database. Internal Audit has created several protocols to look for evidence that corrective action plans have been implemented with fidelity. In addition, the monthly review protocol performed by internal audit is designed to address several common findings (o/s check review, credit card log usage, errors in the purchasing process, treatment of grant and donations received at the school level. A copy of the results from the most recent review is attached. During the performance of 16 school reviews, we reviewed their status of implementing corrective action plan. We also enhanced the reporting protocol to include requiring the Assistant Superintendents review and approval for school level findings that included significant number of repeat findings. See School Ratings Defined and examples of two reports issued, one require Ass. Sup review and approval and one where corrective action appears to be implemented.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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 June 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 July 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. IT estimates 4 - 6 weeks once developer begins project. Met with IT to address some needed changes to draft. See email exchange.	Continuing to work with IT. See screenshots of database. Internal Audit has created several protocols to look for evidence that corrective action plans have been implemented with fidelity. In addition, the monthly review protocol performed by internal audit is designed to address several common findings (o/s check review, credit card log usage, errors in the purchasing process, treatment of grant and donations received at the school level. A copy of the results from the most recent review is attached. During the performance of 16 school reviews, we reviewed their status of implementing corrective action plan. We also enhanced the reporting protocol to include requiring the Assistant Superintendents review and approval for school level findings that included significant number of repeat findings. See School Ratings Defined and examples of two reports issued, one require Ass. Sup review and approval and one where corrective action appears to be implemented.	●
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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
1	Personnel Management	A. It is recommended that the Superintendent develop and implement a process to ensure that all Central Office employees are evaluated based on the duties described in their job descriptions.								
2	Personnel Management	A1. Develop, implement, and monitor a process to ensure that job descriptions for central office employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Job descriptions A-M will go to June Board Meeting (the first set of about 75 went to the May 14, 2019 meeting). Job descriptions M-Z will go to July and August Board meetings.	M-Z Job descriptions for 260 day employees went to July 16 Board meeting. M-Z Job descriptions for school-based employees will go August 6.	●
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	●	The Board approved the organizational coherence plan which added 4 new Consultant Employee Relations positions. Part of the responsibility of these individuals is to ensure the evaluation process is carried out.	Evaluation training for central office supervisors (certified and classified) will start in August with multiple sessions periodically throughout the year.	●
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.	Evals reviewed by Chief of Staff and discussed with Chiefs	●
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	●	Job descriptions A-M will go to June Board Meeting (the first set of about 75 went to the May 14, 2019 meeting). Job descriptions M-Z will go to July and August Board meeting..	M-Z Job descriptions for 260 day employees went to July 16 Board meeting. M-Z Job descriptions for school-based employees will go August 6.	●
7	C	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	●	The Board approved the organization coherence which added 4 new Consultant Employee Relations positions. Part of the responsibility of these individuals is to ensure the evaluation process is carried out.	Evaluation training for principals (certified and classified) will start on August 2nd with three sessions total occurring in August, late October and January.	●
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-June 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-July are included on this sheet which is attached to this row.	●
9	Personnel Management	C. It is recommended the HR department develop feedback mechanisms within its operating systems that will provide constructive data and information for continuous process improvement.								

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
10	Personnel Management	C1. Develop, implement and monitor a process for continuous improvement regarding HR functions (e.g., exit surveys, e-mail survey response, peer district reviews)	Adams	10/01/18	10/01/20	Monthly	●	The most recent results of the customer service survey are attached. Input received helped us in the reorganization of the department and recent suggestions have us considering the best locations (when available) to ensure privacy.	The customer service survey has been reworked to accommodate for the reorganization of HR. Results continue to be shared with all HR staff with more detailed reports going to division leaders and leadership team.	●
11	Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	Frontline and PSST are doing final testing. Staff has been working on the changes to incorporate Professional Leave requests in Absence Management and we should be able to implement this in July.	Frontline Central has been implemented this month and training of appropriate staff is occurring.	●
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	Adams	10/01/18	10/01/20	Monthly	●	The Board approved the organization coherence which added 4 new Consultant Employee Relations positions. Part of the responsibility of these individuals is to ensure personal folder information for all new hires is completed. Current spreadsheet uploaded.	Retired staff member continues to work on the review of files. The job posting for the Consultant Employee Relations positions have closed and applicants are being reviewed with interviews planned for the week of July 15.	●
14	Personnel Management	D2. Monitor the process and hold supervisors/employees responsible for implementing the process as reflected in their evaluation	Adams	10/01/18	10/01/20	Annually	●	The Board approved the organization coherence which added 4 new Consultant Employee Relations positions. Part of the responsibility of these individuals is to ensure the evaluation process is carried out. Current spreadsheet uploaded. Status report will be submitted by the end of the month.	The job posting for the Consultant Employee Relations positions have closed and applicants are being reviewed with interviews planned for the week of July 15. The current spreadsheet is uploaded. Additionally, all completed evaluations that are to be placed in personnel folders have been submitted and are being recorded in MUNIS and will then be placed in the respective personnel folder.	●
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	●	Final Addition compiled. Agendas and minutes attached. Compiling "go-boxes". Table top exercises being scheduled.	Table Top exercise is scheduled for July 29, Document is complete. During the exercise the document will be reviewed by users. "Go bags" will be distributed at training.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
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.	During the Table Top Exercise the document will be reviewed by users and revisions included. Chief of ARSI provided Crisis Data Management Review article (attached)	●
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	●	Committee meetings that employees may be interested in are now advertised on KSBA and are held after hours. Website attached.	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	●	Staff continue to enter events. HR recently used Google Calendar to allow employees to schedule a time at their convenience to meet with HR.	Staff continue to enter events scheduled for CO on the system. The current file 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 continue to notify staff to complete the form. All board committees are advertised on KSBA and the district calendar. Instructions are given to chiefs weekly at the pre -abinet meeting to ensure that advertisements are made. (See checklists for Committees).	●

