

# JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
1	Planning	<b>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.</b>								
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	●	Board retreat, July 30, Board used consultant to discuss and develop protocols.	Completed	●
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>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).</b>								
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 the major organizational coherence work was completed in May, there will continue to be minor changes to org charts. August 6 changes are attached.	Although the major organizational coherence work was completed in May, there will continue to be minor changes to org charts. August 27 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	●
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	●	The Vital Sign protocol is being revised to include time to revisit what has occurred since the previous session to review effectiveness of supports. In addition, zone/level teams meet weekly to determine supports and to make adjustments as needed. A draft list of vital sign metrics and timeline is included as link in attachment.	Vital Sign sessions have been scheduled at the district level. Assistant Superintendents are also scheduling at the school level.	●

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9 Planning	B4. Develop and implement a system that includes accountability measures to ensure that middle level management is connected to and supportive of the school's work (e.g, field hour logs) and needs	Coleman	10/01/18	10/01/20	Monthly	●	The Teacher Backpack has been shared with Principals and Teachers. it is located in each teacher's Google Suite (waffle). CTE, ECE and EC Teacher Backpacks will be completed within the next week and added to the site. In addition, we are creating a voiceover video to provide an overview as well as directions for how to use. Finally, we are continuing to focus on the essence of this item as evidenced through Instructional Cabinet agendas. The draft email being sent to teachers on Monday, August 19, 2019 is attached as well as the agenda for Instructional Cabinet meeting held on that same day. <a href="https://docs.google.com/document/d/1KhytRrwrRgdTJmHnlgayg_KU9wwPFdtZz13mYpw5ybK0/edit#">https://docs.google.com/document/d/1KhytRrwrRgdTJmHnlgayg_KU9wwPFdtZz13mYpw5ybK0/edit#</a>	During the September Principals' Meeting, the participants will take part in a guided discussion on the utilization of the Teacher Backpack and other resources to heighten accountability. They will have the opportunity to collaboratively discuss the current implementation of the tool and further discuss steps that are needed to make an impact. Additional innovative resources will also be shared (see attached). The agenda can be found here: <a href="https://docs.google.com/document/d/1UrhE2d2Q_PU4CNw3FeN8hD3RkbfPpsvb81MwvMuJXs/edit">https://docs.google.com/document/d/1UrhE2d2Q_PU4CNw3FeN8hD3RkbfPpsvb81MwvMuJXs/edit</a>	●
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	●	Principals will continue to submit school reflections indicating the work associated with the three pillars. Based on the reflections, district support will be provided to ensure successful implementation of the three pillars.  School level vital sign reports of key metrics regarding the three pillars will be provided to schools (see attached draft template).  20 schools have been identified to participate in the Comprehensive System Reviews (CSR) for the 19-20 school year (see attached list). The CSR visits will provide feedback regarding the impact of the 6 systems.	The Chief of Schools and the Chief of Diversity, Equity, and Poverty continue to collaborate in order to ensure effective implementation and monitoring of the Racial Equity Policy. As resources are developed within the DEP office, the Chief of Schools ensures that resources are shared with the principals in a timely manner and that the Assistant Superintendents are closely monitoring the level of implementation (see attached).  A new system is being developed for monitoring supports provided to schools that will allow a holistic view that includes all departments - <a href="https://drive.google.com/open?id=1bexHDOEu6i255r4PejFEbV5YOv3Hk04oLT3v59jFSSg">https://drive.google.com/open?id=1bexHDOEu6i255r4PejFEbV5YOv3Hk04oLT3v59jFSSg</a>	●

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11 Planning	<b>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).</b>								
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 cabinet member and Assistant Superintendent's staff meeting attached.	Agendas from cabinet member and Assistant Superintendent's staff meeting attached.	●
13 Planning	C2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	The Office of Diversity Equity and Poverty met with the Chief of Schools department to discuss the implementation of the REAP across the schools. Resources were shared with the Assistant Level Superintendents to ensure follow up work regarding the Racial Equity Policy is adhered to-the following resources were shared: Racial Equity Reflection Handbook, Racial Equity Reflection Guide, and the Racial Equity Analysis Protocol (See Attached)	The September Principals' meeting focuses on revisiting tools and resources developed in the last year to support Vision 2020. In addition, a portion of the meeting focuses on the principal's role in ensuring an effective ECE program. The agenda can be found here: <a href="https://docs.google.com/document/d/1Urhe2d2Q_PIJ4CNw3FeN8hD3RkbfPpsvb81MWvMuJXs/edit">https://docs.google.com/document/d/1Urhe2d2Q_PIJ4CNw3FeN8hD3RkbfPpsvb81MWvMuJXs/edit</a> . Assistant Principals' meetings will be held next week and will mirror this agenda in addition to a session focused on disproportionality led by Terry Scott. Principals attended these sessions over the last month. Our goal is to keep agendas tightly aligned to ensure coherence.	●

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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	●	<p>Principals will continue to submit school reflections indicating the work associated with the three pillars. Based on the reflections, district support will be provided to ensure successful implementation of the three pillars.</p> <p>School level vital sign reports of key metrics regarding the three pillars will be provided to schools (see attached draft template).</p> <p>20 schools have been identified to participate in the Comprehensive System Reviews (CSR) for the 19-20 school year (see attached list). The CSR visits will provide feedback regarding the impact of the 6 systems.</p>	Principals will continue to submit school reflections indicating the work associated with the three pillars. Based on the reflections, district support will be provided to ensure successful implementation of the three pillars.	●
15	Planning	<b>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).</b>								
16	Planning	D1. Partner with KSBA to align and standardize policies and procedures	Dennes	10/01/18	10/01/20	Annually	●	<p>Second reading of policies changing due to legislative decisions (recommended by KSBA) will be approved at August 6 Board meeting.</p> <p>Procedures project continues. First set of approximately 31 procedures sent to KSBA for review. Materials attached.</p>	First set of procedures is being reviewed by Board and will go to September 24 Board meeting. See 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	●	<p>Board Policy meeting held on July 22 -materials attached.</p> <p>Next Meeting August 19-- materials attached.</p>	Board Policy Meeting is September 16. 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	●	<p>The policies that were passed on August 6 were shared with employees via the attached newsletter.</p>	No policy changes since August 6. As new policies change, info will be shared using new process.	●
19	Planning	<b>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.</b>								

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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	●	The Vital Sign protocol is being revised to include time to revisit what has occurred since the previous session to review effectiveness of supports. In addition, zone/level teams meet weekly to determine supports and to make adjustments as needed. A draft list of vital sign metrics and timeline is included as link in attachment.	Vital Sign meetings have been scheduled at the district and school level. The first round of CCVs are also underway. In addition, assistant superintendents require bi-weekly reflections for the 6 systems and 3 pillars.	●
21	Planning	E2. Develop and implement an action plan that focuses school work on key strategies and pillars of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	The Office of Diversity Equity and Poverty met with the Chief of Schools department to discuss the implementation of the REAP across the schools. Resources were shared with the Assistant Level Superintendents to ensure follow up work regarding the Racial Equity Policy is adhered to-the following resources were shared: Racial Equity Reflection Handbook, Racial Equity Reflection Guide, and the Racial Equity Analysis Protocol (See Attached)	Through the various technology resources such as the Teacher Backpack, the Student Dashboard, and the Student Showcase-school leaders are intentionally able to monitor progress toward artifact development for the Backpack of Success Skills (see attached). On-going work with the REAP and constant reflections have provided a laserlike focus for schools to target (see attached), and MTSS supports have been critical in enhancing the work of improving culture and climate.	●
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	●	Principals will continue to submit school reflections indicating the work associated with the three pillars. Based on the reflections, district support will be provided to ensure successful implementation of the three pillars.  School level vital sign reports of key metrics regarding the three pillars will be provided to schools (see attached draft template).  20 schools have been identified to participate in the Comprehensive System Reviews (CSR) for the 19-20 school year (see attached list). The CSR visits will provide feedback regarding the impact of the 6 systems.	As principals met with the Area Assistant Superintendents, a consistent topic was standard implementation. In order to continue to support the work and needs of the schools, several sessions on standard implementation have been designed as a means of providing targeted support (see attached)	●

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23	Planning	<b>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.</b>					<b>Racial Equity Analysis Protocol Instructions (see attached)</b>			
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 July 23, Materials attached. Next meeting is August 20.	Student Assignment Advisory Committee meetings Meetings have occurred on August 20, September 3 and September 17. 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 July 23, Materials attached. Next meeting is August 20	Student Assignment Advisory Committee meetings Meetings have occurred on August 20, September 3, and September 17. Materials attached.	●
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# JCPS Final CAP Operations

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
1	Op Support	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding facility maintenance and replacement</b>								
2	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 August 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 September 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>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.</b>								
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	Robinson Stites	10/01/18	10/01/20	Semi-annually	●	Compound Coordinators and Managers reviewed 2018-19 routes throughout the year. 2019-20 routes are currently developed based on those reviews and current needs of assigned students. Compounds visits will continue in August. Currently staff is working on/adjusting routing. Attached is an excel spreadsheet that documents current progress.	2019-2020 Ridership Summary currently being developed. Compounds compiling and entering driver ridership numbers that were collected during the first month of school. Comparison will be developed and provided in Oct CAP. Routes are monitored daily, and changes are made as needed to accommodate capacity and duration. Compound visits by Specialist occurring monthly. (See attached examples)	●
5	Op Support	B2. Establish and implement a transportation leadership review process for prioritization of route changes	Robinson Stites	10/01/18	10/01/20	Quarterly	●	Compound Coordinators and Managers reviewed 2018-19 routes throughout the year. 2019-20 routes are currently developed based on those reviews and current needs of assigned students. Compounds visits will continue in August. Currently staff is working on/adjusting routing. Attached is an excel spreadsheet that documents current progress.	2019-2020 Ridership Summary currently being developed. Compounds compiling and entering driver ridership numbers that were collected during the first month of school. Comparison will be developed and provided in Oct CAP. Routes are monitored daily, and changes are made as needed to accommodate capacity and duration. Compound visits by Specialist occurring monthly. (See attached examples)	●
6	Op Support	<b>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.</b>								
7	Op Support	C1. Develop, implement, and monitor process to determine which routes need additional bus monitors	Robinson Stites	10/01/18	10/01/20	Monthly	●	2019-20 routes will be evaluated when school starts. Current monitor needs and placements will be reviewed. Additional monitors are being interviewed and training is being scheduled.  Current list of monitors is attached.	Current monitors have been assigned to routes based on student needs. Open monitor slots will be filled ASAP. New monitor training class scheduled for 9/16/19. (See attached agenda)	●



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8	Op Support	<b>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.</b>								
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	●	The negotiations team anticipates that the contract will be agreed upon before the August 27 Board meeting.	The Teamsters' Agreement passed at the August 27 Board meeting. The section on training is on page 31 of the attached agreement. Bus Drivers and Special Needs Transportation Assistants will have 6 hours of training on behavior deescalation.	●
10	Op Support	D2. Identify and implement strategies to train drivers in pupil management and de-escalation training during the current work year	Robinson Stites	10/01/18	10/01/20	Monthly	●	Student Management training sessions continue during new driver training. Session topics from annual driver Student Management training shared with school administrators. List of topics attached.	Student Management training sessions continue during new driver training. Annual review sessions for current drivers are in planning stage. (See attached Training Materials)	●
11	Op Support	<b>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.</b>								
12	Op Support	E1. Research peer districts to determine best practices regarding assigning routes to drivers	Robinson 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	Adams	10/01/18	10/01/20	Annually	●	The negotiations team anticipates that the contract will be agreed upon before the August 27 Board meeting.	The Teamsters Contract was passed on the August 27 Board Meeting. The section on assigning routes begins on page 35 (attached). There is a new opportunity for routes to be transferred at Winter Break (previously it was earlier in the year). Additionally, there is a stipend paid for selected routes.	●
14	Op Support	<b>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.</b>								
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	●	Principal and Assistant Principal SSBI Handbook training included presentation from Transportation Department. Principal and AP training sign-in sheets, agenda, and power point attached.	DRAFT Bus Referral Tracking form and Meeting Agenda/ Minutes document attached.	●



