

# JCPS Final CAP Planning

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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	●	Completed	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. December 10 changes are attached.	Although the major organizational coherence work was completed in May, there will continue to be minor changes to org charts. January 14 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	●	Vital sign meetings for Learning #2 are scheduled for January.  The school support tracking system report for November (11/11-11/29) shows 3,485 hours of district support to schools/achievement areas. Attached are the number of hours by school. Additional reports are currently being developed.	Vital sign meetings for Learning #2 are scheduled for January 30th and 31st. The vital sign report template is currently being merged into a PowerApp report so that schools can pull data at any point in time (see attached email).  The school support tracking system report shows 7,857 hours of district support to schools/ achievement areas for December (12/2-12/27). Attached are the number of hours by school. Additional reports have been developed.	●

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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 school support tracking system report for November (11/11-11/29) shows 3,485 hours of district support to schools/achievement areas. Attached are the number of hours by school. Additional reports are currently being developed.	The school support tracking system report shows 7,857 hours of district support to schools/ achievement areas for December (12/2-12/27). Attached are the number of hours by school. Additional reports have been developed.	●
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	●	School Assistant Superintendents are in constant communication regarding school needs, both as result of CCV, Vital Signs and additional needs as they arise. The two groups of Assistant Superintendents are working together now to plan for additional supports for the Accelerated Improvement Schools. Changes to the CCV protocol are attached.  In addition, the Superintendent sends out weekly emails to school leadership teams that focus on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.	Continued support in the areas of PLCs is provided through a series of PLC videos. In addition to the videos, guiding questions have been created as an additional means to support the schools implementation of PLCs (see attached) PLC Framework Video Series Playlist links are attached.  Video 1: Introduction and PLC Framework, Step 4: Identifying and Deconstructing Essential Standards Video 2: PLC Framework, Step 5: Commit to a Guaranteed and Viable Curriculum Video 3: PLC Framework, Step 7: Collaboratively Planning for Teaching the Standards Video 4: PLC Framework, Step 7 (Continued) Video 5: PLC Framework, Step 8: Creating Common Formative Assessments	●
11	Planning	C. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operational level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).								

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12	Planning	C1. Develop and implement a protocol for leadership team meetings at all levels (Cabinet, middle level management and school administrators)	Dennes	10/01/18	10/01/20	Monthly	●	Agendas from 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	●	<p>The zone principals' meetings during the month of December (see attached agendas) focused on the fortifying the work of the Racial Equity Policy through the Equity Monitoring Protocol Tool (EMPT). The principals worked together to discuss the EMPT rubric and through guided dialogue by the assistant superintendent, discussions centered around high quality artifacts.</p> <p>In order to develop a positive coaching culture many of the principals read and analyzed the Culture of Coaching <a href="http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx">http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx</a></p>	A concerted effort to support the students as they prepare for their Backpack Defenses will launch during the month of February. VIDEO: What is a Backpack Coach? is attached.	●
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>During the December zone meetings, the principals focused on CSIPs as they worked towards the completion of Phase III. Guidance and resources were provided to the principals to provide on-going supports (see attached). The process for the Collaborative Calibration Visits (CCV) have been revised in order to ensure the process of continuous improvement (see attached).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.</p>	<p>The Comprehensive System Reviews have been scheduled for the Spring semester (see attached email).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.</p>	●

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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	●	Fourth set of procedures is being reviewed by Board and will go to December 10 Board meeting. See attached.	Fifth set of procedures is being reviewed by Board and will go to January 14 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	●	Board policy meeting is rescheduled for January (no new policies for December).	Board Policy meeting is January 13; 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	●	Status unchanged.	Status unchanged.	●
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>								
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 process for Collaborative Calibration Visits (CCV) have been revised for the purpose of continuous improvement (see attached)	JCPS is beginning the process for developing a new strategic plan. The proposed process and timeline will be shared at the January 28th board retreat for feedback (attached is the draft ppt).	●

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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	●	<p>To continue to support the schools with the implementation of the Backpack of Success Skills, revisions have been made to The New Normal. The New Normal serves as a resource to describe the Backpack initiative and provides resources for all those responsible for implementation. The Backpack includes focus on content, Success Skills and the application of both (see attached).</p> <p>The zone principals' meetings during the month of December (see attached agendas) focused on the fortifying the work of the Racial Equity Policy through the Equity Monitoring Protocol Tool (EMPT). The principals worked together to discuss the EMPT rubric and through guided dialogue by the assistant superintendent, discussions centered around high quality artifacts.</p> <p>In order to develop a positive coaching culture many of the principals read and analyzed the Culture of Coaching <a href="http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx">http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx</a> There is a continued emphasis on acceleration planning with Principals, Assistant Principals, and Academic Instructional Coaches. Resources of support in the areas of acceleration plans have been shared (see attached).</p>	A concerted effort to support the students as they prepare for their Backpack Defenses will launch during the month of February. VIDEO: What is a Backpack Coach? is attached.	●

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22 Planning	E3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	<p>During the December zone meetings, the principals focused on CSIPs as they worked towards the completion of Phase III. Guidance and resources were provided to the principals to provide on-going supports (see attached).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.</p>	<p>Planning for the January principal meeting is underway. One aspect of the principal meeting will focus on disproportionality. The Chief of ECE will share specific instructional strategies and principals will reflect on definitive action steps under the guidance of their respective Assistant Superintendent. The following questions will be used to guide the discussions: Reflect: What might be causes in your school? Which System/s are impacted? How can we move from implementation to impact?</p> <p>The Superintendent sends out weekly emails to school leadership teams that focus on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.</p>	●
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>								
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	●	<p>Student Assignment Advisory committee met 11/7. the Administration took several ideas to the community from the committee.</p> <p>The administration has taken the ideas to the Title 1 Parent Advisory Committee. Additionally, there was an online forum that as of 11.22.19 1000 people had watched. There is also an opportunity for citizens to give feedback online.</p> <p>The administration is also taking the ideas to a forum at the Urban League.</p>	<p>Student Assignment Advisory Committee ideas were discussed with Board of Education at a work session on January 14. Materials attached.</p>	●

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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	●	<p>Student Assignment Advisory committee met 11/7. the Administration took several ideas to the community from the committee.</p> <p>The administration has taken the ideas to the Title 1 Parent Advisory Committee. Additionally, there was an online forum that as of 11.22.19 1000 people had watched. There is also an opportunity for citizens to give feedback online.</p> <p>The administration is also taking the ideas to a forum at the Urban League.</p>	Student Assignment Advisory Committee ideas were discussed with Board of Education at a work session on January 14. Materials attached.	●

# JCPS Final CAP Operations

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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 December is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	The log through mid-January 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	●	2019-2020 Ridership Data Summary is completed. Comparison data from previous years is included. (See attached) Routes are monitored daily, and changes are made as needed to accommodate ridership capacity and duration.	2019-2020 Ridership Data Summary is completed. Comparison data from previous years is included. (See attached) Routes are monitored daily, and changes are made as needed to accommodate ridership capacity and duration.	●
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	●	2019-2020 Ridership Data Summary is completed. Comparison data from previous years is included. (See attached) Routes are monitored daily, and changes are made as needed to accommodate ridership capacity and duration. Compound visits by Specialists occurring monthly. (See attached examples)	2019-2020 Ridership Data Summary is completed. Comparison data from previous years is included. (See attached) Routes are monitored daily, and changes are made as needed to accommodate ridership capacity and duration.	●
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	●	Current monitors have been assigned to routes based on student needs. Open monitor slots will be filled ASAP. Monitor training classes are scheduled as applicants are available. (See attached monitor roster)	Current monitors have been assigned to routes based on student needs. Transportation Job Fair held on 1/15/20 to help fill open monitor slots. Monitor training classes are scheduled as applicants are available. (See attached monitor roster)	●
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	●	Completed	Completed	●



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10 Op Support	D2. Identify and implement strategies to train drivers in pupil management and de-escalation training during the current work year	Robinson Stites	10/01/18	10/01/20	Monthly	●	Student Management training sessions continue during new driver training. Student Management is discussed with new drivers during Coordinator "Table Talks", which have been added to the training schedule. (See sample agenda) Student Management has been added as a discussion topic on the Practical Application check sheet Trainers use to evaluate the preparedness of new drivers during the first 3 days at the compound. (See attached example)	Student Management training sessions continue during new driver training. Student Management is discussed with new drivers during Coordinator "Table Talks". (See attached schedule) Student Management has been added as a discussion topic on the Practical Application check sheet Trainers use to evaluate the preparedness of new drivers during the first 3 days at the compound. (See attached discussion sheet)	●
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	●	Completed	Completed	●
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	●	December Bus Referral form and meeting Agenda/Minutes Attached.	January Bus Referral Protocol and meeting agenda is attached. The district is also in the process of reviewing disproportionate bus referral data via reports from data management. The data set is in the process of being reviewed and created.	●
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	●	December Bus Referral form and meeting Agenda/Minutes Attached.	January Bus Referral Protocol and meeting agenda is attached. The district is also in the process of reviewing disproportionate bus referral data via reports from data management. The data set is in the process of being reviewed and created.	●
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 December 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-January 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	●	Annual survey to be completed at end-of-year driver training session.	Annual survey to be completed at end-of-year driver training session.	●





















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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	●	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	Discussion of deescalation techniques and ECE "one pager" will be conducted 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	●	Employee Involvement Committee EIC meets monthly to discuss issues related to drivers and compounds. Information is collected and shared. (See attached minutes) Transportation Newsletter being compiled for December distribution.	Employee Involvement Committee EIC meets monthly to discuss issues related to drivers and compounds. Information is collected and shared. New representative were elected in December. (See attached minutes and 2020 representative list) Transportation Newsletter distributed to all drivers and department employees. (See attached edition)	●
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	●	Compound visits continue. Driver evaluations scheduled throughout 2019-20 school year. (See attached observations and Behavior Referral Summary)	Behavior data review sessions continue. (See attached referral summary) Driver evaluations scheduled throughout 2019-20 school year. Compound observation visits performed by Specialist-Managers monthly (See attached observation samples)	●
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	●	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	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	●	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	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>								