JCPS Final CAP Instruction Management

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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.	●
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	●	During the June principal meeting (see attached agenda) a substantial amount of time was spent on the three district pillars ad the systems work. The principals collectively viewed defense videos and provided insight into what their next steps are for effectively ensuring the artifacts for the upcoming school year are of high quality and standards based. Additional resources were shared with the principals to ensure this goal is successfully met (see attachment)	As we prepare for the upcoming school year, a Principal Institute has been scheduled for July 18 and July 19. The primary purpose of this institute is to finalize next steps to ensure a shift from implementation to impact . All principals under the leadership of the Chief of Schools, Chief Academic Officer, and the Assistant Superintendents will conduct a thorough examination of the 2.0 blueprint and the non-negotiables. They will also conduct a deep dive analysis to ensure a robust approach to the 6 Systems and 3 Pillars: Backpack of Success Skills, Racial Equity Policy, and Culture and Climate. (See Attached Document) On July 8, we launched our first annual JCPS Backpack League for approximately 1,000 rising 3rd through 6th graders. The students have been able to participate in sessions that are aligned to the Backpack of Success Skills. https://sites.google.com/jefferson.kyschools.us/jcpsbackpackinfo/home	●
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	●	Under the leadership of Dr. Horton, weekly reflections throughout the year were pivotal piece of information as plans were designed for the upcoming Principal Institute that will take place prior to the 2019-2020 school year. During the upcoming year, the weekly reflections will continue and systemic support will be provided in all three pillars in addition to the six systems. The non-negotiable system reflection tool is attached.	During the Principals' Institute, the principals will examine the REAP (Racial Equity Analysis Protocol) Document . This systemic approach will insure the effective implementation of the Racial Equity Policy as it examines established (or new) practices that may marginalize or negatively impact a group of students.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
5	<p>Instruction Management</p> <p>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.</p> <p>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.</p>								
6	<p>Instruction Management</p> <p>B1. Develop, implement, and monitor a district-wide protocol to ensure curriculum, instruction and assessment frameworks are implemented with fidelity</p>	Coleman, Horton	10/01/18	10/01/20	Monthly	●	The Office of Teaching and Learning has been leading the standards roll out work with the Academic Instructional Coaches across the district. A district process for deconstructing the standards has been shared with the coaches (see attachment). The Instructional Cabinet team has been collaborating to create a PLC Framework that has been shared with all principals (see attachment). Under the leadership of Dr. Coleman and Dr. Horton, continued work around a digital teacher backpack has been on going. The initial infrastructure for the digital platform has been developed and uploads will be completed during the summer-prior to the 2019-2020 school year (see attachment).	The Teacher Backpack is being finalized for release in August. The purpose of this resource is to provide teachers with the most essential resources needed. These include their grade level or course curriculum and instructional frameworks, the PLC Handbook, the MAP Implementation Guide and more. See link: https://sites.google.com/jefferson.kyschools.us/jcps-teacher-bp/home	●
7	<p>Instruction Management</p> <p>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.)</p>	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	A comprehensive review of district data compiled from the year's vital sign checks and weekly reflections is underway as preparations are taking place for the 2019-2020 school year. In addition to the current data collection systems, the district will add a Comprehensive Systems Review that will take place every 3 years. These reviews will be taking place over the course of two days-led a district level team and will include staff interviews, document reviews, and classroom observations. The focus will be on the impact on student outcomes and the information derived from the reviews will guide improvement planning.	Vital sign reports will be scheduled for the 2019-20 school year. Learning and climate/culture metrics will alternate meetings. A new school level report with disaggregated data is being developed (see attached). In addition, staff from the Accountability, Research, and Systems Improvement Division will be assigned to each Asst. Sup by zone/level to provide data support (see attached).	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
8 Instruction Management	B3. Develop and implement a protocol to use data analysis findings to inform changes to policies, procedures, and practices	Dossett	10/01/18	10/01/20	Monthly	●	The progress report on Vision 2020 in Action will be presented to the board at the worksession on June 25, 2019. This report will highlight end of year data on key metrics and improvement strategies planned for the 19-20 school year.	At the July 16 Board meeting, the Board will receive a presentation on the CAP. Evidence is attached. Vital sign reports will be scheduled for the 2019-20 school year. Learning and climate/culture metrics will alternate meetings. A new school level report with disaggregated data is being developed (see attached).	●
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	●	An overview of the Comprehensive Systems Review (new name for system effectiveness reviews) was shared at the principal meeting on June 14th. These reviews will be taking place over the course of two days--led a district level team and will include staff interviews, document reviews, and classroom observations. The focus will be on the impact on student outcomes and the information derived from the reviews will guide improvement planning. In addition, new and enhanced district level supports were also shared.	At the July 16 Board meeting, the Board will receive a presentation on the CAP. Evidence is attached. Vital sign reports will be scheduled for the 2019-20 school year. Learning and climate/culture metrics will alternate meetings. A new school level report with disaggregated data is being developed (see attached). In addition, staff from the Accountability, Research, and Systems Improvement Division will be assigned to each Asst. Sup by zone/level to provide data support (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	●	In order to ensure all school leaders are aware of the district expectations, a document "JCPS Initiatives: Expectations for School Leadership Teams: 2019-2020" (see attached document) has been shared with all school leaders. The document outlines the purpose of each initiative in addition to the specific expectation accompanying each initiative. The elementary PD plan for the upcoming school year is attached--district support will be ongoing as vision 2020 is implemented (see attachment)	One of the key focus areas during the beginning of the year Principal Institute (7/18 and 7/19) will focus on an action plan to ensure leadership team accountability. In addition, quality levels for the systems's non negotiables are currently being reviewed. They will serve as guidance for moving from implementation to impact.	●
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	●	The evaluation process for the 2018-2019 school year has been completed. Deliberate discussions during end of year evaluation meeting focused on the district's big pillars and the systems work--including pertinent data points.	A detailed email has been shared with academic leadership to ensure that all necessary components of the evaluation process are completed to fidelity (See Attached Document).	●