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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	●	Principal and Assistant Principal SSBI Handbook training included presentation from Transportation Department. Principal and AP training sign-in sheets, agenda, and power point attached.	DRAFT Bus Referral Tracking form and Meeting Agenda/ Minutes document 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 August 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 September 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	Robinson Stites	10/01/18	10/01/20	Annually	●	Additional feedback opportunities will be researched and discussed starting 9/19.	Survey used in 2018-19 school year to collect stakeholder feedback regarding student management techniques will be reviewed and revised to collect additional stakeholder feedback during 2019-20 school year. (Previous survey attached)	●
19	Op Support	<b>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.</b>								
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	●	Principal and Assistant Principal SSBI Handbook training included presentation from ECE Department regarding "One-pager" updates and information. Principal and AP training sign-in sheets, agenda, power point and email attached. Bus driver meeting was held to discuss deescalation techniques and ECE "One Pager". Sign in sheet attached.	Principal and Assistant Principal SSBI Handbook training included presentation from ECE Department regarding "One-pager" updates and information. Principal and AP training sign in sheets attached. Discussion of deescalation techniques and ECE "one pager" will be discussed at the next new bus driver meeting. Emails sent to school principals requesting a review of students one pager, due to excessive bus referrals being written. Email attached	●
21	Op Support	G2. Create and communicate topics for drivers to be shared at the compound level to support driver learning	Robinson Stites	10/01/18	10/01/20	Monthly	●	B.U.S. Behavior Expectations were reviewed and posted in schools and bus compounds. Newsletter will resume 9/19	B.U.S. Behavior Expectations are presented in Driver Training classes. Newsletter distribution scheduled to begin 9/20 (See attached Training Materials)	●
22	Op Support	G3. Share results of monitoring process with Transportation administration and reflect in evaluations of drivers	Robinson Stites	10/01/18	10/01/20	Monthly	●	Monitoring will resume during 2019-20 school year.	Compound visits scheduled to begin week of 9/16/19. Driver evaluations scheduled throughout 2019-20 school year. (See attached observations)	●

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23	Op Support									
	<b>H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.</b>									
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	●	Principal and Assistant Principal SSBI Handbook training included presentation from ECE Department regarding "One-pager" updates and information. Principal and AP training sign-in sheets, agenda, power point and email attached. Bus driver meeting was held to discuss deescalation techniques and ECE "One Pager". Sign in sheet attached.	Principal and Assistant Principal SSBI Handbook training included presentation from ECE Department regarding "One-pager" updates and information. Principal and AP training sign in sheets attached. Discussion of deescalation techniques and ECE "one pager" will be discussed at the next new bus driver meeting. Emails sent to school principals requesting a review of students one pager, due to excessive bus referrals being written. Email attached	●
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	●	Principal and Assistant Principal SSBI Handbook training included presentation from ECE Department regarding "One-pager" updates and information. Principal and AP training sign-in sheets, agenda, power point and email attached. Bus driver meeting was held to discuss deescalation techniques and ECE "One Pager". Sign in sheet attached.	Principal and Assistant Principal SSBI Handbook training included presentation from ECE Department regarding "One-pager" updates and information. Principal and AP training sign in sheets attached. Discussion of deescalation techniques and ECE "one pager" will be discussed at the next new bus driver meeting. Emails sent to school principals requesting a review of students one pager, due to excessive bus referrals being written. Email attached	●
26	Op Support	<b>I. It is recommended that JCPS review their bus monitor allocation to determine the number of staff required to ensure student safety.</b>								
27	Op Support	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Robinson Stites	10/01/18	10/01/20	Monthly	●	2019-20 routes will be evaluated when school starts. Current monitor needs and placements will be reviewed. Additional monitors are being interviewed and training is being scheduled.  Current list of monitors is attached.	Current monitors have been assigned to routes based on student needs. Open monitor slots will be filled ASAP. New monitor training class scheduled for 9/16/19. (See attached agenda)	●
28	Op Support	<b>J. It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.</b>								
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	●	Principal and Assistant Principal SSBI Handbook training included presentation from Transportation Department. Principal and AP training sign-in sheets, agenda, and power point attached.	DRAFT Bus Referral Tracking form and Meeting Agenda/ Minutes document attached.	●

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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 being finalized. Status is unchanged.	Internal Audit created a protocol to review referrals from Transportation to ensure reporting is being documented in IC as required. See results of testing attached--no exceptions noted.	●
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 August 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 September are included on this sheet which is attached to this row.	●
32	Op Support	<b>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.</b>								
33	Op Support	K1. Develop and implement a schedule to conduct formal documented observations of loading and unloading procedures at schools	Robinson Stites	10/01/18	10/01/20	Monthly	●	Formal observations will resume at the beginning of the 2019-20 school year.	Coordinators will begin observations at assigned schools beginning 9/23/19. (Observation Form attached)	●
34	Op Support	K2. Create and implement feedback loop to share observed information and action plans with school personnel and assistant superintendents	Robinson Stites	10/01/18	10/01/20	Monthly	●	Transportation Specialists and members of the Training Dept. have made multiple school visits to observe and make recommendations regarding proposed dismissal procedures and vehicular flow for both buses and cars. Sample plans attached.	Transportation Specialists will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary. Observation form attached.	●
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 August 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 September are included on this sheet which is attached to this row.	●
36	Op Support	<b>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.</b>								
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 to reflect this.	Changing to Monthly Operations staff meetings. Meetings will continue to include a time to discuss such situations. Minutes continue to reflect this. Materials attached.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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	●	We discussed Bates Elem and the traffic issue. Dave Self's department set up a whole new traffic pattern.	Various school traffic patterns have been evaluated and guidance has been provided to schools. Materials attached.	●
39	Op Support	L3. Document and communicate necessary changes to transportation patterns, if any, with schools and key stakeholders	Robinson Stites	10/01/18	10/01/20	Monthly	●	Transportation Specialists and members of the Training Dept. have made multiple school visits to observe and make recommendations regarding proposed dismissal procedures and vehicular flow for both buses and cars. Sample plans attached.	Transportation Specialists will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary. (See attached observation report)	●
40	Op Support	<b>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.</b>								
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	●	Table Top Exercise completed at Cabinet Retreat (agenda and PowerPoint attached).	Completed	●
43	Op Support	M3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Cabinet and reviewers gave feedback to the team including having a flip chart with quick notes and establishing a phone tree. The team is working on these improvements. Agenda attached.	After taking the Cabinet ideas, the team came up with the idea of having a luggage tag to attach to the Go Bags. This will ensure that the Quick Reference material is right at each person's fingertips. Photo attached.  Additionally, some revisions were made to the COOP to incorporate Microsoft Teams as a communication mechanism. This feature in Microsoft allows groups to text and actually make phone calls through the application.	●
44	Op Support	<b>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.</b>								











Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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	●	SCNS has incorporated information about "separation of duties" in the 2019-20 Employee Handbook; SCNS presented information about "separation of duties" during the manager and lead assistant in-service on Friday, August 9th. The 2019-20 Employee Handbook and the Human Resources 1 power point are attached.	Separation of Duties has been observed during all site visits to date (189 visits).	●
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	●	Sign-off sheets for Employee Handbook are due in our office by August 30th. We will monitor all forms to ensure they are all received. Sign-in sheets for the BTS in-service training (8/9) session on Human Resources I power point that covered Separation of Duties in also on file in our office. Separation of Duties was also covered in Food Safety and Sanitation presentation delivered on Thursday 8/8. The file is too big to upload.	100% of respondents to our Back-to-School in-service evaluation answered "yes" they understand separation of duties.	●
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 August 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 September are included on this sheet which is attached to this row.	●
48	Op Support	<b>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</b>								
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	●	SCNS conducted BTS in-service on August 8 & 9. Topics relevant to the federal audit were covered including proper meal counting and claiming, and minimum requirements for reimbursable meals. The site visit sheet for 2019-20 has been updated and will be in use by SCNS consultants. Attached is the 2019-20 site visit report and pics from in-service. KDE is still unable to advise of date of AR or which schools will be visited due to the fact they have not awarded 2019-20 Fresh Fruit and Vegetable grants. We should know by next update.	SCNS has conducted 189 site visits as of 9-5-19. All findings were identified as corrected during follow-up visits. There has been no need to loop in assistant supers. SCNS has been advised the federal audit will occur March 23-26, 2020. SCNS will communicate sites selected on 9-13-19. The list will be shared with assistant superintendents.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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 August 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 September are included on this sheet which is attached to this row.	●
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	●	Table Top Exercise completed at Cabinet Retreat (agenda and PowerPoint attached).	Completed	●
54	Op Support	P3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Cabinet and reviewers gave feedback to the team including having a flip chart with quick notes and establishing a phone tree. The team is working on these improvements.  Agenda attached.	After taking the Cabinet ideas, the team came up with the idea of having a luggage tag to attach to the Go Bags. This will ensure that the Quick Reference material is right at each person's fingertips. Photo attached.  Additionally, some revisions were made to the COOP to incorporate Microsoft Teams as a communication mechanism. This feature in Microsoft allows groups to text and actually make phone calls through the application.	●

# JCPS Final CAP Finance

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
1	<b>Financial</b>	<b>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.</b>								
2	<b>Financial</b>	A1. Facilitate an organization session for board members using KSBA training on revenue sources	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
3	<b>Financial</b>	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
4	<b>Financial</b>	A3. On-board new board member during orientation on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	On-boarding for new board member who was sworn in on August 27 occurred on August 26. Materials attached.	●
5	<b>Financial</b>	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	●	Completed	Completed	●
6	<b>Financial</b>	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
7	<b>Financial</b>	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to mid-August attached	KSBA hours earned up to mid-September attached	●
8	<b>Financial</b>	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, and ARMAC met this month. Materials attached.	Student Assignment, Board Policy Committee, Racial Equity, and ARMAC met this month. Materials attached. (NOTE_ still need policy and racial Equity)	●
9	<b>Financial</b>	<b>B. KDE recommends Board member training regarding the use of restricted district funds for the acquisition and holding of vacant real property.</b>								
10	<b>Financial</b>	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	●	Completed	Completed	●
11	<b>Financial</b>	B2. On-board new board member during orientation on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	On-boarding for new board member who was sworn in on August 27 occurred on August 26. Materials attached.	●
12	<b>Financial</b>	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to August attached	KSBA hours earned up to mid-September attached	●
13	<b>Financial</b>	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●



Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
14	<b>Financial</b>	<b>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.</b>								
15	<b>Financial</b>	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 8/6/19 Board meeting; August reports attached	Included in 9/24/19 Board meeting; September reports attached	
16	<b>Financial</b>	<b>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.</b>								
17	<b>Financial</b>	D1. Develop written procedures for SBDM Handbook	Stenton	10/01/18	10/01/20	Annually		Follow up email was sent principals (picture attached). The review of these policies will be monitored and communicated to the Chief of Schools and his Assistant Superintendents.	Schools are beginning to review their Budget policies. This is being monitored and communicated to the Chief of Schools.  Additionally, there are procedures being reviewed by the Board (as part of the Policy/Procedure project--see Planning CAP) the sample KSBA procedures have been used as a starting place.	
18	<b>Financial</b>	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		The Budget Department is finishing their portion of the online training. This training will go live in September (pending KDE approval).	Online training is on scheduled to go live in late September. The outline of this training is attached.	
19	<b>Financial</b>	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	<b>Financial</b>	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 August 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 September 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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
21	<b>Financial</b>	<b>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.</b>								
22	<b>Financial</b>	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	<b>Financial</b>	E2. Monitor contracts to avoid contract lapsing and rentals continuing without Board approval	Hardin	10/01/18	10/01/20	Monthly	●	Contracts are monitored continuously. Spreadsheet attached.	Contracts are monitored continuously. Spreadsheet attached.	●
24	<b>Financial</b>	<b>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.</b>								
25	<b>Financial</b>	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 July 26 attached as evidence	Bank confirmation with Munis from August 23 attached as evidence	●
26	<b>Financial</b>	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 July 26 attached as evidence	Bank confirmation with Munis from August 23 attached as evidence	●
27	<b>Financial</b>	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 July 26 attached as evidence	Bank confirmation with Munis from August 23 attached as evidence	●
28	<b>Financial</b>	<b>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.</b>								
29	<b>Financial</b>	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	<b>Financial</b>	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
31	<b>Financial</b>	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	<b>Financial</b>	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). Bookkeeper-Order Receiving clerk training took place July 31, 2019.	Monthly grant summary reports are sent to schools. Grants & Awards reconciles all grants monthly (1400 Reconciliation) and contacts schools and grant directors with concerns. Developing a training to include media, online web support for schools and grant directors.(still in the works).	●
33	<b>Financial</b>	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. Working on an online training manual for schools and grant directors.	Work continues on developing an online training manual for schools and grant directors	●
34	<b>Financial</b>	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.	Monthly grant summary report emailed to schools and forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding.	●
35	<b>Financial</b>	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 August 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 September are included on this sheet which is attached to this row.	●
36	<b>Financial</b>	I. KDE recommends the CAE investigate the presence of grant funds in school activity accounts.								

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
37	<b>Financial</b>	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	●	In process Bookkeepers first day were: HS - 7/16 MS - 7/16 ES - 7/25 There are vacancies in a few bookkeepers positions, as a result some of the May and June reviews are still in process. See attached for the results of the schools reviewed to date.	Internal Audit re-evaluated and revised its monthly monitoring activities to be more effective in identifying presence of grant funds in the school activity account. See attached results for school receipts testing for July 2019.	●
38	<b>Financial</b>	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Renn	10/01/18	10/01/20	Monthly	●	In process Bookkeepers first day were: HS - 7/16 MS - 7/16 ES - 7/25 There are vacancies in a few bookkeepers positions, as a result some of the May and June reviews are still in process. See attached for the results of the schools reviewed to date.	No exceptions were identified that indicated the presence of unauthorized grant/donation funds in the school activity accounts.	●
39	<b>Financial</b>	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. Evidence attached.	Conducted individual school staff trainings. Evidence attached.	●
40	<b>Financial</b>	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 August 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 September are included on this sheet which is attached to this row.	●
41	<b>Financial</b>	<b>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.</b>								
42	<b>Financial</b>	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	<b>Financial</b>	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	Evidence of school staff trained on Redbook is attached.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
44	<b>Financial</b>	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 training sessions attached.	Evidence of individualized school staff training sessions attached.	●
45	<b>Financial</b>	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 August 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 September are included on this sheet which is attached to this row.	●
46	<b>Financial</b>	J5. Develop a quality control process to ensure job descriptions incorporate the training and compliance requirements	Adams	10/01/18	10/01/20	Annually	●	M-Z Job Descriptions for school-based employees approved at August 6 meeting. Item attached.  Coach Job descriptions going to Board August 27-- materials attached.	The final set of Job Descriptions passed on he August 27 Board meeting. This set was comprised of coaches, sponsors and other extra-curricular roles. Materials attached.	●
47	<b>Financial</b>	<b>K. KDE recommends a process be established to review all outstanding checks past six months from the month of issue and addressed as appropriate.</b>								
48	<b>Financial</b>	K1. Develop, implement, and monitor a due diligence process for uncashed stale dated checks	Hardin	10/01/18	10/01/20	Monthly	●	There is one check over six months old. List older than 4/10/2019 included as evidence.	There are no checks over six months old. List of outstanding checks older than 5/3/2019 attached as evidence	●
49	<b>Financial</b>	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	●	Matter discussed with CFO. Processes will be improved with backstop controls created.	Discussion with CFO; evidence of meeting attached	●
50	<b>Financial</b>	<b>L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.</b>								
51	<b>Financial</b>	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	<b>Financial</b>	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	●	Table Top Exercise completed at Cabinet Retreat (agenda and PowerPoint attached).	Completed	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
<b>Financial</b>	L3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	<p>Cabinet and reviewers gave feedback to the team including having a flip chart with quick notes and establishing a phone tree. The team is working on these improvements.</p> <p>Agenda attached.</p>	<p>After taking the Cabinet ideas, the team came up with the idea of having a luggage tag to attach to the Go Bags. This will ensure that the Quick Reference material is right at each person's fingertips. Photo attached.</p> <p>Additionally, some revisions were made to the COOP to incorporate Microsoft Teams as a communication mechanism. This feature in Microsoft allows groups to text and actually make phone calls through the application.</p>	●

# JCPS Final CAP Finance School

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
1	Financial - School	<b>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.</b>								
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	●	Completed-Matrix attached	Completed--Matrix attached	●
3	Financial - School	<b>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.</b>								
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	●	Confirmed that Central has closed the second bank account on 6/18/2019, as directed. Evidence attached.	No new bank accounts opened in July. See attached pivot table from the monthly monitoring worksheet maintained.	●
5	Financial - School	B2. Develop, implement, and monitor a process to void outstanding checks issued in the old bank account	Hardin, Renn	10/01/18	10/01/20	Monthly	●	Internal audit has developed a monthly protocol to identify schools with outstanding checks greater than 1 year and notifying schools to address the issue.  See results from July analysis no exceptions were noted in June.	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 August analysis no exceptions were noted in August.	●
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. Evidence attached.	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 August 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 September are included on this sheet which is attached to this row.	●



Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
8	Financial - School	<b>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.</b>								
9	Financial - School	C1. Review, implement, and monitor a process to ensure appropriate protocols for credit card management	Hardin	10/01/18	10/01/20	Monthly	●	Proper credit card procedures are stressed at individual and group training sessions. Evidence attached.	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	●	In process Bookkeepers first day were: HS - 7/16 MS - 7/16 ES - 7/25 There are vacancies in a few bookkeepers positions, as a result some of the May and June reviews are still in process. See attached for the results of the schools reviewed to date.	Internal Audit has developed a monthly protocol to review credit card activity. See results of July review attached.	●
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	●	Proper credit card procedures are reinforced with every school using cards. Example of new credit card approval provided as evidence.	We have begun receiving the results from school activity fund audits as of 6/30/2019. One school had a finding related to the use of credit card logs. Attached is email to school with violation.	●
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 August 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 September are included on this sheet which is attached to this row.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
13	Financial - School	<b>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.</b>								
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. Travel guidelines updated on website. Training to be developed to include online help, face to face/classroom interaction and media presentation.	●
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 ongoing. Bookkeepers and Order Receiving Clerk training took place July 31, 2019	Grant specific training ongoing. Training for updated travel guidelines took place August 14, 2019.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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 August 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 September are included on this sheet which is attached to this row.	●
18	Financial - School	<b>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.</b>  <b>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.</b>								
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 has been updated to include changes in the 8/1/2019 version of the Redbook and has been published on School Finance Resources website as well as the Principal Time Task Matrix (along with other required "PD Videos". Principals and teachers are required to watch the video this school year.	All Principals reviewed the Multiple Receipt Form video with their staff prior to the beginning of school this year.  Attached is the list of required PDs for the year and a screenshot of the Principal Time Task Matrix listing the requirement.	●
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 August 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 September are included on this sheet which is attached to this row.	●
21	Financial - School	<b>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.</b>								

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 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. See travel reimbursements as evidence of school staff trained and Redbook training sign-in sheets	We continue to train school staff on proper form corrections. See travel reimbursements as evidence of school staff trained and sign in sheets from August training sessions conducted.	●
23	Financial - School	F2. Develop and implement audit protocols for school level purchase requests	Renn	10/01/18	10/01/20	Quarterly	●	In process Bookkeepers first day were: HS - 7/16 MS - 7/16 ES - 7/25 There are vacancies in a few bookkeepers positions, as a result some of the May and June reviews are still in process. See attached for the results of the schools reviewed to date.	Internal Audit has revised its monthly protocol to select and review supporting documentation for expenditures each month. See the results of the July review attached.	●
24	Financial - School	F3. Provide individual support and training on school level purchase requests for schools based on findings	Hardin	10/01/18	10/01/20	Monthly	●	See travel reimbursements as evidence of school staff trained.	Fifteen school activity fund audits have been completed. None have date correction findings. See travel reimbursements as evidence of continued school staff training.	●
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 August 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 September are included on this sheet which is attached to this row.	●
26	Financial - School	<b>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.</b>								
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	●	Currently testing database and will work with IT to create reports.  See email correspondence re: testing database.  Also, see a copy of the results from the most recent monthly review.	Submitted results of user acceptance testing to IT. Awaiting notification of changes completed. See results of User Acceptance Testing (UAT) attached.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 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 August 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 September are included on this sheet which is attached to this row.	●
29	Financial - School	<b>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.</b>								
30	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly	●	Currently testing database and will work with IT to create reports.  See email correspondence re: testing database.  Also, see a copy of the results from the most recent monthly review.	Internal Audit completed a review of 16 schools rated high risk on the audit risk assessment. The review included assessing the adequacy of the implementation of corrective action plans of previously reported findings. A synopsis of the reviews is attached.	●
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 cycle ends in November 2019	No update until 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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
1	<b>Personnel Management</b> 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	<b>Personnel Management</b> 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	●	M-Z Job Descriptions for school-based employees went to August 6 Board meeting. Materials attached.	The final set of Job Descriptions passed on he August 27 Board meeting. This set was comprised of coaches, sponsors and other extra-curricular roles. Materials attached.	●
3	<b>Personnel Management</b> 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 annual evaluation training for both certified and classified evaluators is being held this month and additional dates may be added as necessary. Certified staff evaluation training will be held in three different segments (August, October and December) to cover pertinent information in a timely manner.	Annual evaluation training of JCPS employees who supervise classified employees is complete. Classified employees evaluated using Form F, now have the job responsibilities automatically populated when accessing the form online.  Certified evaluation training Part 1 is complete with Parts 2 and 3 coming in October and December respectively.	●
4	<b>Personnel Management</b> 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 PGPs, mid-years and then end-of years again for the 2019-2020 school year.  Evaluators have received access to the JCPS Evaluation Data Recording Form to record initial meetings, observation conferences and summative conferences.	Chief of Staff is reviewing PGPs, opening year E2s, and Job Descriptions.  Materials that are not correct must be edited.  Evidence attached.	●
5	<b>Personnel Management</b> 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	<b>Personnel Management</b> 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	●	M-Z Job Descriptions for school-based employees went to August 6 Board meeting. Materials attached.  Coach Job descriptions going to Aug. 27 meeting. Materials attached.	The final set of Job Descriptions passed on he August 27 Board meeting. This set was comprised of coaches, sponsors and other extra-curricular roles. Materials attached.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
7 Personnel Management	B2. Develop and implement a process to ensure all employees are evaluated based on job description meeting the appropriate timelines	Adams	10/01/18	10/01/20	Annually	●	The annual evaluation training for both certified and classified evaluators is being held this month and additional dates may be added as necessary. Additionally, all principals and AP received the 1st of 3 segments of their annual renewal for Certified staff evaluation training at their respective Zone meetings in July. Additional segments will be conducted in October and December to cover pertinent information in a timely manner.	Annual evaluation training of JCPS employees who supervise classified employees is complete. Classified employees evaluated using Form F, now have the job responsibilities automatically populated when accessing the form online.  Certified evaluation training Part 1 is complete with Parts 2 and 3 coming in October and December respectively.	●
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-August 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-August are included on this sheet which is attached to this row.	●
9 Personnel Management	<b>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.</b>								
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	●	Customer service surveys continue to be used to make improvements. Additionally, the HR follow up survey from August 2018 was reconstituted for principals to ask direct on items for which they were not getting a timely response.	Customer Service surveys are being collected and operational items are changed based on feedback. The Manager of HR Quality Control is working with staff in ARS1 to implement a new exit survey for staff leaving JCPS.	●
11 Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	Frontline Central is fully implemented and being used to move data from AppliTrack to MUNIS. Both Frontline AppliTrack and Central are being used to communicate with applicants and new hires.	The expansion to Frontline Central has allowed us to now set up online professional leave requests. This system has been set up and is currently being tested. Attached is a screen shot of the system.	●
12 Personnel Management	<b>D. It is recommended that employee files be routinely audited for complete information.</b>								



Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
13	<b>Personnel Management</b>	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	●	Met with KDE to do a review of the Records Room system on July 23, 2019. Meeting with employees to discuss feedback. Current spreadsheet uploaded.	Additional personnel is being brought in to assist in the auditing to ensure personnel folders contain correct information. The goal is to review all personnel folders by the spring of 2020.  For those folders that are missing certifications, staff will be using the KECI system to print the current information sheet available to the public to be placed in the file (see attached example) until the current certification is received.  Current spreadsheet is attached.	●
14	<b>Personnel Management</b>	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 2 Consultants Employee Relations are being trained in the personnel files and what is to be included for all new hires. We continue to audit existing files to ensure all required documentation is present or accounted for.	All Consultants Employee Relations are now hired and in place. They are reviewing newly hired employees and tracking items to be included in the personnel files. The Google Spreadsheet has been expanded to allow for the CERs to verify complete folders for new hires and will be used by the additional personnel coming to assist in this task. This maintains the integrity of the data with the lead person being the only one with access to the full data set.	●
15	<b>Personnel Management</b>	<b>E.The HR department has no business continuity plan in the event the VanHoose building is no longer available due to a disaster.</b>								
16	<b>Personnel Management</b>	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	<b>Personnel Management</b>	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	●	Table Top Exercise completed at Cabinet Retreat (agenda and PowerPoint attached).	Completed	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 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	●	Cabinet and reviewers gave feedback to the team including having a flip chart with quick notes and establishing a phone tree. The team is working on these improvements.  Agenda attached.	After taking the Cabinet ideas, the team came up with the idea of having a luggage tag to attach to the Go Bags. This will ensure that the Quick Reference material is right at each person's fingertips. Photo attached.  Additionally, some revisions were made to the COOP to incorporate Microsoft Teams as a communication mechanism. This feature in Microsoft allows groups to text and actually make phone calls through the application.	●
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.	Completed, but process continues	●
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	●	Events at VHC website continue to be used by staff to ensure times allow for those that work at other locations an opportunity to attend.	Events at VHC website continue to be used by staff to ensure times allow for those that work at other locations an opportunity to attend.	●
22 Personnel Management	F3. Develop and implement a communication plan to enhance employee participation	Adams	10/01/18	10/01/20	Monthly	●	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).	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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 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 Cabinet members and Assistant Superintendent's staff meeting are attached.	Agendas from Cabinet members and Assistant Superintendent's staff meeting are attached.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
3 Instruction Management	A2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton Coleman	10/01/18	10/01/20	Monthly	●	<p>The first ever JCPS Summer Backpack League concluded on August 2, 2019. Many powerful resources were generated as a result of this work (see attachment). To help support the implementation of the Backpack of Success Skills throughout the school year, a website has been created and additional resources will be added through the year <a href="https://sites.google.com/jefferson.kyschools.us/jcpsbackpackinfo/home">https://sites.google.com/jefferson.kyschools.us/jcpsbackpackinfo/home</a></p> <p>The Office of Diversity Equity and Poverty met with the Chief of Schools department to discuss the implementation of the REAP across the schools. Resources were shared with the Assistant Level Superintendents to ensure follow up work regarding the Racial Equity Policy is adhered to-the following resources were shared:  Racial Equity Reflection Handbook  Racial Equity Reflection Guide  Racial Equity Analysis Protocol Instructions (see attached)</p>	<p>The September Principals' meeting focuses on revisiting tools and resources developed in the last year to support Vision 2020. In addition, a portion of the meeting focuses on the principal's role in ensuring an effective ECE program. The agenda can be found here: <a href="https://docs.google.com/document/d/1Urh2d2Q_PIJ4CNw3FeN8hD3RkbfPpsvb81MWvMuJxs/edit">https://docs.google.com/document/d/1Urh2d2Q_PIJ4CNw3FeN8hD3RkbfPpsvb81MWvMuJxs/edit</a>. Assistant Principals' meetings will be held next week and will mirror this agenda in addition to a session focused on disproportionality led by Terry Scott. Principals attended these sessions over the last month. Our goal is to keep agendas tightly aligned to ensure coherence.</p>	●
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	●	<p>Principals will continue to submit school reflections indicating the work associated with the three pillars. Based on the reflections, district support will be provided to ensure successful implementation of the three pillars. School level vital sign reports of key metrics regarding the three pillars will be provided to schools (see attached draft template).</p>	<p>As principals met with the Area Assistant Superintendents, a consistent topic was standard implementation. In order to continue to support the work and needs of the schools, several sessions on standard implementation have been designed as a means of providing targeted support (see attached).</p> <p>School-level vital signs have been scheduled to review progress in implementing 3 pillars.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
5	<p><b>Instruction Management</b></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><b>Instruction Management</b></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	●	<p>The Teacher Backpack has been shared with Principals and Teachers. it is located in each teacher's Google Suite (waffle). CTE, ECE and EC Teacher Backpacks will be completed within the next week and added to the site. In addition, we are creating a voiceover video to provide an overview as well as directions for how to use. Finally, we are continuing to focus on the essence of this item as evidenced through Instructional Cabinet agendas. The draft email being sent to teachers on Monday, August 19, 2019 is attached as well as the agenda for Instructional Cabinet meeting held on that same day. <a href="https://docs.google.com/document/d/1khytRrwRgd1JmHnlgayg_kU9wwPFdt2z13mYpw5ybKo/edit#">https://docs.google.com/document/d/1khytRrwRgd1JmHnlgayg_kU9wwPFdt2z13mYpw5ybKo/edit#</a></p>	<p>Cross departmental work has occurred for the purpose of systematizing a district wide protocol to ensure curriculum, instruction and assessment frameworks are implemented. See notes from 09.09.19 Executive Team meeting here: <a href="https://docs.google.com/document/d/14ixsuzn6KCi0ZE9p2z6Df0wd7Yr1qIpaKG9fOu4Oazw/edit?usp=sharing">https://docs.google.com/document/d/14ixsuzn6KCi0ZE9p2z6Df0wd7Yr1qIpaKG9fOu4Oazw/edit?usp=sharing</a></p>	●
7	<p><b>Instruction Management</b></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	●	<p>The Vital Sign protocol is being revised to include time to revisit what has occurred since the previous session to review effectiveness of supports. In addition, zone/level teams meet weekly to determine supports and to make adjustments as needed. A draft list of vital sign metrics and timeline is included as link in attachment.</p>	<p>Vital Sign meetings have been scheduled throughout the year (see attached schedule). In addition, a new system is being developed for monitoring supports provided to schools that will allow a holistic view that includes all departments - <a href="https://drive.google.com/open?id=1bexHDOEu6i255r4PejFEBV5YOV3Fk04oLT3v59jFSSg">https://drive.google.com/open?id=1bexHDOEu6i255r4PejFEBV5YOV3Fk04oLT3v59jFSSg</a></p>	●

Area	KDE Recommendation & Jcps Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 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	●	A draft list of vital sign metrics and timeline is included as link in attachment. In addition, 4 cabinet retreats have been scheduled throughout the year. The agenda will include racial equity progress check, special topics, and development of short and long term goals by division. Initial work was completed at July Cabinet retreat (see attached agenda).	Vital Sign meetings have been scheduled throughout the year (see attached schedule). Cabinet is working on developing future states regarding key focus areas and will review at the Oct 4th retreat (template can be found here - <a href="https://drive.google.com/open?id=1IgOcqHEzW9bGRjskzSmDroAiSf9Tx7JvAmFF0-0bV88">https://drive.google.com/open?id=1IgOcqHEzW9bGRjskzSmDroAiSf9Tx7JvAmFF0-0bV88</a> )	●
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	●	A draft list of vital sign metrics and timeline is included as link in attachment. In addition, 4 cabinet retreats have been scheduled throughout the year. The agenda will include racial equity progress check, special topics, and development of short and long term goals by division. Initial work was completed at July Cabinet retreat (see attached agenda).	Vital Sign meetings have been scheduled throughout the year (see attached schedule). Cabinet is working on developing future states regarding key focus areas and will review at the Oct 4th retreat (template can be found here - <a href="https://drive.google.com/open?id=1IgOcqHEzW9bGRjskzSmDroAiSf9Tx7JvAmFF0-0bV88">https://drive.google.com/open?id=1IgOcqHEzW9bGRjskzSmDroAiSf9Tx7JvAmFF0-0bV88</a> )	●
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	●	The Vital Sign protocol is being revised to include time to revisit what has occurred since the previous session to review effectiveness of supports. In addition, zone/level teams meet weekly to determine supports and to make adjustments as needed.	Supports provided for each school will be monitored during Vital Sign sessions, both at the district and school level. Effectiveness of supports will be continually revisited and adjusted as reviews deem necessary.  A new system is being developed for monitoring supports provided to schools that will allow a holistic view that includes all departments - <a href="https://drive.google.com/open?id=1bexHDOEU6i255r4PejFEBV5YOv3HKU4oLT3v59jFSSg">https://drive.google.com/open?id=1bexHDOEU6i255r4PejFEBV5YOv3HKU4oLT3v59jFSSg</a>	●

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Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
Instruction Management	C3. Ensure that the evaluation system is aligned with the district's goals and action plan	Coleman, Horton, Adams	10/01/18	10/01/20	Monthly	●	<p>Evaluations continue to be monitored to ensure evaluations are aligned with the district's goals and action plan. Evaluation training is scheduled for August (see attached email). Guidance for professional growth plan for administrators has been provided.</p>	<p>Professional Growth Plans at Central Office have been carefully developed and reviewed by the Chief of Staff to ensure each includes SMART goals, the job description and a conference summary.</p> <p>The HR Department has conducted annual evaluation training of JCPS employees who supervise classified employees is complete. Classified employees evaluated using Form F, now have the job responsibilities automatically populated when accessing the form online.</p> <p>Certified evaluation training Part 1 is complete with Parts 2 and 3 coming in October and December respectively.</p> <p>Materials attached.</p>	●