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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	●	Current monitors have been assigned to routes based on student needs. Open monitor slots will be filled ASAP. Monitor training classes are scheduled as applicants are available. (See attached monitor roster)	Current monitors have been assigned to routes based on student needs. Transportation Job Fair held on 1/15/20 to help fill open monitor slots.. Monitor training classes are scheduled as applicants are available. (See attached monitor roster)	●
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	●	December Bus Referral Tracking Form and Meeting agenda attached.	January Bus Referral Protocol and meeting agenda is attached.	●
30	Op Support	J2. Develop, implement, and monitor audit protocol to ensure proper documentation of suspensions related to transportation	Renn	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
31	Op Support	J3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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-January 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	●	Loading and Unloading observations are being conducted. (Summary page and sample observation forms attached.)	Loading and Unloading observations are being conducted. (Summary page 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 will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary. (See attached example) Compound Coordinators will visit and observe transportation practices at schools monthly. (see attached samples)	Transportation Specialists will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary. Compound Coordinators will visit and observe transportation practices at schools monthly. (see attached samples)	●
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 December 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-January 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>								













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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	COO	10/01/18	10/01/20	Monthly	●	Operations staff meeting held in December. Minutes continue to reflect collaboration between transportation and other operations divisions. CAP items discussed with operations team.	Operations meeting held on January 15. Agenda included collaborative efforts between Operations divisions. CAP items discussed with operations team.	●
38	Op Support	L2. Conduct onsite plan reviews with transportation, safety & environmental and security to ensure organizational coherence	COO	10/01/18	10/01/20	Quarterly	●	When meeting was conducted, no traffic patterns needed discussing this month.	Safety and Environmental conducted one review of a location in January of 2020 regarding neighborhood students accessing campus.	●
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 will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary.	Transportation Specialists will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary. (See attached example)	●
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	●	Completed	Completed	●
43	Op Support	M3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●
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>								
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 continues to monitor for separation of duties during all site visits. When needed training is provided to ensure continued separation of duties. SCNS has conducted nearly 700 site visits to date this school year.	SCNS continues to monitor and correct as needed. 751 school visits/observations have been completed through 12/31/19.	●
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	●	Status unchanged	Status unchanged	●
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 December 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-January are included on this sheet which is attached to this row.	●

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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	●	Nearly 700 site visits and reviews have been conducted by SCNS. Managers and Lead Assistants at all schools received AR training in October. Managers and Lead assistants at schools selected for site visits will be in AR training 12/10 and 11. Meetings will be held with school administrators at selected sites beginning January 1.	Required Annual Compliance Reviews will be completed at all sites by 1/24/20. Mock reviews are being conducted at 14 sites selected for site visits during the March Administrative Review. Nine of fourteen are complete; the remainder will be complete by February 28. Cashier training for all cashiers at the 14 sites will be concluded the week of 1/13/20. School staff training is being scheduled and coordinated by Terina Edington. This is to ensure that building principals and staff members know what to expect during the onsite visit.	●
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 December 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-January 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	●	Completed	Completed	●
54	Op Support	P3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●

# JCPS Final CAP Finance

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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	Completed	
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.  The Revenue Task Force has studied multiple funding options and other districts. They will present information to the Board on December 10. Materials attached.	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.  The Revenue Task Force has studied multiple funding options and other districts. They will present information to the Board Dec. 10. Materials attached.	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-December attached	KSBA hours earned up to mid-January 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, Revenue Advisory Task Force, ECE, and ARMAC met this month. Materials attached.	Student Assignment Committee's work presented to Board at work sessions January 14--materials attached.  Whole School Community Child Committee, Board Policy Committee met as well. Materials attached.	
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	Completed	
12	<b>Financial</b>	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually		KSBA hours earned up to mid-December attached	KSBA hours earned up to mid-January attached	



Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status	
13	Financial	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually		Completed.  The Revenue Task Force has studied multiple funding options and other districts. They will present information to the Board Dec 10. Materials attached.	Completed	
14	Financial	C. As required by Board Policy 04.3111, KDE recommends the board receives and approves a listing of invoices on the "Orders of the Treasurer Report" at monthly Board meetings.								
15	Financial	C1. Develop and implement a process to ensure that the "Orders of the Treasurer Report" on every regular board agenda	Hardin	10/01/18	10/01/20	Monthly		Included in 12/10/19 Board meeting; December reports attached	Included in 1/14/2020 Board meeting; January reports attached	
16	Financial	D.KDE recommends the district develop a process that ensures all principals allow SBDM council members to assist with setting budget priorities and ensure all council members receive the monthly financial reports for all school funds.								
17	Financial	D1. Develop written procedures for SBDM Handbook	Stenton	10/01/18	10/01/20	Annually		Councils are beginning to review their Budget policies. This is being monitored and communicated to the Chief of Schools. Councils are also reviewing their budget priorities prior to developing their final budgets. This information is attached.	All councils have reviewed their budget priorities. A spreadsheet documenting the days this occurred is attached and the minutes are available on the SBDM website.	
18	Financial	D2. Develop and implement training for SBDM members on setting budget priorities and review of monthly financials	Stenton	10/01/18	10/01/20	Annually		This is part of the Introductory training and is the majority of the Advanced SBDM training. Sign in sheets for these December trainings are attached.	This is part of the Introductory training and John Collopy will be hosting the training School Councils and Budgets on January 22. At this time, approximately 80 members are registered for the budget training. The registration reports are attached.	
19	Financial	D3. Monitor SBDM agendas and minutes for review of financials	Stenton	10/01/18	10/01/20	Monthly		Updated spreadsheet indicating those councils that were sent reminders regarding the discussion of budget is attached.	Updated spreadsheet indicating those councils that were sent reminders regarding the discussion of budget is attached.	
20	Financial	D4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly		CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January 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 Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
21	Financial	E. KDE recommends the board review and approve long-term cell tower rental contracts to avoid the contracts lapsing and rentals continuing without Board approval and appropriate corporation signatures.								
22	Financial	E1. Develop a system to monitor cell tower rental contracts	Hardin	10/01/18	10/01/20	Monthly	●	Contracts are continuously monitored. Spreadsheet attached.	Process is in place for monthly review of cell tower rental contracts. Spreadsheet attached.	●
23	Financial	E2. Monitor contracts to avoid contract lapsing and rentals continuing without Board approval	Hardin	10/01/18	10/01/20	Monthly	●	Contracts are continuously monitored. Spreadsheet attached.	Contracts are continuously monitored. Spreadsheet attached.	●
24	Financial	F.KDE recommends the Payroll Department create a process to confirm that the amount on the bank file as transmitted to and received by the bank matches the total of the payroll at the district end.								
25	Financial	F1. Develop, implement, and monitor the two-level approval process to submit the payroll to the bank	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from November 15 attached as evidence	Process is in place to confirm payroll deposits. December 27 documents attached as evidence.	●
26	Financial	F2. Develop, implement, and monitor a system to receive the bank email that confirms distribution of the funds	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from November 15 attached as evidence	Process is in place to confirm distribution of funds. December 27 documents attached as evidence.	●
27	Financial	F3. Confirm the direct deposit amount withdrawn from the bank account matches the payroll posting to the general ledger	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from November 15 attached as evidence	Confirmation process is in place. December 27 documents attached as evidence.	●
28	Financial	G. Based upon the review of the expenditures within federal grants, KDE recommends the district perform a more in-depth review of the district's grants to ensure more equitable allocations to schools.								
29	Financial	G1. Review and refine the grant allocation process to ensure equitable allocations to schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
30	Financial	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
31	Financial	H. According to fiscal management staff, many schools do not fully expend their state grant awards; therefore, the funds revert to districtwide control. KDE recommends the district establish a process to provide more thorough training and periodic reminders to principals regarding their remaining available funds from all sources.								



	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
32	Financial	H1. Analyze state grant awards to identify schools who need additional support in monitoring their expenditures	Hardin	10/01/18	10/01/20	Annually	●	Monthly grant summary reports 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.	Process in place for Monthly grant summary reports to be sent to schools including to principals. 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.	●
33	Financial	H2. Establish and implement a process for more thorough training on state grant awards and timelines	Hardin	10/01/18	10/01/20	Annually	●	Work continues on developing an online training manual for schools and grant directors	Work continues on developing an online training manual for schools and grant directors	●
34	Financial	H3. Develop, implement, monitor, and communicate state grant balances to schools and Assistant Superintendents	Hardin	10/01/18	10/01/20	Monthly	●	Monthly grant summary report emailed to schools and forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding.	Monthly grant summary report emailed to schools and forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding attached.	●
35	Financial	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January are included on this sheet which is attached to this row.	●
36	Financial	I. KDE recommends the CAE investigate the presence of grant funds in school activity accounts.								
37	Financial	I1. Develop, implement, and monitor a process to investigate the presence of grant funds in school activity accounts	Renn	10/01/18	10/01/20	Monthly	●	See results from October monitoring attached.	See results from November monitoring attached.	●
38	Financial	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Renn	10/01/18	10/01/20	Monthly	●	One exception was identified where a donation was not reported to the Resources Department by one school. School was notified of the exception. See attached results for school receipts testing for October 2019 and email to Bookkeeper.	One exception was identified where a donation was not reported to the Resources Department by one school. School was notified of the exception. See attached results for school receipts testing for November 2019 and email to Bookkeeper.	●
39	Financial	I3. Provide individual support/training for schools as needed based on findings	Hardin	10/01/18	10/01/20	Monthly	●	Conducted individual school staff trainings. Evidence attached.	Individual school trainings are provided on a consistent basis. Evidence attached.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status	
40	Financial	I4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January are included on this sheet which is attached to this row.	●
41	Financial	J. KDE recommends the district separate pupil attendance and Redbook training functions from the internal auditing function, utilizing different individuals to maintain proper segregation of duties.								
42	Financial	J1. Explore and implement process to separate attendance and Redbook training from internal audit functions	Hardin	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
43	Financial	J2. Develop, implement and monitor process to ensure school staff (including Principals) are trained on Redbook and attendance responsibilities	Hardin	10/01/18	10/01/20	Annually	●	Evidence of staff trained on Redbook is attached.	Training is on-going. Evidence attached.	●
44	Financial	J3. Provide individual support and training for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	Evidence of individualized school staff training sessions attached.	Training is on-going. Evidence attached.	●
45	Financial	J4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January are included on this sheet which is attached to this row.	●
46	Financial	J5. Develop a quality control process to ensure job descriptions incorporate the training and compliance requirements	Adams	10/01/18	10/01/20	Annually	●	Completed	Completed	●
47	Financial	K. KDE recommends a process be established to review all outstanding checks past six months from the month of issue and addressed as appropriate.								
48	Financial	K1. Develop, implement, and monitor a due diligence process for uncashed stale dated checks	Hardin	10/01/18	10/01/20	Monthly	●	One check over six months old. We are actively in communication with the widow of the payee who must get us court documents so we can re-write the check as payable to the payee's estate.	Outstanding checks are monitored monthly and where possible follow-up communication is made with the vendor to determine if the check is lost and needs to be reissued. One check over six months old. We continue to have problems with this garnishment vendor and are seeking further legal action. Evidence attached.	●