JCPS Final CTE CAP

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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 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 June 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	●	On-going 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).	Continuing to build workflow systems framework - see attached.	●
4	CTE B. Inaccuracies in federal and state data reporting indicates noncompliance with Perkins, KRS 157.069, and College and Career Readiness Accountability, pursuant to KRS 158.6453. Areas of specific concern include discrepancies apparent in the TEDS data, student transcripts and schedules, student credit, and attendance data.								
5	CTE B1. Develop, implement and monitor a system to ensure compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	Finalizing TEDS Data reporting for the end of the 18-19 school year. Attached sample communications to TEDS administrators for data clean up, terminations and final export/import procedures. Preparing Pathway and TEDS training for the 19-20 school year in conjunction with KDE. Training will be held at Builders Exchanges Sept 17&19. A minimum of one CTE administrator and one TEDS data entry clerk to attend.	August 20 will meet with Kiley Whitaker to review the new electronic transcript review to determine TEDS data for each student. TEDS Training, data entry, and monitoring system is in place. Will begin 19-20 work with Sept. Training. Will hold school level monthly calibration meetings - see flyer	●
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	●	Manager of Career & Technical Instruction position was posted and has now closed. Applicant review and setting up interviews will take place once HR provides candidates information. Begin transitioning Adult Ed division to report to Director of Post Secondary Education.	Restructuring job duties and responsibilities with the addition of New CTE Instructional Manager Position - See attached chart	●
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 June 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 July 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
8	CTE C Inaccuracies in documentation of career pathways indicate pathways were incomplete, invalid, and inaccurate or were not followed, which indicates noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453. Documentation reviewed include master schedules, student transcripts and student schedules.								
9	CTE C1. Develop, implement, and monitor a protocol for pathway modifications based on industry data and advisory meetings to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Annually	●	1. The Pathway Modification Form is the document that captures all pathway changes. 2. The form is submitted with evidence of industry data and advisory minutes. 3. Once the documentation is collected, it is reviewed by the Assistant Superintendent of Transition Readiness for final approval before submission to KDE. 4. The Career Pathway Template provides comprehensive data about the pathway including the sequence of courses, the certifications, end of program assessment, dual credit and Post Secondary opportunities.	System is in place, will begin 19-20 process. All begins with Fall advisory meetings, review of data, improving the career pathway template to capture the post-secondary alignment	●
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	●	Developed, implemented and continuing to monitor the process to ensure master schedule data is accurate.	Process is in place, beginning 19-20 school year and once all master schedules are complete the audit process will occur.	●
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	●	Attached Master Schedule Accuracy Protocol	Process is in place, staff is trained and will follow yearly timeline to complete the systems to ensure all codes are audited and correct.	●
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 June 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 July 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	●	Collaborating with KDE on JCPS Annual Pathway Training. District wide training to be held Sept 17 & 19 at Builders Exchange. Under the direction of Kiley Whitaker the training will cover a revised process to review student transcripts, refresh on TEDS data entry and New processes to audit and monitor TEDS data.	TEDS system in place, will begin 19-20 school year. Principals will designate a CTE/TEDS team for upcoming school year, training is scheduled for 9/17 and 9/19. Save the date email attached. Monitoring system is in place.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	Ongoing training and weekly communications to TEDS Teams. The collaborative district wide training with KDE. Support of administration and teachers to attend the annual KACTE Summer Conference. Over 200 JCPS employees attend the annual KACTE conference. JCPS will have a workshop session during the conference.	Will hold monthly CTE/TEDS calibration meetings - schools will be invited to attend. Face to face support and calibration - See attached flyer	●
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	●	1. The Pathway Modification Form is the document that captures all pathway changes. 2. The form is submitted with evidence of industry data and advisory minutes. 3. Once the documentation is collected, it is reviewed by the Assistant Superintendent of Transition Readiness for final approval before submission to KDE. 4. The Career Pathway Template provides comprehensive data about the pathway including the sequence of courses, the certifications, end of program assessment, dual credit and Post Secondary opportunities.	The JCPS approved pathway modifications for 19-20 have been processed in TEDS. Attached is evidence of KDE responses on the modification request process.	●
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	●	Developed, implemented and continuing to monitor the process to ensure master schedule data is accurate. Protocol attached.	Schools request course codes be added to Infinite Campus (IC). Once new year master schedules are available in IC, OTR master schedule resource teacher and instructional leads will review the IC data including course names and numbers as compared to every Career Pathway Templates that was submitted for 19-20. Any discrepancies will be resolved in August. After the instructional leads audit the course codes a second check will be conducted by the OTR DMRT through a file provided by MIS.	●
18	CTE D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	●	Career Pathway Instructional Leads work closely with pathway teachers and academy coaches on all aspects of Advisory Committee requirements. Standardized instructions for all things advisory related have been developed through the centralized advisory repository.	Advisory Committee Monitoring Tool has been simplified and updated for 19-20 - see attached.	●
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 use of SmartSheet workflow to capture the systematic work being done to support the purchases for career pathways. Instructional Leads determine the pathway needs in collaboration with teachers and program needs.	Ongoing use of SmartSheet workflow to capture the systematic work being done to support the purchases for career pathways. Instructional Leads determine the pathway needs in collaboration with teachers and program needs.	●

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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 June 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 July 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	●	Communication with parents regarding virtual learning artifacts.	Met with Deanna Southerling on July 2 to review all marketing materials. Deanna is revamping our AOL book (attached) to market to parents and students the value of CTE and the opportunities available. Meeting agenda and some collateral attached CTE teachers are promoting CTE programs and pathways to students at the 4 Week Backpack League - 1000 elementary and middle school students learning through the lens of innovation and fun. Students are experiencing engineering, CAD, animal science, culinary just to name a few (pics attached) Working on revamping Choices handbook to include more clearly the value of CTE and the opportunities available, coming soon We promote CTE at showcase of schools with thousands of families visiting, JA inspire with 6000 8th graders learning about CTE education, all 5th graders in JCPS visit JA BIZ Town, plus multiple career fairs, industry speakers, industry field trips, expansion of WBL continues AOL has expanded into 15 schools with wall to wall Career Academies involving 16,000+ students Working to build up our K-8 system, exploring the virtual job shadow, elementary and middle tours of HS, college/career week in elementary and middle.	●
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	●	Status is unchanged	15 high schools have chosen to organize their schools into wall to wall career academies through the Academies of Louisville program, which speaks to the value of CTE education. Magnet and choice schools are adding career pathways	●
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.								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
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	●	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.	<p>Met with Deanna Southerling on July 2 to review all marketing materials. Deanna is revamping our AOL book (attached) to market to parents and students the value of CTE and the opportunities available. Meeting agenda and some collateral attached</p> <p>CTE teachers are promoting CTE programs and pathways to students at the 4 Week Backpack League - 1000 elementary and middle school students learning through the lens of innovation and fun. Students are experiencing engineering, CAD, animal science, culinary just to name a few (pics attached)</p> <p>Working on revamping Choices handbook to include more clearly the value of CTE and the opportunities available, coming soon</p> <p>We promote CTE at showcase of schools with thousands of families visiting, JA inspire with 6000 8th graders learning about CTE education, all 5th graders in JCPS visit JA BIZ Town, plus multiple career fairs, industry speakers, industry field trips, expansion of WBL continues</p> <p>AOL has expanded into 15 schools with wall to wall Career Academies involving 16,000+ students</p> <p>Working to build up our K-8 system, exploring the virtual job shadow, elementary and middle tours of HS, college/career week in elementary and middle.</p>	●

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Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
26	CTE	F2. Develop, implement, and monitor a process that clearly communicates to all parents and students the opportunities CTE programs provide for all students	Rogers	10/01/18	10/01/20	Monthly	●	<p>Communication with parents regarding virtual learning artifacts.</p> <p>Met with Deanna Southerling on July 2 to review all marketing materials. Deanna is revamping our AOL book (attached) to market to parents and students the value of CTE and the opportunities available. Meeting agenda and some collateral attached</p> <p>CTE teachers are promoting CTE programs and pathways to students at the 4 Week Backpack League - 1000 elementary and middle school students learning through the lens of innovation and fun. Students are experiencing engineering, CAD, animal science, culinary just to name a few (pics attached)</p> <p>Working on revamping Choices handbook to include more clearly the value of CTE and the opportunities available, coming soon</p> <p>We promote CTE at showcase of schools with thousands of families visiting, JA inspire with 6000 8th graders learning about CTE education, all 5th graders in JCPS visit JA BIZ Town, plus multiple career fairs, industry speakers, industry field trips, expansion of WBL continues</p> <p>AOL has expanded into 15 schools with wall to wall Career Academies involving 16,000+ students</p> <p>Working to build up our K-8 system, exploring the virtual job shadow, elementary and middle tours of HS, college/career week in elementary and middle.</p>	●
27	CTE	F3. Develop, implement, and monitor a process to review and increase each student group's participation and success in CTE programs	Rogers	10/01/18	10/01/20	Semi-annually	●	<p>Ongoing work with DMC to continue to improve reporting that will identify student group data as related to career pathways and transition readiness.</p> <p>Will work with HS Principals to target 1 data point indicating inequitable participation either by gender or minority participation. Will assign each lead one area of focus, set goals to improve, build action items, and monitor progress</p>	●
28	CTE	F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.</p> <p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.</p>	●
29	CTE	G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.							
30	CTE	G1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	<p>Collaborating with KDE on JCPS Annual Pathway Training. District wide training to be held Sept 17 & 19 at Builders Exchange. Under the direction of Kiley Whitaker the training will cover a revised process to review student transcripts, refresh on TEDS data entry and New processes to audit and monitor TEDS data.</p> <p>TEDS training system in place, will continue to monitor. Will work with school level administrator at monthly calibration meetings.</p>	●