# JCPS Final CTE CAP

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
1	<b>CTE</b>	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding career and technical education</b>								
2	<b>CTE</b>	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 August 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 September 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	<b>CTE</b>	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	●	Continuing to build workflow systems framework - see attached.	Continuing to build workflow systems framework - see attached.	●
4	<b>CTE</b>	<b>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.</b>								
5	<b>CTE</b>	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	●	Principals have identified TEDS Administrator and Teams that will attend training in September. Agenda for training will be set this week during meeting with Kiley Whitaker on August 20th.  Communication to TEDS teams has been drafted for approval - see attached  One on One meeting for TEDS data monitoring will be scheduled for each school.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training.  Perkins budget communication was sent to all school CTE budget administrators which included Perkins approvable expenditures and deadline reminders.	●
6	<b>CTE</b>	B2. Review organizational structure and job responsibilities at central office to best support needs of schools	Rogers	10/01/18	10/01/20	Annually	●	It was announced that Christy Rogers will be the new Assistant Superintendent of High Schools while maintaining Transition Readiness as part of the high school division collaboration.  Additional restructuring to follow to best align the work needed to support high schools.  See attached org charts that are going to Aug 27 board meeting.	Continuing to restructure to align transition readiness under the high school division.  Organizational Chart change is going to September 24 board meeting---attached.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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 August 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 September are included on this sheet which is attached to this row.	●
8	CTE	<b>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.</b>								
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	●	Continue to work with schools on pathway change requests and follow the established protocol which involved the instructional lead, the principal, the CTE administrator, the Assistant Superintendent and the budget specialist.  Any last minute changes due to the loss of a teacher or the last minute decision to open a program must also follow protocol.	Attended KYStats conference in September on industry, workforce and student outcome data. This information not only has the potential to be used for the Perkins V application but can be provided to schools and administration to be presented to advisories. This data will become part of the protocol when requesting pathway modifications.	●
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	●	Master Schedule Resource Teacher will begin the process of reviewing the CPT form with the leads in September once schedules are finalized. See attached email	CPT review and master schedule comparison is ongoing during the month of September. Discrepancies are being resolved with the schools.	●
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	●	Master Schedule Resource Teacher will begin the process of reviewing the CPT form with the leads in September once schedules are finalized. See attached email	Master Schedule Resource Teacher began the process of reviewing the CPT form with the leads. CPT forms are being updated.	●
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 August 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 September 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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
13	<b>CTE</b> 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	<b>CTE</b> 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	●	Principals have selected their TEDS Administrative Teams. TEDS training is set for Sept 17 and 19 in collaboration with KDE.  Training will include a workshop on understanding the significance of the CPT form, process to determine a student's pathway and the relative TEDS data components, and the monitoring and audit process.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training.	●
15	<b>CTE</b> 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	●	Assistant Superintendent held two JCPS CTE sessions during KACTE Summer Conference at the Galt House - Presentation attached. The link to this presentation will be shared with all CTE teachers and will be reviewed during the face to face meetings with schools.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training.	●
16	<b>CTE</b> 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	●	Final review of pathways with schools before the Sept 1 TEDS deadline to establish new pathways. Any discrepancies are first routed to the instructional lead and then are routed to the Assistant Superintendent before submitting to KDE through the TEDS system. Example of email communication attached.	Attended KYStats conference in September on industry, workforce and student outcome data. This information not only has the potential to be used for the Perkins V application but can be provided to schools and administration to be presented to advisories. This data will become part of the protocol when requesting pathway modifications.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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	●	Continuing-- process in place.  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.	Training for Work-Based Learning took place in August with all work-based learning leads. This included sharing information about scheduling.  Our Master Scheduling Resource Teacher visited each high school to meet with master schedulers to ensure compliance with scheduling dual credit, work-based learning, and performance-based learning.  CPT Audits are uncovering changes school leaders have made since submitting CPT in the Spring (usually due to staff changes). Notes from the meetings are attached. Instructional Leads are following up with CTE leads to correct issues and finalize CPTs.  Next step: Draft a "CPT Lifecycle" document to capture the process of establishing, reviewing, implementing, and verifying the correct use of course codes based on the CPT in schedules. (Brainstorm of document attached - if approved a final draft will be in October notes)	●
18	CTE	D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	●	New Advisory Committee Monitoring Tool is attached. This tool supports development /implementation, as well as serves as a monitoring tool.	New Advisory Committee Monitoring Tool is attached. This tool supports development /implementation, as well as serves as a monitoring tool.	●
19	CTE	D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	●	Working with schools to ensure they are aware of the purchasing deadlines and that teachers understand the fund sources available to support their pathway needs. Email example and spreadsheet example attached.	Perkins budget communication reminder sent to CTE budget administrator regarding Perkins approvable expenditures and deadline reminders.	●
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 August 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 September are included on this sheet which is attached to this row.	●

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21	<b>CTE</b>	<b>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.</b>							
22	<b>CTE</b>	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	● The ACTE Conference was held in Louisville this summer and the opening video features a JCPS teacher and the Assistant Superintendent of Transition Readiness.  This video was shown to all participants at the conference and is a great example of the excitement that is building around CTE.  Link to video is attached.	Creation of Elementary Career Week which will focus on developing student awareness of career options and the pathway to careers. This K-5 focus will be a complement to the capstone career development activity for Elementary (JA Biz Town). It also supports Backpack of Success Skills work.	●
23	<b>CTE</b>	E2. Establish a feedback loop to determine perceptions of school leadership around the value of CTE	Rogers	10/01/18	10/01/20	Annually	● Hiring the Assistant Superintendent of CTE as the high school Assistant Superintendent and moving the CTE division under the HS Assistant Supt makes a strong statement about the value of CTE. As the "new" Assistant Supt works with all HS leadership teams, there will be a clear message and support for the CTE programs.	Next step: Working with research to establish a short survey to gauge changing perceptions of the value of CTE with various stakeholder groups.  Needs Assessment Stakeholder feedback as a part of the Perkins V planning process (plan in works for October implementation)  Continuing to work on the Apprenticeship 502 Grant. Materials attached.	●
24	<b>CTE</b>	<b>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.</b>							
25	<b>CTE</b>	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	● Draft Annual Report Attached  The Academies of Louisville Annual Report is a professionally produced document that lays out the District plans, goals, and current reality; the individual schools' profiles, highlights numbers of expected retirees in specified careers, and a host of other topics.  This document will serve multiple purposes for various audiences. It clearly communicates the opportunities for students in CTE programs in JCPS.	Draft Annual Report Attached  The Academies of Louisville Annual Report is a professionally produced document that lays out the District plans, goals, and current reality; the individual schools' profiles, highlights numbers of expected retirees in specified careers, and a host of other topics.  This document will serve multiple purposes for various audiences. It clearly communicates the opportunities for students in CTE programs in JCPS.  To be finalized in October.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 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	●	Draft Annual Report Attached  The Academies of Louisville Annual Report is a professionally produced document that lays out the District plans, goals, and current reality; the individual schools' profiles, highlights numbers of expected retirees in specified careers, and a host of other topics.  This document will serve multiple purposes for various audiences. It clearly communicates the opportunities for students in CTE programs in JCPS.	Draft Annual Report Attached  The Academies of Louisville Annual Report is a professionally produced document that lays out the District plans, goals, and current reality; the individual schools' profiles, highlights numbers of expected retirees in specified careers, and a host of other topics.  This document will serve multiple purposes for various audiences. It clearly communicates the opportunities for students in CTE programs in JCPS.  To be finalized in October.	●
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	●	DMC Equity dashboard is attached for the 19-20 school year.  Leads are preparing to work with schools to address inequities.	DMC Equity dashboard is attached for the 19-20 school year.  Leads are preparing to work with schools to address inequities.	●
28	CTE	F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through August 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 September are included on this sheet which is attached to this row.	●
29	CTE	<b>G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.</b>								
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	●	Principals have selected their TEDS Administrative Teams. TEDS training is set for Sept 17 and 19 in collaboration with KDE.  Training will include a workshop on understanding the significance of the CPT form, process to determine a students pathway and the relative TEDS data components, the monitoring and audit process.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training.	●

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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	●	Principals have selected their TEDS Administrative Teams and have assigned budget coordinators. CTE specialist will work individually with each school budget coordinator on the requirements and deadlines for Perkins. Examples attached.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training.  Perkins budget communication was sent to all school CTE budget administrators which included Perkins approvable expenditures and deadline reminders.	●
32	CTE	G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	●	Training dates have been established. Teams brand new to the TEDS processes will be brought in for individual training first. Then as data is collected through the TEDS data capture process that begins in late Sept through Oct, the remaining teams will be scheduled. The schedule is attached.	As schools begin to work on pathway data OTR will begin scheduling individual meetings with schools based on data reviews and needs. Meetings started with Butler due to position changes at the school. See attached.	●
33	CTE	G4. Share results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through August 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 September are included on this sheet which is attached to this row.	●
34	CTE	<b>H. Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.</b>								
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	●	System in place, ongoing. Login 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	●	System in place, ongoing. Login 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	●	System in place, ongoing. Login data is attached.	System in place, ongoing. Login data is attached.	●



Area	KDE Recommendations and Jcps Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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 August 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 September are included on this sheet which is attached to this row.	●
39	CTE	<b>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.</b>								
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	●	Jeffersontown HS Academy Annual Partnership Retreat information is attached.  Doss High School & GE Opening Day Business/Teacher Planning Project information is attached.  Both of these examples are schools that are actively integrating the core and CTE curricula to promote not only students making connections but also teachers making connections..	Instructional Leads are working with Jenni Aberli on developing weekly reading strategies based on CTE content that CTE teachers can use to reinforce to strengthen reading skills.	●
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	●	Building Teacher Backpack Resources and PLC work. The teacher backpack is a resource that puts anything a teacher might need in one place. This work contains information on Curriculum, Assessment, Racial Equity Resources etc. There is a specific backpack for specific areas (i.e., agriculture, media arts, information technology, etc.	Building Teacher Backpack Resources and PLC work continues. The teacher backpack is a resource that puts anything a teacher might need in one place. This work contains information on Curriculum, Assessment, Racial Equity Resources etc. There is a specific backpack for specific areas (i.e., agriculture, media arts, information technology, etc.	●
42	CTE	<b>J. Create written processes that address data collection and accuracy, finance, reviews of program standards by both the district and schools, and student testing.</b>								

Area	KDE Recommendations and Jcps Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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	●	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 demonstrating a new process recommendation in August. Will revise the instructions after the meeting with Kiley.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training. The focus of the training is on implementing pathways with fidelity and the importance of data accuracy.	●
44	CTE	J2. Develop, implement, and monitor written processes that addresses finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	Continuing to work on communications with schools regarding career pathway financing. All KDE updates will be communicated after summer conference. Finance was incorporated in principal training held on July 17.	Perkins budget communication reminder sent to CTE budget administrator regarding Perkins approvable expenditures and deadline reminders.	●
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	●	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  See attachments.	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  See attachments.	●
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. Spreadsheet attached.	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	●	Added KDE Accountability System resource documents to jcps.me/testing site for principals, BACs - May be shared with all school staff as needed.  Conference call with CRogers to establish increased collaboration with T.R. Department.	T.R. Department rep (J Truax, R Bryant) attended KDE QC day training with Testing Unit to begin collaboration on data review processes.  T.R. Department - C Rogers and Academy Coaches will participate in the last hour of High School BAC training to meet face-to-face with Building Assessment Coordinators and Academy Coaches and/or CTE Leads and discuss the importance of collaboration with all state assessments.	●