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
49	Financial	K2. Share results of monitoring process with the CFO and reflect in evaluation of the Executive Administrator Accounting	Hardin	10/01/18	10/01/20	Monthly	●	Discussion with CFO; evidence of meeting attached	Discussion with CFO; evidence of meeting attached	●
50	Financial	<b>L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.</b>								
51	Financial	L1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
52	Financial	L2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, nutrition services, personnel management)	Dennes	01/01/19	03/01/19	Single Action	●	Completed	Completed	●
53	Financial	L3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●
54										

# JCPS Final CAP Finance School

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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 and January -June 30 attached as well.	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	●	The school that changed its bank account has closed the old account, as confirmed during scheduled follow-up by Accounting. Evidence attached.  No new bank account was opened in October. See New Bank Account Analysis - October from the Monthly Monitoring Activities.	No new bank account was opened in November. See New Bank Account Analysis - November from the Monthly Monitoring Activities.	●
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	●	No exceptions noted from November analysis of outstanding checks. See November 2019 Outstanding Check Review.	No exceptions noted from December analysis of outstanding checks. See December 2019 Outstanding Check Review.	●
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 on Redbook requirements, including limits to one school bank account. Evidence attached.	Training is on-going. Evidence attached.	●

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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 December 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 January are included on this sheet which is attached to this row.	●
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 training sessions. Evidence attached.	Proper credit card procedures are stressed at individual 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	●	See results from monthly monitoring of credit card logs for October review attached.	See results from monthly monitoring of credit card logs for November review attached. See sample email sent to Bookkeeper (Binet).	●
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	●	We continue to train on proper use of credit cards, including use of sign in/out logs. Training evidence attached.	Training is on-going. Evidence attached.	●
12	Financial - School	C4. Share results of monitoring process of school level credit card system with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January 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 Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
13	Financial - School	D. It is recommended that the district provide training to school level personnel for schools that receive funding through grants, so that someone at the school-level will have an in-depth understanding of the financial handling of grants and able to provide supporting documentation relating to the grant upon request during an external audit. The documentation surrounding grants may be maintained and controlled at the Central Office level; however, a basic understanding of the processes involved for the grant funded employees should exist at the school level. At least one member of the school personnel should be able to explain the procedures and policies that are in place to ensure grants are being properly allocated and accounted for per the constituents.							
14	Financial - School	Hardin	10/01/18	10/01/20	Quarterly	●	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation.	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation.	●
15	Financial - School	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).	Process is in place to notify school support staff and principals of grant status for every grant at each school, allowing the principal information to review each grant. Evidence attached.	●
16	Financial - School	Hardin	10/01/18	10/01/20	Annually	●	We are reviewing grant activities to determine if grant staff need additional training. Sessions are generally held at beginning of year and at interim times when specific training topics are needed.	We are reviewing grant activities to determine if grant staff need additional training. Sessions are generally held at beginning of year and at interim times when specific training topics are needed.	●

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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 December 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 January 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	●	Training module discussion with IT3 related to scheduling and creation of module.	First version of Sponsor Training module is created and editing is ongoing. Module is not public yet.	●
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 December 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 January 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>								
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 all Redbook requirements, including proper date corrections. See attached travel reimbursements as evidence of school staff trained.	Training continues of all requirements of Redbook. Evidence attached.	●

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
23	Financial - School	F2. Develop and implement audit protocols for school level purchase requests	Renn	10/01/18	10/01/20	Quarterly	●	See results from monthly monitoring disbursement activities for October review attached.	See results from monthly monitoring disbursement activities for October 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 reimbursement as evidence of individual school staff trained.	Staff continues to provide support by phone, email, as well as individual school visits when needed. Evidence attached.	●
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 December 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 January 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	●	Findings Database is live. See examples of reports from database.  Also attached is an exception monitoring tool created to track exceptions.  Three schools had observations for the same issue in more than 1 month. Communication was sent to Principal notifying them of the repeat exceptions. See example of communication for a disbursement and a receipts transaction.  In addition, communicated to Accounting Services common observations that have been identified to date during the monthly monitoring so that they can communicated to all of the bookkeepers reminders.	See Findings Database Listing as of 1/16/2020.  Also attached is an exception monitoring tool created to track and identify repeat exceptions.  Three schools had observations in disbursements testing for the same issue in more than 1 month (July, September and/or November). Communication was sent to Principal notifying them of the repeat exceptions. See email example (Conway) sent to Principal.	●



	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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 December 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 January 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	●	Findings Database is live. See examples of reports from database.	See Findings Database Listing as of 1/16/2020.	●
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	●	Draft of summarized school activity fund audit findings Board agenda item attached. This document and entire list of findings will go to the January 14, 2020 Board meeting.	Information provided to the Board though the superintendent weekly update to board members. Included in the January 19th update. Details are attached.	●



# JCPS Final CAP Personnel Management

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
1	Personnel Management	A. It is recommended that the Superintendent develop and implement a process to ensure that all Central Office employees are evaluated based on the duties described in their job descriptions.								
2	Personnel Management	A1. Develop, implement, and monitor a process to ensure that job descriptions for central office employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Completed	Completed	●
3	Personnel Management	A2. Develop and implement a process to ensure all Central Office employees are evaluated based on job description meeting the appropriate timelines	Adams	10/01/18	10/01/20	Annually	●	Parts 2 and 3 of the Certified Evaluation Training are taking place this month and next with Part 2 wrapping up and Part 3 starting.  Mid-year reviews are occurring and supervisors are recording those via the Google form to ensure completion.	HR is developing online training sessions for Parts 2 and 3 and will be released to staff who have not attended a live session. The online training sessions have interactive components to ensure understanding.	●
4	Personnel Management	A3. Monitor the process and hold supervisors accountable for implementing the process as reflected in their evaluation	Adams	10/01/18	10/01/20	Annually	●	Chiefs were all trained on the mid year review and Chief of Staff will collect and review all Central Office (Grade 8 and above). Materials attached.	The review of the mid year process is on going. Chiefs have turned in completed documents and received feedback. Conferences are occurring and documents are being completed.	●
5	Personnel Management	B. It is recommend that the Superintendent ensure that Supervisors (e.g., Cabinet members, Area Assistant Superintendents) are accurately evaluating their employees based on the duties described in their job descriptions								
6	Personnel Management	B1. Develop, implement, and monitor a process to ensure that job descriptions for school level employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Completed	Completed	●
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	●	Parts 2 and 3 of the Certified Evaluation Training are taking place this month and next with Part 2 wrapping up and Part 3 starting.	HR has developed online training sessions for Parts 2 and 3 that are currently being reviewed and will be released to staff who have not attended a live session. The online training sessions have interactive components to ensure understanding.	●
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 December 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 January are included on this sheet which is attached to this row.	●

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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	●	The Customer Service Survey still proves to be a valuable tool within the department. The data is shared monthly with staff. We have received feedback from staff that having the link required on their email, also reminds them to be aware of their service.	The December Customer Service Survey results have been shared with staff. Results continue to be positive with some areas of growth still identified. Leadership shares individual division results with their respective staff.	●
11	Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	Frontline and PSST continue to work on the latency issue around Frontline Forms and have been in communication with us concerning the issue.	With the delayed solution from Frontline for the Online Professional Leave Request, HR has developed our own system using Google Forms. It is being tested at the HR Level. There is one item IT is assisting with for completion. Then school level testing will occur and implementation.  HR is also reviewing InterviewStream with the hope of piloting this spring. This is an asynchronous, video interview system.	●
12	Personnel Management	<b>D. It is recommended that employee files be routinely audited for complete information.</b>								
13	Personnel Management	D1. Develop, implement, and monitor process for routinely auditing employee files to ensure information is complete and up-to date	Adams	10/01/18	10/01/20	Monthly	●	To date, 11,004 files have been audited.  Spreadsheet is attached.	15,100 personnel files have been audited with requests made for missing items.	●
14	Personnel Management	D2. Monitor the process and hold supervisors/employees responsible for implementing the process as reflected in their evaluation	Adams	10/01/18	10/01/20	Annually	●	Records audit continues with substitute clerks reviewing the folders. We believe with the progress being made, we will complete this in the spring.	In addition to substitute clerks auditing files, the consultants of Employee Relations ensure all new hire personnel files are complete when submitted to the records room.	●
15	Personnel Management	<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	Personnel Management	E1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
17	Personnel Management	E2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Completed	Completed	●
18	Personnel Management	E3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●
19	Personnel Management	<b>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.</b>								

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
20	<b>Personnel Management</b>	F1. Identify special events of interest to employees	Adams	10/01/18	10/01/20	Quarterly	●	Completed, but process continues	Completed, but process continues	●
21	<b>Personnel Management</b>	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	●	Completed, but process continues	Completed, but process continues	●
22	<b>Personnel Management</b>	F3. Develop and implement a communication plan to enhance employee participation	Adams	10/01/18	10/01/20	Monthly	●	<p>Chiefs continue to notify staff to complete the form.</p> <p>All board committees are advertised on KSBA and the district calendar. Instructions are given to chiefs weekly at the pre-cabinet meeting to ensure that advertisements are made. (See checklists for Committees).</p>	<p>Chiefs continue to notify staff to complete the form.</p> <p>All board committees are advertised on KSBA and the district calendar. Instructions are given to chiefs weekly at the pre-cabinet meeting to ensure that advertisements are made. (See checklists for Committees).</p>	●