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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	●	Collaborating with KDE on JCPS Annual Pathway Training. District wide training to be held Sept 17 & 19 at Builders Exchange. Under the direction of Kiley Whitaker the training will cover a revised process to review student transcripts, refresh on TEDS data entry and New processes to audit and monitor TEDS data.	KACTE Conference held in July has coordinator sessions on Perkins and TEDS updates that will be widely shared with all CTE team members, administrators and teachers. Over 200 JCPS attendees are registered to attend. KDE is hosting a district wide training session Sept 17/19 Training dates for 19-20 school year held at Builders Exchange. This is a required session for anyone involved in TEDS.	●
32	CTE	G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	●	All Transition Readiness and audit data is monitored closely. Any schools that have area of concern are contacted and training is administered as needed.	In the process of hiring CTE instructional manager. This roll will calibrate the work of the instructional leads and focus on moving the levers for transition readiness.	●
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 June 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 July 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	●	Log in data is attached.	System in place, ongoing. Login data is attached.	●
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	●	Log in data is attached.	System in place, ongoing. Login 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 7	System in place, ongoing. Login data is attached.	●
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 July 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 July 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.								

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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	●	Curriculum & Framework plan to include CTE instructional leads was communicated for the 19-20 school year.	Piloting GE / Doss High School Teacher Training Days - see attached agenda . Entire faculty spending day at GE Appliances touring facility and divisions, meeting w/ executives and learning about "real world" application of business, IT, Health Services, Manufacturing, etc.. Day 2 Teachers, business partners, and JCPS instructional leaders will work together to build authentic learning opportunities, project based learning and interdisciplinary units. Hiring CTE instructional leader to oversee this work, should be on staff by August 1	●
41	CTE I2. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around integrating CTE and core academic curriculum	Smith/ Rogers	10/01/18	10/01/20	Annually	●	Status is unchanged	New CTE instructional manager will lead this work to support system 1	●
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	●	TEDS data collection workbook is monitored weekly in addition to the Transition Readiness Name and Need Charts. The processes for both these workbooks are communicated to school administration. Their use of these workbooks are monitored by all members of OTR.	19-20 Name and Need chart has been expanded to include all grades. This chart is monitored weekly along with the 19-20 Data Collection workbook which will roll out after the first data collection deadline in November. KDE recommended auditing TEDS records formally four times during the school year. Kiley Whitaker is demoing a new process recommendation in August. Will revise the instructions after the meeting with Kiley.	●
44	CTE J2. Develop, implement, and monitor written processes that address finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	Exploring One Note format for documenting the written processes that address both finance by the district and schools. Met with Grants and Awards on how they are building their process/procedures using this One Note Platform.	Continuing to work on communications with schools regarding career pathway financing. All KDE updates will be communicated after summer conference. Finance has been incorporated in principal training being held on July 17.	●
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	●	As part of the 19-20 student name and need charts implemented pathway levers chart which contain data for program standards.	The pathway lever chart houses program standards, common formative assessments, dual credit, etc... this tool is being utilized to align pathways and to monitor program standards	●
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	●	No allegations were filed for CTE this month.	No allegations were filed for CTE this month. Spreadsheet attached.	●
47	CTE J5. Provide individual support and training for schools based on data reviews	Thompson	10/01/18	10/01/20	Monthly	●	Updated KDE Transition Readiness and Accountability At A Glance documents shared with BACs and Principals and CTE district supports.	Updating Accountability Updates PPT and other KDE documents to be shared with BACs and Principals and CTE district supports for 2019-2020 SY.	●
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 June 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 July are included on this sheet which is attached to this row.	●

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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	●	Status is unchanged	Status unchanged (no training during summer hiatus) Next training opportunity will be at the Counselor Conference July 23. Training artifacts will be in the August updates.	●
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	●	Status is unchanged	Status unchanged (no training during summer hiatus)	●
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 June 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 July 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	●	Career Pathway Instructional Leads work closely with pathway teachers and academy coaches on all aspects of Advisory Committee requirements. Standardized instructions for all things advisory related have been developed through the centralized advisory repository.	New advisory committee monitoring tool will launch in 19-20	●
55	CTE	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	At June 14 Principal meeting, input was gathered from all principals on monitoring and implementation guidelines. District is compiling input to make adjustments.	Principals meeting on transition readiness plan being held July 17th to celebrate growth and calibrate the work for the upcoming year, plus discuss high leverage systems, review the name and need chart, and discuss needs.	●
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 June 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 July 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.								