Area	KDE Recommendations and JCPs Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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 August 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 September are included on this sheet which is attached to this row.	●
49	CTE	<b>K. All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.</b>								
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	●	July 23rd CTE 101 Breakout session at the Counselor Conference (presentation attached)	Beginning of the Year Counselor training for Elementary and Middle were postponed. ELEM focus was to review career week resources and collection of action plans. Middle was focused on JA Inspire planning.	●
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	●	CTE 101 presentation was stored on a link management platform (bit.ly) to be able to track access to the documents. As of 8/18/2019, 28 unique users have accessed the document. Attached is a summary of those clicks.	CTE 101 presentation was stored in a link management platform (bit.ly) to be able to track access to documents. Five additional users have accessed this information since the August report. Additionally, a document detailing how to expand dual credit for counselors and other administrators was made available. To date, 59 users have accessed this document.	●
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 August 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 September are included on this sheet which is attached to this row.	●
53	CTE	<b>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.</b>								
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	●	New Advisory Committee Monitoring Tool is attached.	New Advisory Committee Monitoring Tool is attached.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
55	CTE	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	TEDS Monitoring process will be in September. Principals will be kept informed of the deadlines and the responsibilities of their teams. OTR office will support and stay in contact with the schools and monitor data early to ensure issues are identified and communicated as soon as possible.	TEDS Transition Readiness Training Scheduled for Sept 17 & 19 where one CTE administrator and one TEDS clerk will attend required TEDS CTE pathway and TEDS training session. Christy Rogers and Kiley Whitaker will both lead the training. The focus of the training is on implementing pathways with fidelity and the importance of data accuracy.	●
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 August 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 September are included on this sheet which is attached to this row.	●
57	CTE	<b>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.</b>								
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	●	Initial analysis of the 19-20 school year will take place after the 20th day of school when classes must be balanced.	Attended KYStats conference in September on industry, workforce and student outcome data. KYStats data will be incorporated into our data review processes.	●
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	<b>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.</b>								
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. New data will be effective September 1.	Status unchanged. New data will be effective September 1.	●
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. New data will be effective September 1.	Status unchanged. New data will be effective September 1.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
63	<b>CTE</b> 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 August 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 September 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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
1	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Special Education</b>								
2	<b>IDEA</b> 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 August 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 September 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	<b>IDEA</b> 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 will be used during the 2019-20 school year for the purpose of communication with KDE. <a href="https://drive.google.com/open?id=1oDUeEzM5o4J39OUiyNGGjwLZUNAZo9ADw07aTv-j0-0">https://drive.google.com/open?id=1oDUeEzM5o4J39OUiyNGGjwLZUNAZo9ADw07aTv-j0-0</a>	The ECE Living Calendar will be used during the 2019-20 school year for the purpose of communication with KDE. <a href="https://drive.google.com/open?id=1oDUeEzM5o4J39OUiyNGGjwLZUNAZo9ADw07aTv-j0-0">https://drive.google.com/open?id=1oDUeEzM5o4J39OUiyNGGjwLZUNAZo9ADw07aTv-j0-0</a>	●
4	<b>IDEA</b> 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. Chief Exceptional Child Education actively participates in these meetings and provides direct communication to the Superintendent and Superintendent Cabinet. KDE is currently reviewing district proposed Special Education Procedures document.	Meetings with KDE OSSEL department to review CAP items will occur bi-weekly with Chief Exceptional Child Education and the ECE Leadership Team. The JCPS Board of Education will be considering revised Special Education Procedures in an upcoming meeting.	●
5	<b>IDEA</b> A4. Establish and monitor a process for reviewing the implementation of IDEA and its implementing regulations	Hooper	10/01/18	10/01/20	Monthly	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached.	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
6	<b>IDEA</b> 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	●	The re-organizational chart and the job descriptions were approved by the Board at the June 11, 2019 board meeting.	Status unchanged	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
7	<b>IDEA</b> 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	<b>IDEA</b> 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	●	Principal and Assistant Principals engaged in the 2019-20 SSBI Handbook training. Presentations included: SSBI Handbook updates, Threat Assessment Planning, SCM, Attendance, ECE and Transportation. Principal and AP training sign-in sheets, agenda, power points, and exit slips, attached. Additionally, assistant superintendents' secretaries and clerks receive IC behavior entry and data clean-up training. The power point and and sign in sheet is included. The updated Friday Data Clean-up Meeting schedule and Data Clean-up Timeline and Types documents are attached.	The following documents are attached; Arrest, Restraint, Seclusion Meeting Agenda, Arrest, Restrain, Seclusion Tracking form, Email to SCM Team regarding possible restraint coding errors, Friday Data Fidelity Meeting Agendas (8/16, 8/23, 8/30), Sample IC Behavior Error Correction Emails 8/20, 8/27, 8/28.	●
9	<b>IDEA</b> 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	●	Principal and Assistant Principals engaged in the 2019-20 SSBI Handbook training. Presentations included: SSBI Handbook updates, Threat Assessment Planning, SCM, Attendance, ECE and Transportation. Principal and AP training sign-in sheets, agenda, power points, and exit slips, attached. Additionally, assistant superintendents' secretaries and clerks receive IC behavior entry and data clean-up training. The power point and and sign in sheet is included. The updated Friday Data Clean-up Meeting schedule and Data Clean-up Timeline and Types documents are attached.	The following documents are attached; Arrest, Restraint, Seclusion Meeting Agenda, Arrest, Restrain, Seclusion Tracking form, Email to SCM Team regarding possible restraint coding errors, Friday Data Fidelity Meeting Agendas (8/16, 8/23, 8/30), Sample IC Behavior Error Correction Emails 8/20, 8/27, 8/28.	●
10	<b>IDEA</b> 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	●	MTSS Behavior Resource Teachers trained multiple schools in the Behavior Support Systems Model, an alignment of PBIS and Restorative Practices, in 2-day whole-school trainings (training schedule and PDCentral attendance attached).	A finalized meeting schedule for the MTSS Behavior team was created (attached).	●



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
11	<b>IDEA</b> 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	●	Received Indicator 9/10 Report from KDE. Department in process of creating a Root-Cause-Analysis and Corrective Action Plan for identification of African-American students with Emotional-Behavior Disabilities.	Root Cause Analysis completed for Indicator 10 report (attached). Assistant Director coordinating completion of student specific file corrections. Corrective action plan for Indicator 10 will be completed by September 23.	●
12	<b>IDEA</b> 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 August 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 September are included on this sheet which is attached to this row.	●
13	<b>IDEA</b> 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	<b>IDEA</b> 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 meetings resumed July 29. Meetings were changed to Fridays in 2019-20 to allow Chief ECE opportunity to attend as available. Programming requests indicate there are adequate number of seats for intensive behavioral support.	Coordination of Student Support meeting agendas attached. Meetings have been moved to Tuesdays at 3:30 to provide meeting time outside the school day. Adequate seats are available for intensive behavioral support.	●
15	<b>IDEA</b> 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 meetings resumed July 29. Meetings were changed to Fridays in 2019-20 to allow Chief ECE opportunity to attend as available. Programming requests indicate there are adequate number of seats for intensive behavioral support.	Coordination of Student Support meeting agendas attached. Meetings have been moved to Tuesdays at 3:30 to provide meeting time outside the school day. Adequate seats are available for intensive behavioral support.	●
16	<b>IDEA</b> 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	●	Training for ARC Chairpersons has been completed. At this point, training has occurred for 396 ARC Chairs. An additional ARC Chair training has been scheduled for August 23. Monthly Coaching of ARC Chairpersons will begin August 27. Training addresses LRE and Continuum of Services.	ECE Implementation Coaches (ARC Chairpersons) received six hours of additional training in August, including least restrictive environment and the continuum of services. ARC Chair Training provided by GLEC in Summer, 2019 included training in LRE and Continuum of Services.	●
17	<b>IDEA</b> 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	●	Monthly training sessions for ARC Chairs have been scheduled for the 2019-20 school year - schedule attached. Agenda for August training attached.	ECE Implementation Coaches receiving 6 hours of training in the month of September (evaluations, re-evaluations, assistive technology, related services).	●