# JCPS Final CAP Instruction Management



Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
1	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 Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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	.	●	<p>To continue to support the schools with the implementation of the Backpack of Success Skills, revisions have been made to The New Normal. The New Normal serves as a resource to describe the Backpack initiative and provides resources for all those responsible for implementation. The Backpack includes focus on content, Success Skills and the application of both (see attached).</p> <p>The zone principals' meetings during the month of December (see attached agendas) focused on the fortifying the work of the Racial Equity Policy through the Equity Monitoring Protocol Tool (EMPT). The principals worked together to discuss the EMPT rubric and through guided dialogue by the assistant superintendent, discussions centered around high quality artifacts.</p> <p>In order to develop a positive coaching culture many of the principals read and analyzed the Culture of Coaching <a href="http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx">http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx</a></p>	A concerted effort to support the students as they prepare for their Backpack Defenses will launch during the month of February. VIDEO: What is a Backpack Coach? is attached. The goal is to pilot this internally with three elementary schools. Ultimately, we hope to increase the number of schools supported with Backpack Coaches and include community members as a part of this initiative.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
4 Instruction Management	A3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	<p>During the December zone meetings, the principals focused on CSIPs as they worked towards the completion of Phase III. Guidance and resources were provided to the principals to provide on-going supports (see attached). The process for Collaborative Calibration Visits (CCV) have been revised for the purpose of continuous improvement (see attached)</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focuses on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.</p>	<p>Planning for the January principal meeting is underway. One aspect of the principal meeting will focus on IDEA compliance, how determined and disproportionality. The Chief of ECE will discuss how IDEA is monitored for compliance, each school's data and specific instructional strategies that can be implemented to address non-compliance. Principals will reflect on their school's data and determine potential action steps under the guidance of their respective Assistant Superintendent. The following questions will be used to guide the discussions: What might be causes of non-compliance in your school? Which strategies might be helpful in addressing the issue/s, Which System/s will be impacted in order to address those strategies? What do our next steps need to be?</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focuses on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 Systems and 3 Pillars.</p>	●
5 Instruction Management	<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 Instruction Management	B1. Develop, implement, and monitor a district-wide protocol to ensure curriculum, instruction and assessment frameworks are implemented with fidelity	Coleman, Horton	10/01/18	10/01/20	Monthly	●	<p>The combination of the two protocols described - CCV and CSR - include a review of the fidelity of the use of the district Curriculum, Instructional and Assessment frameworks. Changes to the CCV protocol are attached. Feedback on the initial 9 schools who participated in Comprehensive System Reviews (CSRs) was held on Dec 13 (see attached for notes).</p>	The Comprehensive System Reviews have been scheduled for the Spring semester (see attached email).	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
Instruction Management	B2. Review data metrics and actions from Vision 2020/CDIP regularly at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	The school support tracking system report for November (11/11-11/29) shows 3,485 hours of district support to schools/achievement areas. Attached are the number of hours by school. Additional reports are currently being developed.	Vital sign meetings for Learning #2 are scheduled for January 30th and 31st. The vital sign report template is currently being merged into a PowerApp report so that schools can pull data at any point in time (see attached email).  The school support tracking system report shows 7,857 hours of district support to schools/ achievement areas for December (12/2-12/27). Attached are the number of hours by school. Additional reports have been developed.	●
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	●	Debrief session on Fall CSR visits was held with principals and Superintendent. Feedback is being considered for possible changes to the Spring visits (see attached for notes).	The Comprehensive System Reviews have been scheduled for the Spring semester (see attached email).  In addition, the Research department has developed best practice guide for effective data use and is working on a protocol for school level vital sign reviews (attached).	●
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.								
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 process for developing the District's new strategic plan has been drafted (see attached). It is anticipated to be shared with the Board at their January retreat.	JCPS is beginning the process for developing a new strategic plan. The proposed process and timeline will be shared at the January 28th board retreat for feedback (attached is the draft ppt).	●
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	●	School Assistant Superintendents are in constant communication regarding school needs, both as result of CCV, Vital Signs and additional needs as they arise. The two groups of Assistant Superintendents are working together now to plan for additional supports for the Accelerated Improvement Schools.  In addition, the Superintendent sends out weekly emails to school leadership teams that focuses on the 6 systems. The Chief of Schools also sends out emails that support the implementation of the 6 systems and 3 pillars.	CCV visits will continue as an intentional means to support the schools. See attached for schedules The Chief of Schools has also been working in collaboration with JCTA to review the components of System 6 and determine various ways that the process of providing instructional feedback can be implemented with fidelity across the district.	●



Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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>Cabinet members were trained on mid-year review. All administrators grade 8 and above will have a mid-year review and the paperwork will be reviewed by Chief of Staff. Instructions are attached.</p> <p>Each mid-year review will discuss the job description and will do a check on the measurable goals which are aligned with the district's goals.</p>	The review of the mid year process is on going. Chiefs have turned in completed documents and received feedback. Conferences are occurring and documents are being completed. Update on progress was discussed during pre-cabinet meeting (agenda attached).	

# JCPS Final CTE CAP

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
1	CTE	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding career and technical education</b>								
2	CTE	A1. Establish and implement a process to ensure that all board policy and procedures regarding career and technical education are sent to the Commissioner for review	Dennes	10/01/18	10/01/20	Monthly	●	The log through December 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 January is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	●
3	CTE	A2. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Rogers	10/01/18	10/01/20	Monthly	●	Much progress has been made in developing procedures and systems to address deficiencies identified in the CAP. It is now time to draft a catalog of procedures and practices to organize these procedures. Attached is an initial draft for feedback.	Continuing to focus on establishing the framework that will house the processes and systems that will ensure long term sustainability of practices so that every "handbook" or instruction that is implemented references back to the official processes and procedures document. As systems are built, there is a thoughtful merger of Transition Readiness systems with High School systems.	●
4	CTE	<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	CTE	B1. Develop, implement and monitor a system to ensure compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Two TEDS data meetings have occurred with Kiley Whitaker in January preparing for the mid-year data pull and completing the first round of audit finding from the schools on the work rules for the new processes. The new TEDS process has had a positive impact on the data. Now the retraining is reinforcing the importance of school-level staff continuing to own and know students so that the data reflected in the "automated" record process is an accurate reflection of the student's pathway accomplishments. Attached are two January communications to TEDS Teams.	●
6	CTE	B2. Review organizational structure and job responsibilities at central office to best support needs of schools	Rogers	10/01/18	10/01/20	Annually	●	Continue with the hiring process under the new structure of the High School Division.	Hiring of one of the Executive Administrators was completed this month. See attached evidence.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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 December 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 January are included on this sheet which is attached to this row.	●
CTE	C Inaccuracies in documentation of career pathways indicate pathways were incomplete, invalid, and inaccurate or were not followed, which indicates noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453. Documentation reviewed include master schedules, student transcripts and student schedules.								●
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	●	Communication was sent to CTE Team Leads on instructions to Modify-Add-Close pathways which includes instructions to have support from advisory and labor market data.	In January, another communication was sent to CTE Team Leads with pathway changes and instructions. All changes to to pathways must first be approved by the Principal, the Instructional Lead, and then the Assistant Superintendent. See attached.	●
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	●	CPT Review complete for fall TEDS data capture. TEDS monitoring will continue CPTs will be referenced throughout the remainder of the year. CPT's are matched to TEDS pathway tables which reflect KDE's Program of Study course sequence. Master Schedules are submitted by the school and reviewed against Infinite Campus Data and any courses that don't match the pathway are resolved with the school.	The process of writing the instructions for NEW TEDS "automation" process is underway. During that process, there is a step were OTR will verify that all the CTE state courses on the master schedules in IC align with each school's approved pathway prior to running the TEDS process. This will be a second check even after the CPTs have been checked to ensure that all courses are valid for the available pathways. Attached is an example of one of the reports that would be used in the process.	●
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	●	The TEDS process maintains tables that are based off KDE program of study. The TEDS automation process will "kickout" CTE state course codes that do not match the program of study. Example of the communication to schools using incorrect course code attached.	The process of writing the instructions for NEW TEDS "automation" process is underway. During that process, there is a step were OTR will verify that all the CTE state courses on the master schedules in IC align with each school's approved pathway prior to running the TEDS process. This will be a second check even after the CPTs have been checked to ensure that all courses are valid for the available pathways. Attached is an example of one of the reports that would be used in the process.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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 December 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 January are included on this sheet which is attached to this row.	●
CTE	D. School level CTE staff are not identified and/or identified staff do not have the knowledge and/or authority to implement the CTE program with fidelity, creating a system that provokes noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453, in the ways described immediately above. Evidence includes school and district level interviews as well as TEDS reports.								
CTE	D1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Two TEDS data meetings have occurred with Kiley Whitaker in January preparing for the mid-year data pull and completing the first round of audit finding from the schools on the work rules for the new processes. The new TEDS process has had a positive impact on the data. Now the retraining is reinforcing the importance of school-level staff continuing to own and know students so that the data reflected in the "automated" record process is an accurate reflection of the student's pathway accomplishments. Attached are two January communications to TEDS Teams.	●
CTE	D2. Develop, implement, and monitor a system to ensure staff are adequately knowledgeable with the CTE program to demonstrate compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 157.069 and KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Two TEDS data meetings have occurred with Kiley Whitaker in January preparing for the mid-year data pull and completing the first round of audit finding from the schools on the work rules for the new processes. The new TEDS process has had a positive impact on the data. Now the retraining is reinforcing the importance of school-level staff continuing to own and know students so that the data reflected in the "automated" record process is an accurate reflection of the student's pathway accomplishments. Attached are two January communications to TEDS Teams.	●