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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	●	Master and student schedule mainly set for coming school year.	Master and student schedules set for coming school year. Preparations for the 20-21 school year will begin in October.	●
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	●	Status unchanged	Status unchanged	●
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	●	Status unchanged	Status unchanged	●
62	CTE N2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness training efforts	Rogers	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
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 June 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 July 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
1	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 June is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures. Additionally, emails with KDE are attached.	The log through July is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures. Additionally, emails with KDE are attached.	●
3	IDEA A2. Develop and implement a process whereby KDE staff will have access to all Special Education staff meetings and trainings	Hooper	10/01/18	10/01/20	Monthly	●	The ECE Living Calendar continues to be the tool to share meetings and information with KDE. Agenda of meetings, with minutes are linked to the Living Calendar: https://docs.google.com/document/d/1YDVE86oU1I2jAIP8vHecNgxvHC15XooQHsxUJX7y2IM/edit	The ECE Living Calendar continues to be the tool to share meetings and information with KDE. Agenda of meetings, with minutes are linked to the Living Calendar: https://docs.google.com/document/d/1YDVE86oU1I2jAIP8vHecNgxvHC15XooQHsxUJX7y2IM/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	●	Meetings with KDE OSSEL department to review CAP items will occur bi-weekly beginning June 2019. Chief Exceptional Child Education actively participates in these meetings and provides direct communication to the Superintendent and Superintendent Cabinet. ECE Leadership currently reviewing/revising district Special Education Procedures document.	Meetings with KDE OSSEL department to review CAP items will occur bi-weekly beginning June 2019. Chief Exceptional Child Education actively participates in these meetings and provides direct communication to the Superintendent and Superintendent Cabinet. ECE Leadership currently reviewing/revising district Special Education Procedures document.	●
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 9 attached. The ECE Department audit team have completed 1939 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.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year analysis attached.	●
6	IDEA A5. Review organizational charts to ensure necessary support structure in place to implement special education services and the Final CAP with fidelity	Chevalier	10/01/18	10/01/20	Annually	●	Revised job descriptions for personnel not reviewed in May school board meeting brought to board for review during June 11 regular meeting.	The re-organizational chart and the job descriptions were approved by the Board at the June 11, 2019 board meeting. Internal structures for IDEA include direct support to schools with Supervisors of ECE implementation coaches and psychologists and Supervisors of ECE programs.	●
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	●	Arrest, Restraint, Seclusion Tracking Document for 6/7/2019 attached. Additionally, various sample IC Behavior Entry Error Clean-up emails included (1st degree assault, excessive restraint length, DMC corrections, SSP2 & SSP6 errors).	Principal and AP Handbook Training planning as begun. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. SSBI Handbook emails to host locations, request for clerk to enter sessions on PD Central, and DRAFT emails to principals & ast. principals regarding training attached.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	Arrest, Restraint, Seclusion Tracking Document for 6/7/2019 attached. Additionally, various sample IC Behavior Entry Error Clean-up emails included (1st degree assault, excessive restraint length, DMC corrections, SSP2 & SSP6 errors).	Principal and AP Handbook Training planning as begun. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. SSBI Handbook emails to host locations, request for clerk to enter sessions on PD Central, and DRAFT emails to principals & ast. principals regarding training attached.	●
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	●	8 schools received 2-day team PBIS training (roster attached).	All schools trained in PBIS prior to 2018-19 received an Implementation Report (sample attached) prepared by their district resource teacher with input from the school-based team. A report with the implementation information for all their schools who received a report was given to the Asst. Superintendents (attached). In addition, the MTSS Team Leader and MTSS Behavior Supervisor presented on the district's work with PBIS at KDE's "Building Bridges to Student Success Summit" for recipients of the SPDG grant.	●
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	●	Data Stewards across the district received training in appropriate documentation of removals in efforts to provide data for review as schools decrease removals. Principals receive an alert email as students reach thresholds of removals warranting review of records and requiring manifestation determinations.	6/26/19: Summary of Process Protocol attached. 6/28/19: Submitted reviews of 30 student files from High School Zone (record review, conference summaries) to DoSE Secure Server. Format of files: "JCPSIDEACAPSTUDENTFILEREVIEW07.0 1.19Student_ ". See attached summary of findings from Student File Review. See attached Disciplinary Procedures Monitoring Protocol.	●
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 June 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 July are included on this sheet which is attached to this row.	●
13	IDEA	C. (IDEA # 4)The continuum of educational settings in JCPS does not meet the standards established in the Individuals with Disabilities Education Act and is insufficient under 707 KAR 1:350.								
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 for intensive behavioral support.	Continued Coordination of Student Supports meeting are held weekly suspended 6.03.2019 (agendas attached). Programming requests indicate there are adequate number of seats for intensive behavioral support. Three (3) classrooms added for 19-20 to support MSD and AUT needs. (Churchill Park, Wilder, Sanders). Meetings are scheduled for the 19-20 school year (see attached living calendar).	●
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	●	Coordination of Student Supports meeting are held weekly (agendas attached). Programming requests indicate there are adequate number of seats for intensive behavioral support.	Continued Coordination of Student Supports meeting are held weekly suspended 6.03.2019 (agendas attached). Programming requests indicate there are adequate number of seats for intensive behavioral support. Three (3) classrooms added for 19-20 to support MSD and AUT needs. (Churchill Park, Wilder, Sanders). Meetings are scheduled for the 19-20 school year (see attached living calendar).	●

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16	IDEA C3. Develop, implement, and monitor a system of training for ARC Chairs, and other relevant school and district staff on the educational continuum of services which begins with the least restrictive setting (general education classroom) to the most restrictive educational setting (residential placement)	Hooper	10/01/18	10/01/20	Annually	●	All items within protocol for this activity completed for 2018-19 school year. Training of 2019-20 ARC Chairpersons will be completed summer, 2019 by GLEC. Training materials can be found on www.kyglec.org Planning of monthly coaching of ECE Implementation Coaches during the 19-20 school year underway. Training addresses LRE and Continuum of Services.	July - continued training. Training of 2019-20 ARC Chairpersons will be completed summer, 2019 by GLEC. Training materials can be found on www.kyglec.org Planning of monthly coaching of ECE Implementation Coaches during the 19-20 school year underway. Training addresses LRE and Continuum of Services. In addition to ARC Chair training on August 27, 28, 29.	●
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	●	Training of 2019-20 ARC Chairperson will be completed summer, 2019 by GLEC. Training materials can be found on www.kyglec.org	July - continued training. Training of 2019-20 ARC Chairperson will be completed summer, 2019 by GLEC. Training materials can be found on www.kyglec.org . In addition to ARC Chair training on August 27, 28, 29.	●
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 for Month 9 attached. The ECE Department audit team have completed 1939 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.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached.	●
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	●	Coordinator conducted progress review of 2018-19 data regarding placements to develop strategies for streamlining coordination of services in 2019-20. There were 294 completed consultation requests during 2018-19 regarding placement with a median turnaround time of 15 days.	July - will begin process again in August with Implementation coaches and Supervisors of Implementation coaches. A new Living Calendar for 2019-20 has been established for the communication of meeting agendas and notes with KDE. The 19-20 Living Calendar can be found in attached hyperlink: ECE Living Calendar 2019-2020	●
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. One Waiver request submitted to KDE in May for one classroom, due to preventing disruption to student at end of school year. The classroom will be within class size requirements at start of 2019-20.	Continued Coordination of Student Supports meeting are held weekly suspended 6.03.2019 (agendas attached). Currently no waivers will be needed at the beginning of the school year. Will be revisited in August. Meetings are scheduled for the 19-20 school year (see attached living calendar).	●
21	0 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 June 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 July 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 items within protocol for this activity completed for 2018-19 school year. Training of 2019-20 ARC Chairpersons will be completed summer, 2019 by GLEC. Training materials can be found on www.kyglec.org Planning of monthly coaching of ECE Implementation Coaches during the 19-20 school year underway. Training addresses LRE and Continuum of Services.	July - continued training. Training of 2019-20 ARC Chairperson will be completed summer, 2019 by GLEC. Training materials can be found on www.kyglec.org . In addition to ARC Chair training on August 27, 28, 29.	●