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached.	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
19	IDEA C6. Conduct regular checks with the placement specialists, ARC chairs, and principals to determine if there are delays in placements	Hooper	10/01/18	10/01/20	Monthly	●	ECE Assistant Director will monitor process with Supervisors ECE Implementation and ECE Implementation Coaches as the new school year begins.	ECE Assistant Director monitors process in coordination with Supervisors ECE Implementation and ECE Implementation Coaches (agendas attached).	●
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	●	Coordination of Student Supports meetings resumed July 29. Meetings were changed to Fridays in 2019-20 to allow Chief ECE opportunity to attend as available. Programming requests indicate there are adequate number of seats for intensive behavioral support. There are no waivers currently in place.	Coordination of Student Support meeting agendas attached. Meetings have been moved to Tuesdays at 3:30 to provide meeting time outside the school day. One waiver submitted for one classroom in the district (MSD Special Class).	●
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 August 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 September are included on this sheet which is attached to this row.	●
22	IDEA <b>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</b>								
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	●	Monthly training sessions for ARC Chairs have been scheduled for the 2019-20 school year - schedule attached. Agenda for August training attached.	ECE Implementation Coaches (ARC Chairpersons) received six hours of additional training in August, including least restrictive environment. ARC Chair Training provided by GLEC in Summer, 2019 included training in LRE.	●
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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached.	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached (see D2, row 24).	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached - see D2, Row 24). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached (see D2, row 24).	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached - see D2, Row 24). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached (see D2, row 24).	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached - see D2, Row 24). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
28	IDEA <b>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</b>								
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 for 2019-20 included in beginning of year documents for schools. Link to video: <a href="https://drive.google.com/file/d/1GZYZDhwfmmUf0NdV1OONZomu0K8p1g6U/view">https://drive.google.com/file/d/1GZYZDhwfmmUf0NdV1OONZomu0K8p1g6U/view</a> Child Find advertisement posted on Social Media - see attachment.	Verification of completed Child Find training for 2019-20 attached. Link to video: <a href="https://drive.google.com/file/d/1GZYZDhwfmmUf0NdV1OONZomu0K8p1g6U/view">https://drive.google.com/file/d/1GZYZDhwfmmUf0NdV1OONZomu0K8p1g6U/view</a>	●
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	●	Process has begun for the 2019-20 school year. Twenty consents for evaluation have been submitted thus far. Link to spreadsheet attached.	Assessment Alert Data attached. Process monitored by Lead Psychologist.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
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	●	Activity resuming for 2019-20 school year.  The climate and culture department are hosting principal meetings to review Disproportionality Coding and Data in August.	Principals receive an automatic email notification when non-disabled students reach thresholds of discipline data. Sample email attached. Presentation from Culture/Climate Disproportionality for principals can be found at <a href="https://drive.google.com/file/d/1PrQQsfoe6C6wf2sviLjsCcn1XuFbmVfg/view?usp=sharing">https://drive.google.com/file/d/1PrQQsfoe6C6wf2sviLjsCcn1XuFbmVfg/view?usp=sharing</a>	●
32	IDEA	<b>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.</b>								
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	●	Principal and Assistant Principals engaged in the 2019-20 SSBI Handbook training. Presentations included: SSBI Handbook updates, Threat Assessment Planning, SCM, Attendance, ECE and Transportation. Principal and AP training sign-in sheets, agenda, power points attached. Principals and Assistant Principals will participate in training on FBA/BIP/MDR in August. Training description and dates attached	Principal and Assistant Principals engaged in the 2019-20 SSBI Handbook training. Presentations included: SSBI Handbook updates, Threat Assessment Planning, SCM, Attendance, ECE and Transportation. Principal and AP training sign-in sheets attached. Principals and Assistant Principals participated in training on FBA/BIP/MDR sign in sheets 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 communicated to schools (summary of review attached)	Continued review of student files and recommendations communicated to schools (summary of review attached)	●
35	IDEA	F3. Develop and implement a process to assess alternative placements and make adjustments as needed based on the findings (e.g., facilities, procedure changes, data review, etc.)	DeFerrari	10/01/18	10/01/20	Monthly	●	ECE Behavior Team meetings are continuing to occur (agenda attached)	ECE Behavior Team meetings are continuing to occur (agenda attached)	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
36	<b>IDEA</b> 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	<b>IDEA</b> G1. Develop, implement, and monitor a process by which ARCs are trained on special transportation services	Hooper	10/01/18	10/01/20	Annually	●	Training for ARC Chairpersons has been completed. At this point, training has occurred for 396 ARC Chairs. An additional ARC Chair training has been scheduled for August 23. Monthly Coaching of ARC Chairpersons will begin August 27. Training addresses Special Needs Transportation as a related service.	ECE Implementation Coaches (ARC Chairpersons) received six hours of additional training in August, including special transportation services. ARC Chair Training provided by GLEC in Summer, 2019 included training in special transportation services.	●
38	<b>IDEA</b> 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.	Transportation conducted meeting with ECE Placement Specialist. Email attached.	●
39	<b>IDEA</b> G3. Review the length and duration of bus rides and refine existing routes if needed	Robinson Stites	10/01/18	10/01/20	Monthly	●	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.	Special Needs ridership counts and ride time data were collected and evaluated. (See attached)	●
40	<b>IDEA</b> G4. Develop and implement creative solutions when there are systemic behavior issues on buses (e.g., rival gangs)	Robinson Stites	10/01/18	10/01/20	Monthly	●	Transportation management team is prepared to respond positively and productively to situations involving student behaviors that arise during the 2019-20 school year. Drivers continue to receive training to better prepare them to respond to student behavioral needs. See attached list of driver training topics.	Transportation management team is prepared to respond positively and productively to situations involving student behaviors that arise during the 2019-20 school year. Drivers continue to receive training to better prepare them to respond to student behavioral needs. No systemic behavior issues identified currently.	●
41	<b>IDEA</b> G5. Review system to ensure that students attending the Kentucky School for the Deaf (KSD) continue to be provided door-to-door transportation	Robinson Stites	10/01/18	10/01/20	Annually	●	Annual process, completed	Annual Process, to be completed 10/19	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
42	<b>IDEA</b> 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	<b>IDEA</b> 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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached (see D2, row 24).	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached - see D2, Row 24). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
44	<b>IDEA</b> 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	●	ECE Implementation Coaches allocated to all schools and serving as Lead ARC Chairpersons. Mental Health Practitioners also available for support for students needing related services. With the availability of ECE Implementation Coaches, School Counselors are provided more opportunity to support students with counseling needs.	ECE Implementation Coaches allocated to all schools and serving as Lead ARC Chairpersons. Mental Health Practitioners also available for support for students needing related services. With the availability of ECE Implementation Coaches, School Counselors are provided more opportunity to support students with counseling needs. Listing of ECE Implementation Coaches attached.	●
45	<b>IDEA</b> 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	●	IEP training provided for ECE Teachers in July/August - over 1,000 teachers trained thus far with others scheduled in August. ECE Teachers also trained in FBAs and BIPs (more than 1,000) trained.	Collaborating with GLEC to schedule training for newly hired ECE Teachers and ECE Implementation Coaches - see attached schedule.	●
46	<b>IDEA</b> 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 for ARC Chairpersons has been completed. At this point, training has occurred for 396 ARC Chairs. An additional ARC Chair training has been scheduled for August 23. Monthly Coaching of ARC Chairpersons will begin August 27. Training addresses Special Needs Transportation as a related service.	ECE Implementation Coaches received 9 hours of training in August and September (counseling as a related service, evaluations, re-evaluations, assistive technology, related services).	●
47	<b>IDEA</b> 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	●	Training in Counseling as a Related Service scheduled for August 27-29 for ARC Chairs. See attached guidance document, as well as training agenda.	ARC Chairs received training in Counseling as a Related service in August, 2019 - agenda attached.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
48	<b>IDEA</b> 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	●	This process has resumed for the 2019-20 school year.	Report for assistive technology requests attached.	●
49	<b>IDEA</b> 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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached (see D2, row 24).	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached - see D2, Row 24). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
50	<b>IDEA</b> 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 updated schedule for 2019-20).	ECE staff continue to support the West Louisville Satellite Office (see attached updated schedule for 2019-20).	●
51	<b>IDEA</b> 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	●	Department conducts record reviews of 30 files on a semi-monthly basis. Files are organized by Assistant Superintendent Zone. In July, 30 files were reviewed from Zone 2. The department developed the system for desk audits for the 2019-20 school year, using record reviews. System attached (see D2, row 24).	Process for record reviews attached. Supervisors received notification of random record reviews from August ARC Meetings to be completed by September 26 (sample notification attached - see D2, Row 24). Upon completion of record reviews by department, ECE Implementation Coaches will receive coaching as needed and guidance for reconvening ARCs if needed.	●
52	<b>IDEA</b> 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 August 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 September are included on this sheet which is attached to this row.	●
53	<b>IDEA</b> 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	<b>IDEA</b> 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	<b>IDEA</b> J. IDEA (Issue 2): Significant Disproportionality/Comprehensive Coordinated Early Intervening Services								



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
56	<b>IDEA</b>	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	●	ECE Leadership developed Root Cause Analysis for Indicator 4 report. Root Cause Analysis attached.	Action item completed.	●
57	<b>IDEA</b>	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	●	CCEIS Training with KDE scheduled for August 22.	Team from JCPS attended CCEIS Training on August 22, 2019. Root cause analysis conducted - <a href="https://drive.google.com/file/d/19BG8Q7gAycPF0Yq28EE16EtXnqLRyrtm/view?ts=5d8288a5">https://drive.google.com/file/d/19BG8Q7gAycPF0Yq28EE16EtXnqLRyrtm/view?ts=5d8288a5</a>	●
58	<b>IDEA</b>	J3. Develop a budget to support the CCEIS plan	Coleman, Hooper	10/01/18	10/01/20	Annually	●	No changes at current time.	No changes at current time.	●
59	<b>IDEA</b>	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	●	Principal and Assistant Principals engaged in the 2019-20 SSBI Handbook training. Presentations included: SSBI Handbook updates, Threat Assessment Planning, SCM, Attendance, ECE and Transportation. Principal and AP training sign-in sheets, agenda, power points attached. Principals and Assistant Principals will participate in training on FBA/BIP/MDR in August. Training description and dates attached	Principal and Assistant Principals engaged in the 2019-20 SSBI Handbook training. Presentations included: SSBI Handbook updates, Threat Assessment Planning, SCM, Attendance, ECE and Transportation. Principal and AP training sign-in sheets, agenda, power points attached. Principals and Assistant Principal participated in a training on FBA/BIP/MDR sign in sheets attached	●
60	<b>IDEA</b>	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	●	August Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	September Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	●
61	<b>IDEA</b>	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 August 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 September are included on this sheet which is attached to this row.	●
62	<b>IDEA</b>	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	●	Feedback system is being developed in collaboration with the CAO, ECE, COS and the Assistant Superintendent for Teaching and Learning.	The ECE Chief and Assistant Superintendent for Teaching and Learning met to ensure CCEIS strategies matched the root cause analysis, budget, plan for 30-40 day plan submission, and that there is a final feedback system in place to track progress and effectiveness before Oct 1st. Root cause analysis - <a href="https://drive.google.com/file/d/19BG8Q7gAycPF0Yq28EE16EtXnqLRyrtm/view?ts=5d8288a5">https://drive.google.com/file/d/19BG8Q7gAycPF0Yq28EE16EtXnqLRyrtm/view?ts=5d8288a5</a>	●
63	<b>IDEA</b>	<b>K. IDEA (Issue 3): Positive Behavioral Interventions and Supports</b>								

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
64	<b>IDEA</b>	K1. Develop, implement, and monitor a district-wide plan to ensure effective implementation of positive behavioral systems and interventions in all schools for all students with special consideration for Tier II, III, and specially designed instruction	DeFerrari	10/01/18	10/01/20	Monthly	●	MTSS Behavior Resource Teachers trained multiple schools in the Behavior Support Systems Model, an alignment of PBIS and Restorative Practices, in 2-day whole-school trainings.	Members of the MTSS Behavior and Engagement teams met collaboratively with CIBRS and Dr. Terry Scott and the University of Louisville. The purpose of the collaboration is to determine a protocol for providing feedback to schools regarding teacher/student interactions and positive behavior implementation in school common areas. Agenda for the meeting is attached.	●
65	<b>IDEA</b>	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	●	Trained at new teacher orientation on MTSS Toolkit: Classroom Systems that Support Behavior (classroom management) and MTSS Toolkit: Teacher Clarity. See attached NTO agenda and appropriate presentation slides.	Held district level principal meetings to discuss behavior data as it relates to group differences between races and special education.	●
66	<b>IDEA</b>	K3. Provide district-wide support for the effective implementation of positive behavioral systems and Tier II and Tier III interventions in all schools based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly	●	MTSS Behavior Resource Teachers trained multiple schools in the Behavior Support Systems Model, an alignment of PBIS and Restorative Practices, in 2-day whole-school trainings (training schedule and PDCentral attendance attached).	MTSS Behavior Resource teachers have provided school level support to schools in their zone. Cascade school visit logs are attached.	●
67	<b>IDEA</b>	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	●	Trained at new teacher orientation on MTSS Toolkit: Classroom Systems that Support Behavior (classroom management) and MTSS Toolkit: Teacher Clarity. See attached NTO agenda and appropriate presentation slides.	Held district level principal meetings to discuss behavior data as it relates to group differences between races and special education.	●
68	<b>IDEA</b>	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 August 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 September are included on this sheet which is attached to this row.	●
69	<b>IDEA</b>	<b>L. IDEA (Issue 9): Physical Restraint and Seclusion</b>								
70	<b>IDEA</b>	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	●	32 SCM Trainings scheduled for August 2019 (attached training calendar). Principal and AP Handbook Trainings have been completed (attached sign in sheets). A Job Enhancement Training for all In School Security Monitors was conducted (attached sign in sheets)	23 SCM trainings scheduled for September 2019 (attached training calendar). 2 bus driver trainings were held, Compliance and Investigations training scheduled for 9/18/19. Continuous Improvement Summit Presentation on 9/17/19.	●