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
16	CTE	D3. Develop, implement, and monitor a protocol for pathway modifications to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Semi-annually	●	Communication was sent to CTE Team Leads on instructions to Modify-Add-Close pathways which includes instructions to have support from advisory and labor market data.	In January, another communication was sent to CTE Team Leads with pathway changes and instructions. All changes to pathways must first be approved by the principal, the instructional lead and then the Assistant Superintendent.	●
17	CTE	D4. Develop, implement, and monitor a process to ensure correct course codes are used at the school level (including CTE courses, work based learning opportunities, etc.)	Rogers	10/01/18	10/01/20	Semi-annually	●	The TEDS process maintains tables that are based off KDE program of study. The TEDS automation process will "kickout" CTE state course codes that do not match the program of study. Example of the communication to schools using incorrect course code attached.	The process of writing the instructions for NEW TEDS "automation" process is underway. During that process, there is a step where OTR will verify that all the CTE state courses on the master schedules in IC align with each school's approved pathway prior to running the TEDS process. This will be a second check even after the CPTs have been checked to ensure that all courses are valid for the available pathways. Attached is an example of one of the reports that would be used in the process.	●
18	CTE	D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	●	Advisory Committee Monitoring Tool is pushed out to Instructional Leads. During staff meeting the status of this report is reviewed and updates are reported to the Assistant Superintendent. Any outstanding issues are resolved.	Advisory Committee Monitoring Tool is pushed out to Instructional Leads. During staff meeting the status of this report is reviewed and updates are reported to the Assistant Superintendent. Any outstanding issues are resolved.	●
19	CTE	D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	●	Continue to work with schools and KDE on Perkins purchases. Materials attached.	Submitted the Local Needs Assessment. Registered to attend training for the local application on January 22nd for the 2020-21 school year.	●
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 December 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 January are included on this sheet which is attached to this row.	●
21	CTE	E. The District CCR Coordinator should create a process that ensures that the benefits and the value of CTE are clearly communicated to all school leadership and become part of the district's culture.								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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	●	<p>Proposal to include a brief CTE update at future high school principal meets relevant to timely CTE related deadlines and procedures. This would help ensure that CTE would stay top of mind with school leaders.</p> <p>Attached is a draft with proposed topics for the remaining HS principal meetings.</p> <p>Last month's feature was an update on the pathway alignment project asking principals to align four-course sequences in pathways shared across schools. Attached is the rational document.</p> <p>Training will continue with HS counselors (K1).</p>	<p>To ensure that CTE value stays top of mind with school leaders, we have proposed securing time on each high school principal meeting agenda (when level specific). Each meeting we will have an action oriented and timely topic for discussion and/or review. A proposed schedule is attached.</p> <p>This method has been effective with middle and high school counselors. Each meeting there is dedicated time for CTE and Career Development topics. See agenda attached for the coming January High School Counselor meeting. Meeting materials will be attached after developed and delivered.</p>	●
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	●	<p>To garner overall perceptions of CTE, questions are being considered as a part of the Comprehensive School Survey (finalized in January).</p> <p>Additionally, we will continue to assess value of CTE in principal and counselor training updates by using a slide poll (see November example).</p> <p>As a part of our recent Needs Assessment stakeholder feedback, business and community participants responded to the value of CTE education via their feedback on the data (summary notes attached).</p>	<p>Each CTE time on the High School Counselors agenda includes a poll to assess the value of CTE programming.</p> <p>Attached is the planned poll question for the pending January meeting.</p> <p>As a part of the bi-annual Needs Assessment process for Perkins V, we gather feedback from multiple stakeholders. A summary of this year's feedback is attached.</p>	●
24	<b>CTE</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.								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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	●	Continued work with 8th grade counselors with school choice and CTE opportunities as the application process draws to a close.  Pathway alignment discussion at Principal Meeting helps ensure equitable access to CTE pathway completion. We are working towards each school using the negotiated four courses selected in each pathway with input from pathway teachers, business leaders, and dual credit/credentialing opportunities.	Regular touch points with HS Counselors and Principals continues to share the value and opportunities provided for students in CTE programming. These opportunities include increased opportunities for dual credit and industry certification. Attached is a list of pathway with dual credit alignment.	●
26	<b>CTE</b> 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	●	Continued use of the presentation created for 8th grade students and families connecting JA Inspire career exposure to high school CHOICES with an emphasis on CTE opportunities.	A data page was created to share labor market future skills by sector for CTE pathways offered in JCPS schools. January Counselor training will review these pages and model a potential data walk-through lesson to help students and families understand the data provided on this web page.  Data Protocol in development for 1/23/2020 meeting.	●
27	<b>CTE</b> 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	●	School leaders continue work on their CTE Equity Plans.  Equity was an emphasis during our needs assessment stakeholder feedback. We explored pathway and sector enrollment based on gender, race/ethnicity, and special populations such as at-risk, ECE, and ESL. A sample of the information shared with stakeholders is attached as is the agenda for that meeting.	School leaders continue to enact their CTE Equity Plans  Equitable access to CTE programming by special populations will be a main focus of our Perkins V planning process. Special populations was also a focus of the Needs Assessment process in the fall. Attached is the excerpt from the Needs Assessment related to special population engagement.	●
28	<b>CTE</b> 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 December 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 January are included on this sheet which is attached to this row.	●
29	<b>CTE</b> G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
30	<b>CTE</b> 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	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Two TEDS data meetings have occurred with Kiley Whitaker in January preparing for the mid-year data pull and completing the first round of audit finding from the schools on the work rules for the new processes. The new TEDS process has had a positive impact on the data. Now the retraining is reinforcing the importance of school-level staff continuing to own and know students so that the data reflected in the "automated" record process is an accurate reflection of the student's pathway accomplishments. Attached are two January communications to TEDS Teams.	●
31	<b>CTE</b> 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	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Two TEDS data meetings have occurred with Kiley Whitaker in January preparing for the mid-year data pull and completing the first round of audit finding from the schools on the work rules for the new processes. The new TEDS process has had a positive impact on the data. Now the retraining is reinforcing the importance of school-level staff continuing to own and know students so that the data reflected in the "automated" record process is an accurate reflection of the student's pathway accomplishments. Attached are two January communications to TEDS Teams.	●
32	<b>CTE</b> G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	●	Calibration meetings continue to be scheduled based on school need and data reviews.	Central High School came to VanHoose for a calibration meeting. The agenda was followed, viewed the PowerPoints, opened the TEDS database and trained on how to run reports and enter industry certificates. The team discussed name and need and student outcomes. Changes in pathways for 2020-21 and the new 2020-21 program of study were also discussed. Materials attached.	●







Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status	
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 December 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 January are included on this sheet which is attached to this row.	●
34	CTE	H. Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.								
35	CTE	H1. Develop, implement and monitor a process that allows central office CTE staff access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly	●	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.	●
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 December 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 January are included on this sheet which is attached to this row.	●
39	CTE	I. Establish a process to ensure that all district staff explore opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning.								
40	CTE	I1. Develop, implement, and monitor a process to ensure that district staff create opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning (e.g., shared professional learning opportunities)	Smith/ Rogers	10/01/18	10/01/20	Monthly	●	CTE teachers are continuing to implement reading strategies to support literacy development in CTE courses.  This month we bring three examples of CTE/Core integration through project based learning: (1) the First Annual Food Truck Competition, (2) English & Marketing partnership to research and promote career planning, and (3) Film project on the Guilded Age between US History and Cinematography students, Details attached.	CTE teachers continue to implement reading strategies to support literacy development in CTE courses.Follow-up training will be provided by cohort need in Spring.  Beginning to plan a revamped Highly Effective Team training for new(er) administrators and teachers to expose new faculty to the systems supporting core and academic integration. Plan will be posted once finalized in late January.  This month's example of integration of core and CTE is a freshman project at JTown.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
41	<b>CTE</b> 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	●	During November and December CTE Cohort Collaborations, teachers are working through the reading strategies described in the November update. Attached is the feedback from that professional development.  Responses indicate that teachers would like more PD in this area and more relevant reading material.	During November and December CTE Cohort Collaborations, teachers are working through the reading strategies described in the November update. Attached is the feedback from that professional development.  Responses indicate that teachers would like more PD in this area and more relevant reading material.	●
42	<b>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.								
43	<b>CTE</b> 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	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Responses indicate that teachers would like more PD in this area and more relevant reading material.	●
44	<b>CTE</b> J2. Develop, implement, and monitor written processes that addresses finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	Continue to work with school administration, instructional leads, and KDE on Perkins purchases for the best use of Perkins dollars for the programs.	Continue to work with school administration, instructional leads, and KDE on Perkins purchases for the best use of Perkins dollars for the programs. An example is attached.	●
45	<b>CTE</b> 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 attachment.	●
46	<b>CTE</b> 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	●	One KYOTE allegation was filed for the month of December.	No allegations for Transition Readiness testing were filed in January as of 1-15-2020	●

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
47	CTE	J5. Provide individual support and training for schools based on data reviews	Thompson	10/01/18	10/01/20	Monthly	●	Ongoing support to schools in understanding the Transition Readiness components. Monthly collection of seating charts for Transition Readiness testing.	Monthly collection of seating charts for Transition Readiness testing. Sent updates on ACT training and preparations to BACs and ACT Test Coordinators. Sent Career and Technical Education Updates via Weekly Testing Unit Bulletin to BACs, principals and district support staff. Communicated with Sherri Craig, KDE to ensure all schools had submitted testing windows for CTE EOP testing.	●
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 December 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 January 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	●	There is no HS Counselor Training scheduled for December. But, we have master scheduling training coming in December and January. Training is still being designed, but plans include featuring both the importance of the CPT modifications and pathway alignment project. Attached is a schedule of training in PD Central.	HS Counselor training is scheduled for January 23. There is a CTE CAP update on the agenda. Topics planned include a review of the Labor Market projections for our region, CPT review, course sequencing updates, and student scheduling tips.	●
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	●	With no training in December, we have attached updated evidence of the number of people who have accessed the slides from the November training as well as the responses to the poll about the value of CTE.  To date, 43 counselors have signed a non-disclosure form to be able to access the FAFSA completion data dashboard.	In anticipation of the January 23, 2020 HSC Meeting, we have created a poll to assess participant's understanding of Labor Market Projections and how to translate that information for students and families. Attached is the poll to be used.	●
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 December 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 January are included on this sheet which is attached to this row.	●