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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 9 attached to C5, row 18.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached.	●
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 9 attached to C5, row 18.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached (see D2, row 24).	●
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 9 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.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached (see D2, row 24).	●
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 9 attached to C5, row 18.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached (see D2, row 24).	●
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. ARC Chair Training for 2019-20 will include referral process - see www.kyglec.org for online ARC Chair modules.	Child Find training completed. ARC Chair Training for 2019-20 will include referral process - see www.kyglec.org for online ARC Chair modules.	●
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 3,245 consents for evaluation. Updated link to spreadsheet attached.	The Lead Psychologist reviewed Assessment Alert data. There have been 3282 consents for evaluation for the 18-19 school year. Updated link to spreadsheet attached. Summary analysis and protocol 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	●	An alert for schools was created for non-disabled students in which principals receive an email to communicate thresholds of removals have been done. Schools review student data to determine if a referral is warranted.	Activity suspended due to end of school year activity to resume August 2019. A new Living Calendar for 2019-20 has been established for the communication of meeting agendas and notes with KDE. The 19-20 Living Calendar can be found in attached hyperlink: ECE Living Calendar 2019-2020.	●
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 and manifestation training for 2018-19 school year is complete. Training will resume for the 2019-20 school year in July.	FBA/BIP and MDR training for administrators will resume on 7/18/2019 and continue on 7/19/2019. Four 3 hour sessions will occur on these days. A session summary posted on PD central is attached.	●
34	IDEA F2. Conduct regular checks (e.g., due process file reviews) at schools for implementation and provide support and guidance in the target areas based on findings from the checks	DeFerrari	10/01/18	10/01/20	Monthly	●	Continued review of student files and recommendations emailed to schools to ensure compliance with IDEA. (Email communications attached)	Continued review of student files and recommendations emails to schools to ensure compliance with IDEA, will resume when 2019-20 school year resumes. (copy of review attached)	●

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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	●	Transportation as a related service will be addressed in the 2019-20 ARC Chair training as well as monthly coaching sessions with ARC Chairs during the school year. Online training information for ARC Chairs can be found at www.kyglec.org	July- training continued.	●
38	IDEA	G2. Ensure that special transportation is available at all schools if students' IEPs require this service	Raisor Stites	10/01/18	10/01/20	Monthly	●	Transportation conducted meeting with ECE Placement Specialist. Email attached.	Special Transportation was made available, when required, to all summer programs. Transportation conducted meeting with ECE Placement Specialist. Emails attached.	●
39	IDEA	G3. Review the length and duration of bus rides and refine existing routes if needed	Raisor Stites	10/01/18	10/01/20	Monthly	●	Count and ride time summary updated to include June	Count and ride time data collection and review will continue during 2019-20 school year Currently staff is working on routing. Attached is an excel spreadsheet that documents current progress.	●
40	IDEA	G4. Develop and implement creative solutions when there are systemic behavior issues on buses (e.g., rival gangs)	Raisor Stites	10/01/18	10/01/20	Monthly	●	School closure 6/7/19	Worked closely with summer school staff to support student success. When serious incidents occurred, the Transportation, SCM, and ECE teams provided support. The Transportation team re-worked the layout of the morning and afternoon bus arrival/departure to support student success and to shorten the amount of time students are waiting on buses. See attached map.	●
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	Raisor Stites	10/01/18	10/01/20	Annually	●	Annual process, completed	Annual process, completed	●

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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 9 attached to C5, row 18. ECE staff coach staff based on audit results.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached (see D2, row 24).	●
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	●	Schools are completing the process of identifying ECE Implementation Coaches for the 2019-20 school year. Of the 131 allocated positions, 12 are currently unfilled. The ECE Implementation coaches will serve as school-based lead ARC Chairpersons and previously served as Consulting Teachers. Staffing Allocation increased from 44 to 131. The district also allocated Mental Health Counselors to all schools who can provide Counseling as a Related Service.	Schools are completing the process of identifying ECE Implementation Coaches for the 2019-20 school year. Of the 131 allocated positions, 11 are currently unfilled. The ECE Implementation coaches will serve as school-based lead ARC Chairpersons and previously served as Consulting Teachers. Staffing Allocation increased from 44 to 131. The district also allocated Mental Health Counselors to all schools who can provide Counseling as a Related Service.	●
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	●	Training (online and in-person) for ECE teachers has been established and scheduled. All ECE teachers will receive training in IEP development and FBA/BIPs. Access to online training materials can be found at www.kyglec.org	Training (online and in-person) for ECE teachers has been established and scheduled. All ECE teachers will receive training in IEP development and FBA/BIPs. Access to online training materials can be found at www.kyglec.org	●
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	●	Training (online and in-person) for ARC Chairpersons has been established and scheduled for 2019-2020. Access to online training materials can be found at www.kyglec.org Planning of monthly coaching of ECE Implementation Coaches during the 19-20 school year underway.	Training (online and in-person) for ARC Chairpersons has been established and scheduled for 2019-2020. Access to online training materials can be found at www.kyglec.org Planning of monthly coaching of ECE Implementation Coaches during the 19-20 school year dates have been scheduled. Each IC will receive 6 hours training in august and September thereafter three hours monthly. .	●
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	●	As of June 7, 134 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.	Will resume beginning of school year. A new Living Calendar for 2019-20 has been established for the communication of meeting agendas and notes with KDE. The 19-20 Living Calendar can be found in attached hyperlink: ECE Living Calendar 2019-2020.	●
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 6/3/2019 is attached.	AT year end data analysis attached - see "KDE ECE AT Data EOY 2018-19"	●