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
71	<b>IDEA</b>	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	●	Restraint and Seclusion policy was reviewed and submitted with all updated forms. Procedures were updated. Draft attached.	Status unchanged.	●
72	<b>IDEA</b>	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	●	Principal and AP Handbook Trainings have been completed (attached sign in sheets). Attached is the presentation. 19-20 Data Review Dates have been set. Attached	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting 9.3.19. Attached. SCM department meeting on 9.9.19 (attached) New debrief monitoring protocol discussed in SCM department meeting. Questionable codes from restraint were generated and emails sent out to administrators to review codes and code it based on the most severe behavior.	●
73	<b>IDEA</b>	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	●	Principals were given a copy of their core team and were to make any staff updates and complete a plan on their exit slip to get in compliance if they were currently out of compliance. SCM department will be updating school's core team and has begun scheduling initial trainings for school's to send staff to trainings.	All SCM core teams were reviewed during SCM department meeting. Action plans were created and emails sent to principals. SCM department meeting 9.9.19 attached/sample emails attached.	●
74	<b>IDEA</b>	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	●	A job Enhancement Training for all In School Security Monitors was conducted Aug 13 (attached sign in sheets)	SCM reviewed All ISSM Core Teams. Action plans were created to contact schools to remind them of compliance. Attached is SCM department meeting 9.9.19.	●
75	<b>IDEA</b>	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	●	Status unchanged.	A new survey was created and sent out to staff. Attached SCM department meeting/Sample of emails from participants.	●
76	<b>IDEA</b>	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	●	Email to administrators to update "One Pagers" was sent. (email attached)	Email to administrators to update "One Pagers" was sent. (email attached)	●
77	<b>IDEA</b>	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 August 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 September 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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status
1	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding physical restraint or seclusion (safe crisis management)</b>								
2	<b>SCM</b> 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 August is included in the link "Phone Log with KDE", which documents meetings with KDE to approve polices and procedures.  Emails to KDE for policy and procedure approval are attached.	The log through September is included in the link "Phone Log with KDE", which documents meetings with KDE to approve polices and procedures.  Emails to KDE for policy and procedure approval are attached.	●
3	<b>SCM</b> 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	●	August 2019 SCM trainings attached.	September 2019 SCM trainings attached.	●
4	<b>SCM</b> 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	●	Restraint and Seclusion policy was reviewed and submitted with all updated forms. Procedures were updated. Draft attached. Email for Presentation at Continuous Improvement Summit	KDE has shared an updated FAQ guide for Restraint and Seclusion that has been updated on SCM's website and will be included in all future SCM trainings.	●
5	<b>SCM</b> <b>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.</b>								
6	<b>SCM</b> 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	●	32 SCM Trainings scheduled for August 2019 (attached training calendar). Principal and AP Handbook Trainings have been completed (attached sign in sheets). A job Enhancement Training for all In School Security Monitors was conducted (attached sign in sheets)	23 SCM trainings scheduled for September 2019 (attached training calendar). 2 bus driver trainings were held, Compliance and Investigations training scheduled for 9/18/19. Continuous Improvement Summit Presentation on 9/17/19.	●

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
7	<b>SCM</b>	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	●	Restraint and Seclusion policy was reviewed and submitted with all updated forms. Procedures were updated. Draft attached.	Status unchanged.	●
8	<b>SCM</b>	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	●	Principal and AP Handbook Trainings have been completed (attached sign in sheets). Attached is the presentation. 19-20 Data Review Dates have been set. Attached	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting 9.3.19. Attached. SCM department meeting on 9.9.19 (attached) New debrief monitoring protocol discussed in SCM department meeting. Questionable codes from restraint were generated and emails sent out to administrators to review codes and code it based on the most severe behavior.	●
9	<b>SCM</b>	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	●	Principals were given a copy of their core team and were to make any staff updates and complete a plan on their exit slip to get in compliance if they were currently out of compliance. SCM department will be updating school's core team and has begun scheduling initial trainings for school's to send staff to trainings.	All SCM core teams were reviewed during SCM department meeting. Action plans were created and emails sent to principals. SCM department meeting 9.9.19 attached/sample emails attached.	●
10	<b>SCM</b>	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	●	A job Enhancement Training for all In School Security Monitors was conducted Aug 13 (attached sign in sheets)	SCM reviewed All ISSM Core Teams. Action plans were created to contact schools to remind them of compliance. Attached is SCM department meeting 9.9.19.	●
11	<b>SCM</b>	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	●	Status unchanged	A new survey was created and sent out to staff. Attached SCM department meeting 9.9.19/Sample of emails from participants.	●
12	<b>SCM</b>	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 August 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 September 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 Aug 2019 Status	August 2019 Progress Notes	September 2019 Progress Notes	KBE Oct 2019 Status	
1	<b>ECH</b>	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Early Childhood</b>								
2	ECH	A1. Establish and implement a process to ensure that all board policy and procedures regarding Early Childhood Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log through August 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 September 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	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	●	The EC CAP Calendar Smartsheet has been updated with 2019-2020 EC Leadership and Associate Principal meeting dates. The 2019-2020 Early Childhood Training Plan has been finalized. The 2019-2020 Early Childhood Preservice Calendar has been finalized and contains important training and home visit information for all Early Childhood staff.	The Anderson EC RTC provided training on Aug. 21, Aug. 22, and Aug. 23 to over 500 EC staff (teachers and instructional assistants, coaches, resource teachers, associate principals, counselors) on Developmentally Appropriate Practices from the National Association for the Education of Young Children (NAEYC) and Division of Exceptional Children (DEC) Recommended Practices from the Council for Exceptional Children. A plan has been developed for the Anderson Early Childhood Regional Training Center (RTC) to provide Monthly CADRE Training Sessions for EC Instructional Coaches and EC ECE Resource Teachers on Developmentally Appropriate Practices from NAEYC and Division of Exceptional Children (DEC) Recommended Practices from the Council for Exceptional Children. A collaborative agreement between KDE/RTC and JCPS was previously established for implementation of the Kentucky Preschool Monitoring System (KPES), specifically ECERS-3 accountability observations. According to the JCPS ECERS Implementation calendar, JCPS is scheduled to receive RTC support for scorer reliability training for the instructional coaches in September and to begin the formal ECERS observations in October. An email was sent on Aug. 2 that the RTC will no longer be able to provide ECERS-related support and that KDE is working to support districts in this area and will follow up on an alternative plan for ECERS implementation support from KDE.	●
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	●	Weekly monitoring of the KDE CAP Smartsheet was completed during the month of July. There were no KDE comments requiring JCPS EC response. Follow-up actions were documented for the recommendations for the Dawson Orman Site Visit Report Update.	Weekly monitoring of the KDE CAP Smartsheet was completed during the month of August. There were no KDE comments requiring JCPS EC response. Early Childhood Procedures have been revised through 9/9/19. Updates include Field Trip procedures to align with new district requirements. Follow-up actions were documented for the recommendations for the Dawson Orman Site Visit Report Update.	●

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5	<b>ECH</b>	<b>B. Implement KDE recommendations from the consolidated monitoring visit</b>								
6	ECH	B1. Develop, implement, and monitor a system to ensure that children with disabilities collaborate with non-disabled peers as much as possible	Averette	10/01/18	10/01/20	Monthly	●	<p>Early Childhood/ ECE Collaboration Work Session was held to discuss the JCPS Early Childhood and Visually Impaired Preschool (VIPs) Contract pending board approval August 2019. Proposed contract will provide services for up to 30 JCPS Early Childhood students needing special services in the area of visual impairments.</p> <p>Early Childhood Associate Principal meeting included discussion of Least Restrictive Environment (LRE) continuum of services and Special Class Quarterly IEP Progress Monitoring system. LRE Guide and IEP Progress Monitoring Procedures are in the process of being drafted.</p> <p>Early Childhood Administrator Kickoff Training was held on August 1. Discussion items included Transition from IDEA Part C to Part B, implementing LRE based on the IEP, IEP progress monitoring expectations for EC teachers as Teachers of Record, and the scheduled training for all EC teachers on IEP and FBA-BIP implementation and monitoring.</p> <p>The JCPS Early Childhood Department collaborated with the Greater Louisville Education Cooperative (GLEC) in tailoring the state-mandated special education training materials and resources specifically to the JCPS Early Childhood context and language: IEP Guided Resource for Early Childhood and IEP for Preschool CAP Training (FBA BIP) August 2019</p>	<p>Communication regarding purpose, timeline and resources for monthly inclusive opportunities data collection has been provided to teachers in special classrooms. The first data collection will occur during the week of September 23rd, and will be shared with leadership and in the next CAP update.</p> <p>Training on IEP and FBA-BIP was provided to over 500 early childhood teachers and instructional assistants, instructional coaches, resource teachers, associate principals and counselors.</p> <p>Training on implementation of Least Restrictive Environment in IEPs has been provided to all stakeholders involved in ARCs: Counselors, Implementation Coaches, Resource Teachers, Instructional Coaches, Classroom Teachers, Psychologists, OT's PT's, SLP's.</p> <p>Early Childhood Associate Principals received training on Sept. 6 on expectations for Monthly IEP Progress Monitoring Meetings and Monthly Inclusion Opportunities Tracking.</p> <p>JCPS Early Childhood and ECE staff collaborated with partner program Visually Impaired Preschool Services (VIPS) on staffing for the 2019-2020 students enrolled in the VIPS program.</p>	●

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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>Completed Early Childhood Administrator Kickoff Training with all building administrators to provide comprehensive overview of Early Childhood systems, supports, and monitoring. The agenda also included an overview of the ECERS-3 monitoring review for the 2019-2020 school year. 100% of administrators of Early Childhood classrooms were in attendance.</p> <p>Early Childhood Center Administrators received the 2019-2020 Expectations for JCPS Early Childhood Center Leadership Teams which outlines the focus and expected outcomes for the work of EC center Leadership Teams for the 2019-2020 school year.</p> <p>All Early Childhood procedures related to ECERS-3 have been revised and updated, including the following:  Daily Classroom Schedule procedure to include required components of one meal, 30 mins. of gross motor development, 60 mins. of self-selected centers, and a maximum 15 mins. of whole group/center time with brain breaks.  Self Selected Centers procedure  Classroom Set Up procedure  Small Groups procedure</p> <p>Early Childhood Procedure for Behavior Management and Support has been revised to include PBIS levels of support that are developmentally appropriate for preschool students.</p>	<p>Beginning of the Year Systems Checklist was provided to Early Childhood associate principals to ensure universal expectations for a smooth opening of the school year for EC centers. Associate Principals developed and submitted transportation plans using the Arrival and Dismissal Plan Checklist as a guide. The 2019-2020 Expectations for JCPS Early Childhood Center Leadership Teams were reviewed with associate principals and the leadership team. A revised edition of the Early Childhood Walkthrough tool (Version 8) and Walkthrough Guide have been shared with all administrators, teachers, and district EC leadership. Training was provided to Early Childhood Associate Principals on Sept. 6 and Instructional Coaches on Sept. 9. The revised tool intentionally embeds indicators on supporting children with disabilities. Observers may complete one or more of the three major sections: Education, Social Emotional Development and Health and Safety. Scheduled walkthroughs at the center level will occur weekly. EC Walkthrough V8 Tracking Form Collaborative periodic walkthroughs will be conducted monthly and tracked by district level staff.</p> <p>Beginning of the Year Compliance and HR Training provided to over 500 EC Instructional Staff</p> <p>The Early Childhood 19-20 School Year began on August 28 with a projected enrollment capacity of 3,262 students in 170 classrooms in 39 location (29 schools and 10 centers), transported by 392 bus routes, served by 173 teachers and 418 instructional assistants. An additional 165 student applications are pending placement.</p> <p>Substantial completion of Westport Early Childhood Center renovation with facility opening for students on August 28th as a fully stand-alone early childhood center. Conducted playground inspections throughout summer months to monitor for damage or other concerns in preparation for the start of the school year.</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 August 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 September are included on this sheet which is attached to this row.</p>	●