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53	<b>CTE</b> <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	<b>CTE</b> 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.	●
55	<b>CTE</b> L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	Midyear Planning meeting has been set up with Kiley Whitaker for December 20th at VanHoose to discuss the next steps for the TEDS automation process. The attached calendar item includes agenda details. A TEDS communication was sent to all CTE TEDS Team leaders and included two reminders; 1) The need importance of running the export/import process from IC to TEDS and also the importance to record any TEDS record audit findings on the audit sheet designated for their school on the CTE Google Drive. 2.) The requirements, deadlines and procedures to Modify-Add-Change a pathway.	Two TEDS data meetings have occurred with Kiley Whitaker in January preparing for the mid-year data pull and completing the first round of audit finding from the schools on the work rules for the new processes. The new TEDS process has had a positive impact on the data. Now the retraining is reinforcing the importance of school-level staff continuing to own and know students so that the data reflected in the "automated" record process is an accurate reflection of the student's pathway accomplishments. Attached are two January communications to TEDS Teams.	●
56	<b>CTE</b> 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 December 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 January are included on this sheet which is attached to this row.	●
57	<b>CTE</b> <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>								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
58	<b>CTE</b> 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	●	As an outcropping from the Needs Assessment work, we have published all the data shared at the stakeholder meeting to include enrollment details, Perkins outcomes, and Labor Market projections. We plan to update this information each fall to support the advisory meetings as well as SDM scheduling planning.  Coming to this site is some analysis from data from KY Stats based on the feedback data of graduates (class of 2017).  This data site has been shared with Academy Coaches, Counselors, and Principals for planning for scheduling.(See attached).	We have made our Needs Assessment Report public on our JCPS CTE Data page which also includes all charts and information referenced in this report (see attached).  We are on the HS Counselor Agenda for January to review the Labor Market Projections as provide sample protocols to walk them through this data with students and families (in development)  The March HS Counselor meeting, we are collaborating with ARSI to provide a data walk-through of graduate outcomes such as the high school feedback report, the CTE feedback report, and the National Student Clearinghouse Student Tracker data. Data Protocols are in development. Attached is a sample protocol.	●
59	<b>CTE</b> 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	●	As a part of the Needs Assessment process, we are gathering feedback from stakeholders about the data we shared at the stakeholder meeting and publicly on the web. The feedback will be a part of the JCPS Needs Assessment report.  To date, 126 people have accessed the survey but only 46 responses.  Those who attended the feedback session on November 19th provided feedback during a gallery walk (notes attached).	Sharing the data protocols in development for key transition data points to help school leaders understand the success and challenges of their graduate. HS Counselors will be trained in January and March.	●
60	<b>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.								
61	<b>CTE</b> 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	●	We have published enrollment and labor market projection data by sector for the use of school leaders and SBDMs to inform career pathway decisions at their school.	We have published enrollment and labor market projection data by sector for the use of school leaders and SBDMs to inform career pathway decisions at their school.  Data Protocols are being developed to highlight key data points in CTE and transition data. A sample is attached.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
62 CTE	N2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness training efforts	Rogers	10/01/18	10/01/20	Annually		Needs Assessment survey provided and opportunity for all stakeholders to provide feedback on pathway offerings in JCPS.  Parents were also invited to the Stakeholder Engagement meeting from the Parent Advisory Committee and from specialists in ESL, ECE, Gifted/Talented, and the Homeless Youth Coalition.	At the end of training, we poll participants to gauge their understanding of where to find, analyse, and translate the data for students and families.	
63 CTE	N3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Annually		CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January are included on this sheet which is attached to this row.	

# JCPS Final CAP IDEA

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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 December 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 January is attached in the link "Phone Log with KDE" which documents meetings/calls with KDE to approve policies and procedures.  Additionally, emails with KDE are attached.	●
3	<b>IDEA</b> A2. Develop and implement a process whereby KDE staff will have access to all Special Education staff meetings and trainings	Chevalier	10/01/18	10/01/20	Monthly	●	The ECE Living Calendar provides access to KDE regarding all Special Education staff meetings and trainings (see attachment for link).	The ECE Living Calendar provides access to KDE regarding all Special Education staff meetings and trainings (see attachment for link).	●
4	<b>IDEA</b> A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Chevalier	10/01/18	10/01/20	Monthly	●	Due to state/national conferences, there were no bi-weekly meetings in November. Meeting scheduled for December 12 - agenda attached.	Met December 12, 2019. Meeting agenda attached. Next meeting scheduled for January 28, 2020.	●
5	<b>IDEA</b> A4. Establish and monitor a process for reviewing the implementation of IDEA and its implementing regulations	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of December, the department conducted 157 Record Reviews from ARC meetings conducted in November. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	●
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	●	Second meeting for compression training held December 3 - meeting agenda attached. Department began process of developing plan for addressing district needs during the meeting. A Technician-Data Management Research was approved by the Board of Education and has been identified.	Since the December 3 compression training, the Department continues process of developing a plan for addressing district needs. Q & A regarding ECE Department reorganization scheduled for 1/15/20.	●
7	<b>IDEA</b> <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).</b>								



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status	
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	●	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (12/3/2019), Friday Data Fidelity Meeting (11/22),and various IC Behavior Correction emails. On 11/22/19 a new handbook training was conducted to update new Assistant Principals and Principals. This training was a summation of all previous handbook trainings and updates. An email verification for the training is uploaded.	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (1/7/2020), Friday Data Fidelity Meeting (12/6/19, 12/13/19, 12/16/19, 12/24/19, and 1/10/20),and various IC Behavior Correction emails. On 1/17/20 a new handbook training was conducted to update new Assistant Principals and Principals. This training was a summation of all previous handbook trainings and updates for those who have not yet had the training.. An email verification and PD Sheet for the training is uploaded. Behavior Attendance IC Alignment Meeting Agenda is also attached.	●
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	●	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (12/3/2019), Friday Data Fidelity Meeting (11/22), , and various IC Behavior Correction emails. On 11/22/19 a new handbook training was conducted to update new Assistant Principals and Principals. This training was a summation of all previous handbook trainings and updates. An email verification for the training is uploaded.	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (1/7/2020), Friday Data Fidelity Meeting (12/6/19, 12/13/19, 12/16/19, 12/24/19, and 1/10/20),and various IC Behavior Correction emails. On 1/17/20 a new handbook training was conducted to update new Assistant Principals and Principals. This training was a summation of all previous handbook trainings and updates for those who have not yet had the training. An email verification and PD Sheet for the training is uploaded. Behavior Attendance IC Alignment Meeting Agenda is also attached.	●
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	●	New classroom observation tool and protocol for Program Evaluation is attached.	Resource teachers meet with Data Management Intern to review and analyze district-wide behavior data (meeting agenda attached).	●
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 Chevalier DeFerrari	10/01/18	10/01/20	Monthly	●	Indicator 10 Corrective Action Plan implementation in progress. Training provided for all ECE Implementation Coaches December 11 and 12 on the Evaluation Process. Training will be held in January to address behavior. See attached training materials for December.	Indicator 10 Corrective Action Plan implementation in progress. Training provided for all ECE Implementation Coaches on January 15 and 16 on behavior. See attached agenda for January.  In addition, principal meeting in January will focus on special education indicator data (draft agenda attached).	●
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 December 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 January are included on this sheet which is attached to this row.	●













	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
13	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.</b>								
14	IDEA	C1. Develop, implement, and monitor a process to assess student needs in relation to the number of seats available for therapeutic settings and intensive behavioral support	Chevalier	10/01/18	10/01/20	Monthly	●	Coordination of Student Support meeting agendas/notes attached. Adequate seats are available for elementary EBD special classes.	Coordination of Student Support meeting agendas/notes attached. Adequate seats are available for elementary EBD special classes.	●
15	IDEA	C2. Establish and implement a continuum of education settings based on special education population needs	Chevalier	10/01/18	10/01/20	Semi-annually	●	Coordination of Student Support meeting agendas/notes attached. Adequate seats are available for elementary EBD special classes.	Coordination of Student Support meeting agendas/notes attached. Adequate seats are available for elementary EBD special classes.	●
16	IDEA	C3. Develop, implement, and monitor a system of training for ARC Chairs, and other relevant school and district staff on the educational continuum of services which begins with the least restrictive setting (general education classroom) to the most restrictive educational setting (residential placement)	Hooper	10/01/18	10/01/20	Annually	●	ECE Implementation Coaches (ARC Chairpersons) received 3 hours of training December 11 and 12 on Indicator 10 Root Cause Analysis, along with updates. Training materials attached.	Next training for ECE Implementation Coaches scheduled for January 15 and 16. The three hour training will include training on FBA/BIP and IEP utilizing Student Case Study.	●
17	IDEA	C4. Develop, implement, and monitor a process for training new ARC Chairs and other relevant school and district staff as part of their on-boarding process on the educational continuum of services	Chevalier	10/01/18	10/01/20	Monthly	●	Make-up training for ECE Implementation Coaches provided to those unable to attend monthly training - trainings provided on November 18, December 5, and December 6- agendas attached in November notes.	The next GLEC ARC Chairperson training for newly on boarded ARC chairs scheduled for 1/14/2020. Copy of email sent to new ARC chairs attached. Additionally, new on boarded ARC Chairs will receive small group/1-1 training with a Supervisor of ECE Implementation.	●
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	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of December, the department conducted 157 Record Reviews from ARC meetings conducted in November. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	●
19	IDEA	C6. Conduct regular checks with the placement specialists, ARC chairs, and principals to determine if there are delays in placements	Chevalier	10/01/18	10/01/20	Monthly	●	ECE Assistant Director monitors process in coordination with Supervisors ECE Implementation and ECE Implementation Coaches (agendas attached).	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	Chevalier	10/01/18	10/01/20	Monthly	●	Coordination of Student Support meeting agendas and notes attached. Three waiver requests for MSD special classes were submitted to KDE November 27.	Coordination of Student Support meeting agendas and notes attached. Currently there are four waivers two for MSD and two for LDSC. Currently, one of the waived LDSC is within caseload limit due to student moving.	●
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 December 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 January are included on this sheet which is attached to this row.	●

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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	Chevalier	10/01/18	10/01/20	Annually	●	ECE Implementation Coaches (ARC Chairpersons) received 3 hours of training December 11 and 12 on Indicator 10 Root Cause Analysis, along with updates. Training materials attached. Training aligned with record review document based on evaluation process (leads to decisions for LRE).	The ECE Implementation Coaches (ARC Chairpersons) participated in 3 hours of training on January 15 and 16. The topics were FBA, BIP, behavior and IEP. The agenda is attached. The IEP training is aligned with the KDE Record Review and IEP Guidance Documents.	●
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	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	●
25	IDEA	D3. Conduct regular checks at schools for implementation (including reviews of due process folders where appropriate)	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	●
26	IDEA	D4. Provide coaching on-site and follow-up will be provided for ARC chairpersons to ensure proper functioning ARC meetings	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	●
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	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	●
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	Chevalier	10/01/18	10/01/20	Annually	●	Child Find training completed.	Child Find training completed.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
30	<b>IDEA</b> 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	Chevalier	10/01/18	10/01/20	Monthly	●	Assessment Alert Data attached. Process monitored by Lead Psychologist. There have been 557 assessment requests since 11/08/19.	Assessment Alert Data attached. Process monitored by Lead Psychologist. There have been 317 assessment requests since 12/11/19.	●
31	<b>IDEA</b> E3. Develop a process to review discipline data to ensure referrals are being made and acted upon with fidelity	Chevalier	10/01/18	10/01/20	Monthly	●	Activity continues with daily emails sent to principals when non-disabled students reach thresholds of removals.	Activity continues with daily emails sent to principals when non-disabled students reach thresholds of removals. Example of the email sent in January 2020 attached.	●
32	<b>IDEA</b> <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	<b>IDEA</b> F1. Provide regular training to school administrators on documenting removals and understanding the FBA, BIP, and manifestation determination, and the ARC decision making process.	DeFerrari	10/01/18	10/01/20	Annually	●	FBA/BIP/MDR training's for administrators and teachers have concluded for this semester and will resume next semester.	FBA/BIP/MDR training's for administrators and teachers will resume on January 23, 2020. Session Summary Attached	●
34	<b>IDEA</b> 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	<b>IDEA</b> F3. Develop and implement a process to assess alternative placements and make adjustments as needed based on the findings (e.g., facilities, procedure changes, data review, etc.)	DeFerrari	10/01/18	10/01/20	Monthly	●	ECE Behavior Team meetings are continuing to occur (agenda attached)	ECE Behavior Team meetings are continuing to occur (agenda attached)	●
36	<b>IDEA</b> <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.</b>								
37	<b>IDEA</b> G1. Develop, implement, and monitor a process by which ARCs are trained on special transportation services	Chevalier	10/01/18	10/01/20	Annually	●	Status unchanged - training in Transportation as a Related Service training conducted in August. ECE Implementation Coaches received KDE Transportation as a Related Service Guidance document as a resource for decision-making (see attachment from previous months).	Status unchanged	●
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.)	●