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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 9 attached to C5, row 18. ECE staff coach staff based on audit results.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached (see D2, row 24).	●
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 staff continue to support the West Louisville Satellite Office (see attached updated schedule for 2019-20).	●
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 9 attached to C5, row 18. ECE staff coach staff based on audit results.	Desk Audit for Month 10 attached. The ECE Department audit team have completed 2160 desk audits. The Compliance Record Review has been completed for the 2018-19 school year, analysis attached (see D2, row 24).	●
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 June 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 July 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								
56	IDEA J1. Conduct root cause analysis upon identification of significant disproportionality by a team of diverse stakeholders including gen-ed and special ed staff	Coleman, Hooper	10/01/18	10/01/20	Annually	●	Continued discussions across departments in the area of disproportionality have been on-going. As the work for the systems non-negotiables are developed, the leadership team has ensured disproportionality is addressed and embedded throughout the document.	Continued discussions across departments in the area of disproportionality have been on-going. As the work for the systems non-negotiables are developed, the leadership team has ensured disproportionality is addressed and embedded throughout the document.	●
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	●	Numbers in Infinite Campus continue to be monitored in the CCEIS activity tracker (see attached)	Numbers in Infinite Campus continue to be monitored in the CCEIS activity tracker (see attached). 2019-20 monitoring schedule is 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.	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	●	Principals were trained in April, 2019 in FBA/BIP/MDR. Assistant Principals will be trained July 18 and 19 (training schedule attached). Lead Data Stewards (including administrators) received training in April on appropriate documentation and monitoring of removals per KARs.	July - continued training. July Session summary attached.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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	●	June Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	No call logs for the month of July due to school not being in session. C&C Data Fidelity meetings are scheduled for next year. The C&C Data Clean-up Types and Time Line Schedule and C&C Friday Data Clean-up Meeting Schedule is attached.	●
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 June 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 July 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	●	No changes at the current time.	No changes at the current time.	●
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 trained prior to 2019 have completed the TFI (see attached spreadsheet).	All schools trained in PBIS prior to 2018-19 received an Implementation Report (sample attached) prepared by their district resource teacher with input from the school-based team. A report with the implementation information for all their schools who received a report was given to the Asst. Superintendents (attached). In addition, the MTSS Team Leader and MTSS Behavior Supervisor presented on the district's work with PBIS at KDE's "Building Bridges to Student Success Summit" for recipients of the SPDG grant.	●
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 MTSS Engagement team completed end of year MTSS Toolkit implementation reports for each school. (see attached)	Monthly meetings of the MTSS department collaborations have been scheduled pending approval. A draft calendar is attached, including bi-monthly meetings between the MTSS Behavior, MTSS Engagement, and MTSS Student Behavior Supports teams, as well as bi-monthly meetings including all MTSS teams, Curriculum Design and Learning Innovation, and all district resource teachers involved in supporting schools.	●
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	●	The MTSS Engagement team completed end of year MTSS Toolkit implementation reports for each school. (see attached)	All schools trained in PBIS prior to 2018-19 received an Implementation Report (sample attached) prepared by their district resource teacher with input from the school-based team. A report with the implementation information for all their schools who received a report was given to the Asst. Superintendents (attached). In addition, the MTSS Team Leader and MTSS Behavior Supervisor presented on the district's work with PBIS at KDE's "Building Bridges to Student Success Summit" for recipients of the SPDG grant.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
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 MTSS Engagement team completed end of year MTSS Toolkit implementation reports for each school. (see attached)	Monthly meetings of the MTSS department collaborations have been scheduled pending approval. A draft calendar is attached, including bi-monthly meetings between the MTSS Behavior, MTSS Engagement, and MTSS Student Behavior Supports teams, as well as bi-monthly meetings including all MTSS teams, Curriculum Design and Learning Innovation, and all district resource teachers involved in supporting schools.	●
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 June 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 July 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	●	18 SCM Trainings scheduled for June 2019. District SCM Team is attending the Behavior Institute on June 13 and 14th and completing their annual SCM Instructor Recert on June 25 and 26th.	13 SCM trainings scheduled for July 2019. Principal and AP Handbook Training planning as begun. SCM draft Powerpoint Presentation attached. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. A job Enhancement Training for all In School Security Monitors is being held on Aug. 13 to provide de-escalation and behavior training to support these role groups. A Bus Driver Training is also being negotiated with the Union that includes de-escalation and behavior training.	●
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	●	Discussions around JCPS policy and review overhaul have begun. SCM Polices and procedures will be reviewed by August 2019. C&C Department Meeting Notes attached.	Discussions around JCPS policy and review overhaul have begun. SCM Polices and procedures will be reviewed by August 2019. C&C Department Meeting Notes attached.	●
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	●	Emails were sent for all incidents that had questionable restraint resolution lengths to review for correction. Also a training resource was created to help with IC entry or restraint lengths that will be shared with anyone that has behavior rights in IC and added as part of the IC Behavior Rights test required to receive behavior rights. Culture and Climate Data Fidelity Matrix was created for a timeline and specific data that will be reviewed regarding Physical Restraint and Seclusion.	Principal and AP Handbook Training planning as begun. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. Draft Powerpoint presentation attached.	●
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	●	An email was sent to school administrators thanking them for maintaining SCM compliance for the 18-19 school year.	Principal and AP Handbook Training planning as begun. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. Draft Powerpoint presentation attached. This will include the process of training requirements, scheduling trainings and an update of the school's core team for every school as an exit slip.	●
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	●	Planning for 2019-2020 SROs training around positive behavior supports and interventions and protocols for involvement of with SCM has begun. Email attached.	A job Enhancement Training for all In School Security Monitors is being held on Aug. 13 to provide de-escalation and behavior training to support these role groups.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
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	●	An email was sent to school administrators thanking them for maintaining SCM compliance for the 18-19 school year. Several administrators responded with feedback from that email. Sample email feedback is attached.	Status unchanged.	●
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 to administrators to update "One Pagers" will resume in August, 2019	Communication by e-mail to administrators to update "One Pagers" will resume in August, 2019	●
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 June 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 July 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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 June is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Emails to KDE for policy and procedure approval are attached.	The log through July is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Emails to KDE for policy and procedure approval are attached.	●
3	SCM 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	●	JCPS was given feedback from KDE Monitoring Visit on May 30th on the flowchart. JCPS will not implement a Seclusion Flow Chart. Discussion around Seclusion versus PAC will be trained during SCM trainings and principal and assistant principal handbook training's. Any questions in regards to seclusion versus PAC will be directed to the SCM department for guidance. Confirmation of date and time for the SCM's session at the Continuous Improvement Summit has been communicated. September 17th 9:45-10:45, Thoroughbred 5.	Currently the department is working on aligning district procedures and policies as part of a district-wide initiative. Staff will be working through attached sample procedures.	●
4	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	●	June 2019 SCM trainings attached.	July 2019 SCM trainings attached.	●
5	SCM B. There is a significant lack of understanding throughout the district regarding 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools. As a result of this lack of understanding, the district maintains policies and procedures regarding physical restraint and seclusion that are inconsistent with the regulation (e.g. school resource officers not trained in positive behavioral supports and interventions). Interviews and observations indicate the prevalence of physical restraints such as mechanical, prone or supine restraints as well as unnecessary use of physical restraint and seclusion where the student's behavior did not pose an imminent danger of physical harm to self or others, in direct violation of 704 KAR 7:160.								

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status	
6	SCM	B1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	Deferrari	10/01/18	10/01/20	Monthly	●	18 SCM Trainings scheduled for June 2019. District SCM Team is attending the Behavior Institute on June 13 and 14th and completing their annual SCM Instructor Recert on June 25 and 26th.	13 SCM trainings scheduled for July 2019. Principal and AP Handbook Training planning as begun. SCM draft Powerpoint Presentation attached. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. A job Enhancement Training for all In School Security Monitors is being held on Aug. 13 to provide de-escalation and behavior training to support these role groups. A Bus Driver Training is also being negotiated with the Union that includes de-escalation and behavior training.	●
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	●	Discussions around JCPS policy and review overhaul have begun. SCM Polices and procedures will be reviewed by August 2019. C&C Department Meeting Notes attached.	Discussions around JCPS policy and review overhaul have begun. SCM Polices and procedures will be reviewed by August 2019. C&C Department Meeting Notes attached.	●
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	●	Emails were sent for all incidents that had questionable restraint resolution lengths to review for correction. Also a training resource was created to help with IC entry or restraint lengths that will be shared with anyone that has behavior rights in IC and added as part of the IC Behavior Rights test required to receive behavior rights. Culture and Climate Data Fidelity Matrix was created for a timeline and specific data that will be reviewed regarding Physical Restraint and Seclusion.	Principal and AP Handbook Training planning as begun. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. Draft Powerpoint presentation attached.	●
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	●	An email was sent to school administrators thanking them for maintaining SCM compliance for the 18-19 school year.	Principal and AP Handbook Training planning as begun. The dates of the trainings will be July 29, 30, 31 Aug. 1, 2, 6,7,8. Draft Powerpoint presentation attached. This will include the process of training requirements, scheduling trainings and an update of the school's core team for every school as an exit slip.	●
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	●	Planning for 2019-2020 SROs training around positive behavior supports and interventions and protocols for involvement of with SCM has began. Email attached.	A job Enhancement Training for all In School Security Monitors is being held on Aug. 13 to provide de-escalation and behavior training to support these role groups.	●
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	●	An email was sent to school administrators thanking them for maintaining SCM compliance for the 18-19 school year. Several administrators responded with feedback from that email. Sample email feedback is attached.	Status unchanged.	●