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
39	IDEA	G3. Review the length and duration of bus rides and refine existing routes if needed	Robinson Stites	10/01/18	10/01/20	Monthly	●	Special Needs ridership counts and ride time data were collected and evaluated. (See attached)	Special Needs ridership counts and ride time data were collected and evaluated. (See attached)	●
40	IDEA	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. (See attached example) Drivers continue to receive training to better prepare them to respond to student behavioral needs.	Transportation management team is prepared to respond positively and productively to situations involving student behaviors that arise during the 2019-20 school year. (See attached example) Drivers continue to receive training to better prepare them to respond to student behavioral needs.	●
41	IDEA	G5. Review system to ensure that students attending the Kentucky School for the Deaf (KSD) continue to be provided door-to-door transportation	Robinson Stites	10/01/18	10/01/20	Annually	●	Annual Process. Completed	Annual Process. Completed	●
42	IDEA	H. (IDEA # 8)The student assignment plan does not appropriately contemplate the needs of students with disabilities resulting in inequitable placements that do not provide students with access to appropriate staff (e.g. mental health professionals), sometimes require excessive bus rides, limit a student's ability to participate in extracurricular activities, and stifle the ability of families to engage with their child's school. As a result, the district is in violation of 707 KAR 1:320, Section 9 for failing to provide related services to each child with a disability.								
43	IDEA	H1. Develop and implement a system to ensure that related services are available to the extent necessary to implement the IEP	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	●
44	IDEA	H2. Review the roles and responsibilities of staff who support ECE students (e.g., consulting teachers, school psychologists, counselors) and assess the need for additional staff to provide required related services	Chevalier	10/01/18	10/01/20	Annually	●	Second meeting for compression training held December 3 - meeting agenda attached. Department began process of developing plan for addressing district needs during the meeting. A Technician-Data Management Research was approved by the Board of Education and has been identified.	Since the December 3 compression training, the Department continues process of developing a plan for addressing district needs.	●
45	IDEA	H3. Review the current professional development plan to determine if additional resources are needed to provide adequate follow-up and coaching for ECE teachers in regards to supplemental aids and supports, related services, and program modifications/supports for personnel	Chevalier	10/01/18	10/01/20	Annually	●	Status unchanged - see November notes.	Status unchanged - see November notes.	●
46	IDEA	H4. Design and implement professional development for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation	Chevalier	10/01/18	10/01/20	Annually	●	Status unchanged - see October notes.	Status unchanged - see October notes.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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	Chevalier	10/01/18	10/01/20	Monthly	  On December 11, 2019, the related services report was generated. 188 students from 61 schools receive counseling as a related service on their IEP. This is an increase of 10% over since the review in October.  Five random IEPs from Zone 1 were reviewed. 3 of the students are identified OHI and 2 Developmental Delay. Of the 5 IEPs, only one had a vague goal that did not match the SDI. The Implementation Coach at the school will be contacted to suggest reviewing this with the teacher of record. 1 student does not have any sessions documented on CASCADE. The psychologist and IC will be contacted to follow up and document the sessions on CASCADE. One student has sessions documented on CASCADE, but there is no notes such as the services (individual, group, or skill worked on) were documented. This will be followed up with.	On January 9, 2020, the related services report was generated. 183 students from 55 schools receive counseling as a related service on their IEP. School counselors and Mental Health Practitioners have been trained on documentation in CASCADE for the services. See attachments.	
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.	Chevalier	10/01/18	10/01/20	Monthly	 Report for assistive technology requested attached.	Report for assistive technology requested 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	Chevalier	10/01/18	10/01/20	Monthly	 During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	
50	<b>IDEA</b>	H8. Collaborate with district departments to increase parent engagement (e.g., JCPS West Louisville Satellite Office)	Chevalier	10/01/18	10/01/20	Monthly	 ECE Advisory Committee meeting held November 21, 2019, with active parent participation and an agenda item addressing parent engagement - agenda attached.	ECE Department representative participates in the JCPS Family and Community Engagement (FACE) Team. Agendas attached.	
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	Chevalier	10/01/18	10/01/20	Monthly	 During the month of November, the department conducted 212 Record Reviews from ARC meetings conducted in October. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	The ECE department completed 157 Record Reviews in the month of December for ARC meetings conducted in November. The ECE Implementation Supervisors provided feedback to the ECE Implementation Supervisors. Analysis of record review findings are attached.	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status	
52	IDEA	H10. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in annual evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January are included on this sheet which is attached to this row.	●
53	IDEA	I. (IDEA #10) The regional special education cooperative located in the district is unable to provide support and technical assistance to the district due to conflicting roles of cooperative employees. The cooperative's funds through IDE are not accountable for and appear to be mingled with other district funds. This is in violation of IDEA.								
54	IDEA	I1. Adjust organizational charts to ensure separate responsibilities of staff serving the regional special education cooperative from JCPS funded staff	Chevalier	10/01/18	10/01/20	Single Action	●	Action item completed.	Action item completed.	●
55	IDEA	J. IDEA (Issue 2): Significant Disproportionality/Comprehensive Coordinated Early Intervening Services								
56	IDEA	J1. Conduct root cause analysis upon identification of significant disproportionality by a team of diverse stakeholders including gen-ed and special ed staff	Smith, Coleman, Chevalier	10/01/18	10/01/20	Annually	●	Action item completed.	Action item completed.	●
57	IDEA	J2. Develop, implement, and monitor a CCEIS plan based on the root cause analysis with appropriate student level documentation (e.g., tracking in Infinite Campus)	Smith, Coleman, Chevalier	10/01/18	10/01/20	Monthly	●	Revised CCEIS monthly plan, including what has been accomplished, will be completed and sent to KDE on December 20, 2019. As of the end of November 30th, 69,842 unique students have been identified for support in Infinite Campus. This work is based on the root cause analysis and CCEIS system-wide strategies.	Continue to implement the monthly strategies outlined in the JCPS CCEIS plan.  In addition, the January principal meeting will be focused on special education indicators and disproportionality (see draft agenda).	●
58	IDEA	J3. Develop a budget to support the CCEIS plan	Smith, Coleman, Chevalier	10/01/18	10/01/20	Annually	●	No changes at this time.	No changes at this time	●
59	IDEA	J4. Train administrators to follow the requirements of the IDEA when responding to behavioral infractions of students with disabilities	DeFerrari	10/01/18	10/01/20	Annually	●	FBA/BIP/MDR training's have concluded for this semester and will resume next semester	FBA/BIP/MDR training's for administrators and teachers will resume on January 23, 2020. Session Summary Attached	●
60	IDEA	J5. Develop a process to review discipline data to ensure resolutions are made in accordance with IDEA	DeFerrari	10/01/18	10/01/20	Monthly	●	December Call Log uploaded to document follow up with schools to ensure resolutions are in accordance with IDEA	January Call Log uploaded to document, follow up with schools to ensure resolutions are in accordance with IDEA	●
61	IDEA	J6. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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 January are included on this sheet which is attached to this row.	●



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
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	●	The next quarterly feedback session is scheduled for January 31st. Adhering to our district protocol, these individuals will convene to provide on the implementation of the district CCEIS strategies. During the meeting, the participants will conduct a mid-year status update on the district's MTSS strategies and will conduct a mid-year self assessment using the KDE Rubric.	No change at this time regarding feedback system. Development of a new MTSS website is underway to create a more coherent approach and hub for all MTSS activities and resources. The site will be ready for publication at the end of January. The link for the MTSS Engagement site is attached.  An update on the effectiveness of CCEIS strategies based on districtwide support will be provided after the January 31st meeting.	●
63	<b>IDEA</b> <b>K. IDEA (Issue 3): Positive Behavioral Interventions and Supports</b>								
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	●	Self-Assessment Surveys (SAS) have been completed for all but 6 JCPS schools and Early Childhood sites. District resource teachers and teams meet to analyze the results of the survey to create action plans for PBIS implementation in the school. Reports for each school are attached.	The MTSS Behavior department created a series of professional development trainings on elements of PBIS, Restorative Practices, classroom management, and general behavior supports, including Tier 2 & 3 classroom responses (schedule of trainings 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	●	MTSS Engagement team delivered an after school training on the Formative Assessment Toolkit. Presentation is attached.	The MTSS department is hosting a series of trainings during the spring of 2020 focused on the MTSS toolkits (high-yield practices) and supporting students by proactively addressing behaviors that negatively impact student learning. See training schedule attached.	●
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 have provided school level support to schools in their zone. Cascade school visit logs are 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	●	District leaders from Teaching and Learning Innovation and Culture and Climate met to review current MTSS documents and to devise a plan for how to develop a team to revise the MTSS Handbook template given to schools. The team will be created in Jan. 2020 to revise the MTSS Handbook for the 2020-2021 school year. Meeting agenda is attached.	The MTSS departments under Teaching and Learning as well as Culture and Climate are working to create a district website for MTSS supports. The link for the MTSS Engagement site is attached. The fully created MTSS site will be linked in a future update.	●
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 December 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 January 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>								