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 2019 Status
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 June 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 July 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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	<p>●</p> <p>The log through June is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.</p> <p>Email discussions regarding considerations attached.</p>	<p>●</p> <p>The log through July is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.</p> <p>Email discussions regarding considerations attached.</p>	●
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	<p>●</p> <p>Professional Development Sessions: June 11 - Equity Institute for All Certified Staff Who have not yet participated June 11-12 - District wide Classified Professionals Institute June 12-13 - Deeper Learning Symposium June 18 - Early Childhood Mini Institute, Unsel June 19-21 - Early Childhood Institute, Galt House July 8-10 - Camp Ready4K Staff Training, Set Up and Parent Orientation</p>	<p>●</p> <p>The Preservice Calendar At a Glance has been developed along with the following Early Childhood Education Calendars for 2019-2020: Instructional Staff Calendar of Events Early Childhood Assessment Calendar Curriculum Pacing Guide Calendar Early Childhood Family Fun Day Calendar Early Childhood Student Calendar for Families</p>	●
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	<p>●</p> <p>Dawson Orman Finding Action Plan has been updated with responses to KDE comments. Klondike Site Visit Report has been updated with responses for opportunities for growth. There were no findings. Middletown Site Visit Report has been updated with responses for opportunities for growth. There were no findings. Westport Site Visit Report has been updated with responses for opportunities for growth. There were no findings. Appropriate De-Escalation and Safe Crisis Management and Documentation Update Trainings were provided to 462 Early Childhood Instructional Staff. Additional pre-service PD on Developmentally Appropriate Responses to Challenging Behavior will be offered in August 2019. Staff will also be able to attend Full Safe Crisis Management Certification training.</p>	<p>●</p> <p>Early Childhood Procedures (Draft) are currently under annual review for alignment with district policies and procedures. As they are updated links will be included in this document.</p> <p>A procedure for weekly monitoring of the KDE CAP Smartsheet has been established to ensure that KDE comments requiring JCPS EC response are addressed in a timely manner.</p>	●
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 June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	<p>The May Inclusive Opportunities Summary Report summarizes data collected by Early Childhood special class teachers on each of their students. Total inclusion minutes rose by 3% from the previous month, and increased by 63% since January (from 2,870 to 4,665 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 September 2019.</p> <p>The Early Childhood and ECE departments continue to collaborate closely through monthly work sessions to ensure alignment to regulatory expectations regarding implementation of special services for early childhood students with special needs.</p>	<p>During mandatory EC Teacher IEP training on August 16th and 26th, inclusion data will be shared to facilitate discussions regarding the Least Restrictive Environment (LRE). The training will provide a basis for teachers to review the IEPs of the returning students who are being served in ECE special classrooms for additional opportunities for participation with their nondisabled peers.</p> <p>Inclusion data will be shared on a monthly basis with ECE special class teachers, ECE resource teachers and instructional coach. The IEP progress data analysis will allow teams to discuss additional inclusion opportunities for their students.</p> <p>EC Counselors and ECE special class teachers will meet at least on a quarterly basis to discuss individual student needs and to analyze IEP progress data. IEP progress data will be presented at ARC meetings to determine if inclusion opportunities can be increased or service delivery change should be considered.</p> <p>EC Administrators will participate in KDE facilitated training sessions to support ARC procedures for LRE and the tenets of inclusive school leadership to help ensure the success of all students.</p> <p>EC Special Services work session was held for ongoing communication of systems development and monitoring to ensure inclusion is facilitated among disabled and nondisabled peers.</p>	●

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Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2019 Status	June 2019 Progress Notes	July 2019 Progress Notes	KBE Aug 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	●	<p>Final Health and Safety Checklist Monitoring Audits were completed at Cane Run, Shacklette, and Smyrna. Overall school visits from the entire year maintained a score of 94% or higher on all indicators. EC Stakeholder Surveys for Handbook Revisions have been distributed. Home visit and classroom student folder audits were conducted at the end of the school year. The condensed ECERS-3 Checklist walkthroughs in April/May identified strengths and areas for growth on the state monitoring tool. The report indicates that overall, 97% of all indicators observed were met. Walkthrough Next Steps have been identified. The 2018-2019 Year End Summary Report for classroom walkthrough observations by instructional coaches and administrators showed that 90% of all indicators were met. Walkthrough Next Steps have been identified. The playground inspection protocol was used to conduct 123 playground inspections. As of 5/31/19, all but three minor issues (to be corrected before 19-20) have been resolved for a closed inspection rate of 98%. The playground inspection schedule, outlines the cycle of inspections for 2019-20. In 18-19, 16 new playgrounds were installed. Five existing playgrounds had enhancements or improvements.</p>	<p>Camp Ready 4K (YouTube Video- https://youtu.be/BNNNuqXQ1wI), an annual summer camp designed to stem summer learning loss for close to 900 rising JCPS kindergartners, is being held at eight locations on July 11-31, 2019. Rigorous curriculum is tailored to address Kindergarten readiness skills based on an analysis of Brigance data. Curricular enhancements for this summer include intentional integration of literacy and numeracy into gross motor development, and a preschool engineering program.</p> <p>For the 19-20 school year, the Early Childhood office has received 3,092 applications and has determined eligibility for 2,731 students for the preschool program based on income, disability or categorical status. We anticipate enrolling an additional 800 to 1,000 children who qualify due to disability or income throughout the 19-20 school year.</p> <p>All EC Handbook annual reviews are currently underway. Revisions include consideration of feedback provided by school and central office staff surveys</p> <p>Bus Observation Results 18-19: 82 observations completed with at least one observation per location</p> <p>Playground Inspection Results 18-19: 98% closed inspection rate</p> <p>The playground inspection cycle for 2019-20 began according to schedule.</p> <p>Building modification approvals were secured for playground renovations or enhancements at eight locations. Total redesign and renovation of Dawson Orman playground initiated.</p>	●
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	●	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.</p>	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.</p>	●