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status	
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	●	14 SCM trainings scheduled for December 2019 (attached training calendar). One bus driver training on 12/5/19.	17 SCM trainings scheduled for January 2020 (attached training calendar).	●
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	●	Status is unchanged.	Status is 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	●	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting December 3, 2019 (Attached). SCM Department Meeting December 6, 2109. Questionable codes from restraint were reviewed and all seemed to be appropriate.	Arrest/Citation Documentation Meeting was held January 6, 2020. Any school missing any documentation was sent an email to complete the form(s) and send to the C&C department. Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting January 7, 2020. (Attached). SCM Department Meeting January 9, 2020. Questionable restraint codes were reviewed and emails were sent to administrators to review and correct.	●
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	●	All SCM core teams were reviewed during the SCM Department Meeting. Actions plans were created and emails sent to principals (sample email attached). SCM department meeting 12.6.19	All SCM core teams were reviewed during the SCM Department Meeting. Action plans were created and emails sent to principals. (sample email attached). SCM department meeting 1.9.20.	●
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	●	SCM Trainings for ISSM are scheduled for 12/12 and 12/19 to get any ISSM in compliance.	SCM requested updated ISSM list from HR. The list was cross-referenced to ensure all ISSM are SCM trained. Any ISSM not currently SCM trained was contacted to scheduled SCM training on 1/31/20, 2/21/20, or 2/28/20.	●
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	●	During the December 6th SCM department meeting it was discussed that a new survey will be sent out next month for participants registered for upcoming sessions.	During the January 9th SCM department meeting SCM survey results were reviewed. Survey results indicate 95.1% were satisfied with the training at a 4 or 5.  Survey results indicate 94.1% of staff stated the training met their needs of the classroom/building at a 4 or 5.  Survey results indicate 84% of staff either preferred the online module or didn't prefer one method of training than the other.	●
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 December 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 January 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 Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 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	SCM	A1. Establish and implement a process to ensure that all board policy and procedures regarding physical restraint or seclusion (safe crisis management) are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log through December is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Emails to KDE for policy and procedure approval are attached.	The log through January is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Emails to KDE for policy and procedure approval are attached.	●
3	SCM	A2. Develop and implement a process whereby KDE staff will have access to all safe crisis management staff meetings and trainings	Coleman	10/01/18	10/01/20	Monthly	●	December 2019 SCM trainings attached. SCM Department Meeting 12.619.	January SCM trainings attached. SCM Department Meeting 1.9.20	●
4	SCM	A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Coleman	10/01/18	10/01/20	Monthly	●	During KDE's 11/14/2019 monitoring visit, they shared with us that if we need a statement to justify our restraint and seclusion data based on the new guidance that they would be happy to assist with providing an explanation. All of this information along with all other updates was shared with the Superintendent's cabinet on 11/25/2019.	KDE Monitoring visit scheduled for 1.22.20. Any information shared during the monitoring visit will be shared at the next Superintendent's cabinet meeting.	●
5	SCM	<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	SCM	B1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	Deferrari	10/01/18	10/01/20	Monthly	●	14 SCM trainings scheduled for December 2019 (attached training calendar). One bus driver training on 12/5/19.	17 SCM trainings scheduled for January 2020 (attached training calendar).	●
7	SCM	B2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	Deferrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●


Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
8  <									

# JCPS Final CAP Early Childhood

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
1	ECH	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Early Childhood							
2	ECH	A1. Establish and implement a process to ensure that all board policy and procedures regarding Early Childhood Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	<div><div></div></div> <p>The log through December is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.</p> <p>Email discussions regarding considerations attached.</p>	<div><div></div></div> <p>The log through mid-January is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.</p> <p>Email discussions regarding considerations attached.</p>	
3	ECH	A2. Develop and implement a process whereby KDE staff will have access to all Early Childhood staff meetings	Averette	10/01/18	10/01/20	Monthly	<div><div></div></div> <p>Agendas are attached for the following meetings that have been held: EC Associate Principal Meeting EC Core Leadership Team Meeting</p>	<div><div></div></div> <p>Agendas are attached for the following meetings that have been held: EC Core Leadership Team Meeting Agenda 12-18-19 CDE Unit Meeting Agenda 12-17-19 Special Services Unit Meeting 12-11-19</p>	<div><div></div></div>
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	<div><div></div></div> <p>Early Childhood Associate Principals and Central Office Leadership Team received Part 2 of the Evaluation Update Training, which focused on various methods for Providing Qualitative Feedback and Coaching.</p> <p>A newly developed feedback tool, the Early Childhood Fast Five Walkthrough (Google Form Fast Five) was shared with Associate Principals and Leadership Team. This tool is designed to provide a way to increase the frequency of immediate feedback to EC teachers and focuses on student learning.</p> <p>Associate Principals were provided guidance on monitoring attendance and behavior in the JCPS Data Management Center. Administrators are expected to use this tool to perform analysis of attendance and behavior data to develop next steps to improve student success in these areas. An updated behavior flow chart was provided along with expectations for behavior data collection using the Behavior Disciplinary Referral Form. Administrators also received a refresher overview of the Procedures for Responding to Challenging Behavior. AP's were also introduced to a new system to seek additional support for students with IEP's by completing an ECE consultation Google form.</p> <p>Weekly monitoring of the KDE CAP Smartsheet was completed during the month of November. There were no KDE comments requiring JCPS EC response.</p>	<div><div></div></div> <p>CAP Smartsheet was completed during the month of December. There were no KDE comments requiring JCPS EC response.</p> <p>An Early Childhood MTSS website has been established to provide developmentally appropriate support and resources for Behavior Support Plans and Behavior Intervention Plans for students with challenging behaviors.</p> <p>EC centers planned professional development sessions to engage the staff in completing a PBIS Self Assessment Survey and analyzing the results to determine center needs and next steps in refining their school wide PBIS Systems.</p>	<div><div></div></div>
5	ECH	B. Implement KDE recommendations from the consolidated monitoring visit							

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
ECH	B1. Develop, implement, and monitor a system to ensure that children with disabilities collaborate with non-disabled peers as much as possible	Averette	10/01/18	10/01/20	Monthly		<p>November 2019 Inclusion Opportunities Summary for the month of November-overall average minutes remained the same yet our total number of minutes dipped slightly since we had two fewer students participating in inclusion in November. The teachers indicated the two students were chronically absent due to illness during the month of November which would impact their opportunities for inclusion.</p> <p>Early Childhood teachers were trained on November 15 on "Creating Meaningful and Engaging Activities for all students." IEP Review topics included Present Levels (PLAAF), Assistive Technology, Specially Designed Instruction (SDI), and Supplementary Aids and Services (SAS). This was a joint training with ECERS Preparation.</p>	<p>Inclusive opportunities data for the month of December show an overall average increase of 10 minutes of inclusion, and an increase of 510 in total inclusion minutes.</p> <p>A Quality Assurance tool was drafted in December to assess the quality of inclusion opportunities provided to special class ECE students. Visits are planned by EC Leadership to special classrooms beginning in January. Data will inform feedback to teachers and programmatic decision making.</p> <p>The EC Leadership is providing Impact Planner Support for centers through collaborative sessions to review ECE progress monitoring data, discuss additional inclusion opportunities and review LRE implementation.</p>	

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
ECH	B2. Develop, implement, and monitor a system to ensure that the early childhood program operates in compliance with administrative regulations in the areas of facilities, safety, health, and student information	Averette	10/01/18	10/01/20	Monthly	●	<p>Attached is the Fall Preschool Enrollment Count (December 1 Count). Comparison to Last Year (2018-2019) - shows that despite the projected loss of 8 classrooms (160 students) due to Head Start, our number of students (2,911) have actually slightly increased from last year (2,906), so we are on track to have at least 3,400 students by the end of the school year.</p> <p>Instructional Coaches conducted Walkthroughs on Education/Curriculum and Instructional Practices in all classrooms during the month of November. The Tiered Instructional Coaching System will drive Practice Based Coaching to prioritize support for classrooms in the bottom 3 tiers through the development of Action Plans. At the Early Childhood Associate Principals October Meeting 10-7-19 and 11-4-19, leaders shared walkthrough result highlights and discussed next steps. EC Center Associate Principals and Leadership Teams used their EC Expectations Impact Planner to conduct leadership team reflections on their school's progress on each of the items required in the 2019-2020 Expectations for JCPS Early Childhood Center Leadership Teams, including Walkthroughs, Student Learning Data Analysis, Behavior Data and PBIS and PLCs.</p> <p>The Fall 4-Year Old Benchmark Assessment, designed as a subset of the Spring EMBARK to predict Kindergarten readiness, was administered to all 4-year olds. The Fall 4 Year Old Benchmark Assessment Results are being used to design professional development and practice based coaching plans.</p> <p>A JCPS Early Childhood staffing recruitment strategy is the Early Childhood Apprenticeship Program. We have allocated 10 positions for 19-20 and are currently in five high schools (Fairdale, Seneca, Waggoner, Fern Creek, PRP). The attached video highlights the Early Childhood Apprenticeship at Alex R. Kennedy.</p> <p>Installation of second playground at Westport ECC, stationary equipment at Blake Elementary, and playground enhancements at Jacob Elementary have been completed.</p> <p>Operations team conducted 16 playground inspections.</p> <p>Health &amp; Safety Checklist Monitoring Walkthroughs compliance rate of 98% for Auburndale, Blake, Blue Lick, Brandeis, Cane Run, Jacob, &amp; Mill Creek.</p>	<p>November Impact Planner Review shows that EC center leadership teams are focused on creating systems, tracking implementation and monitoring progress in the EC Leadership Expectations areas of Student Assessment Analysis, Walkthroughs, ECERS-3 preparations, IEP progress monitoring, PBIS systems and PLCs.</p> <p>Instructional Coaches are collaborating with teachers and school administrators on the development of Action Plans to prioritize support for classrooms in the bottom 3 tiers. Monitoring of progress on these action plans will be done through the regular review of Instructional Coach communication and activity logs.</p> <p>Teachers and instructional support staff were provided review training in December on ECERS-3 Developmentally Appropriate Classroom Environments. Playground renovations are in progress at Hawthorne Elem and Cochrane Elem. Playground enhancement completed at Mill Creek Elem. Operations team conducted 16 playground inspections.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Dec 2019 Status	December 2019 Progress Notes	January 2020 Progress Notes	KBE Feb 2020 Status
8 ECH	B3. Share results of monitoring process with supervisors and reflect in evaluations of early childhood staff and administrators	Coleman, Horton	10/01/18	10/01/20	Monthly		CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through December 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-January are included on this sheet which is attached to this row.	