





JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
1 student	A. KRS 160.290 outlines the general roles and responsibilities of Board Members. However, interviews revealed there is involvement of Board Members in day-to-day management and operations of the district. A board protocol for ensuring proper training and alignment of responsibilities and roles of members must be enacted and monitored for improvement of board effectiveness.								
2 Planning	A1. Partner with KSBA to design and implement training on the general roles and responsibilities of board members	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
3 Planning	A2. Explore consultant services to support improvement efforts and development of board protocols (e.g. AdvancED, Alsbury, etc.)	Dennes	10/01/18	10/01/20	Annually	●	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. Examine and improve the alignment of central office work and personnel to achieve district goals and strategies. Alignment must include accountability for execution at all levels (e.g., Superintendent, Cabinet Members, Assistant Superintendents, middle level management, school administrators, teachers).								
6 Planning	B1. Review the 2017-18 central office reorganization for effectiveness and make revisions as necessary	Dennes	10/01/18	10/01/20	Annually	●	Although the major organizational coherence work was completed in May, there will continue to be minor changes to org charts. February 11 changes are attached.	Although the major organizational coherence work was completed in May, there will continue to be minor changes to org charts. March 23 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	●	See slides from January Vital Sign meetings. In addition, Vision 2020 in Action progress report is scheduled for the February 25th board agenda (see attached). The school support tracking system report shows 9,893 hours of district support to schools/ achievement areas for January. Attached are the number of hours by school.	See slides from Vital Sign meetings - Climate & Culture Round 2. The school support tracking system report shows 11,719 hours of district support to schools/ achievement areas for February. Attached are the number of hours by school.	●
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 shows 9,893 hours of district support to schools/ achievement areas for January. Attached are the number of hours by school.	The school support tracking system report shows 11,719 hours of district support to schools/ achievement areas for February. Attached are the number of hours by school.	●

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10 Planning	B5. Develop and implement a system to ensure that schools are receiving the supports they need and are implementing the three pillars with fidelity	Horton	10/01/18	10/01/20	Monthly	●	<p>During the 2/10 Instructional Cabinet meeting, a mid-year comprehensive presentation on the CSR was shared with all participants (see attached) In addition, during the Cabinet retreat, priorities for the Academic division were shared with Assistant Superintendents for consideration and feedback. Revisiting and refining a visual illustrating a balanced assessment system is essential and is being developed. As part of this, we are preparing to pilot at least two assessment resources that will allow teachers to enter the standard or standard/s they want to assess and have access to a variety of high quality, standards-aligned, grade level items. See sample assessment committee agenda.</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>During the 3/9 Instructional Cabinet meeting, Assistant Superintendents and Executive Administered used the TNTP student work protocol to review sample assignments from the JCPS curriculum frameworks. They discussed how they could use this tool to work with PLCs and support system 1. The improvement priorities for CSI schools were also shared and we began discussions regarding the implications for district support (see attached agenda).</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>	●
11 Planning	C. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operational level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).								
12 Planning	C1. Develop and implement a protocol for leadership team meetings at all levels (Cabinet, middle level management and school administrators)	Dennes	10/01/18	10/01/20	Monthly	●	Agendas from cabinet member and Assistant Superintendent's staff meeting attached.	Agendas from cabinet member and Assistant Superintendent's staff meeting attached.	●

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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 Backpack Coach pilot has officially been launched in three of our schools involving approximately 200 coaches. The following resources were provided to the coaches as guidance to ensure coaching consistency: Guidance Sheet- https://docs.google.com/document/d/16DJ5iOTcQPI6LpyX96Z-aBHO5PXEBosAN-Gleopt9Y/edit</p> <p>How JCPS Students Upload Backpack Artifacts https://www.youtube.com/watch?v=_PtTSQwLKOK&list=PLsxl8mnyIZenTO5C DLKOYS14AmpHilMprA&index=3</p> <p>BP Coach Guide https://drive.google.com/file/d/19crjree0jCerPBG9Du6lqjmtU281KB-f/view</p>	<p>Discussions regarding the Backpack Coach pilot (with JCPS employees) have been underway. A team is discussing how to involve community members to serve as coaches for the 2020-2021 school year.</p> <p>The week of March 23rd is National Youth Violence Prevention Week--In spite of the schools not being in session due to COVID-19, the office of Culture and Climate is encouraging schools to participate virtually in activities that promote anti-violence (see attached).</p>	●
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 2/10 Instructional Cabinet meeting, a mid-year comprehensive presentation on the CSR was shared with all participants (see attached) In addition, during the Cabinet retreat, priorities for the Academic division were shared with Assistant Superintendents for consideration and feedback. Revisiting and refining a visual illustrating a balanced assessment system is essential and is being developed. As part of this, we are preparing to pilot at least two assessment resources that will allow teachers to enter the standard or standard/s they want to assess and have access to a variety of high quality, standards-aligned, grade level items. See sample assessment committee agenda.</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>During the 3/9 Instructional Cabinet meeting, Assistant Superintendents and Executive Administered used the TNTP student work protocol to review sample assignments from the JCPS curriculum frameworks. They discussed how they could use this tool to work with PLCs and support system 1. The improvement priorities for CSI schools were also shared and we began discussions regarding the implications for district support (see attached agenda).</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>	●
15 Planning	D. Implement a systematic monitoring process to develop new and review existing policies while ensuring policies are effective at the board of education, district and school level. As part of this formalized process, there should be accountability for execution of this plan at all levels (e.g., Superintendent, Cabinet Members, Area Assistant Superintendents, middle level management, school administrators, teachers).								
16 Planning	D1. Partner with KSBA to align and standardize policies and procedures	Dennes	10/01/18	10/01/20	Annually	●	Sixth set of procedures is being reviewed by Board and will go to January 14 Board meeting. See attached.	The set of procedures that went to Board meeting on Feb 11 is attached. The set for March 23 board meeting is also attached.	●

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
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 meetings occurred January 21 and February 4. See attached materials.	Board Policy meeting occurred February 18. See attached materials.	●
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	E. While the CDIP contains the required Kentucky Board of Education (KBE) goals, the expansive nature of the plan inhibits full implementation of actionable steps to guide the day-to-day work. Create 30/60/90 day plans for each department to ensure the CDIP is being fully implemented.								
20	Planning	E1. Develop and implement a protocol to ensure that the district goals established in the CDIP are aligned to the work at the school level (e.g., vital signs checks, collaborative calibration visits, data reviews, etc.)	Horton, Coleman	10/01/18	10/01/20	Monthly	●	Vision 2020 in Action progress report is scheduled for the February 25th board agenda (see attached). A smartsheet has been developed for the new strategic planning process. Representatives for the advisory team are currently being received with the first meeting planned for March.	See slides from Vital Sign meetings - Climate & Culture Round 2. The core team working on developing the next JCPS strategic plan is meeting weekly (see attached agendas). The advisory team meetings have been scheduled.	●
21	Planning	E2. Develop and implement an action plan that focuses school work on key strategies and pillars of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	The Backpack Coach pilot has officially been launched in three of our schools involving approximately 200 coaches. The following resources were provided to the coaches as guidance to ensure coaching consistency: Guidance Sheet- https://docs.google.com/document/d/16DJ5iOTc9P6Lpyx96Z-aBH05PXE6o5AN-Gleopt9Y/edit How JCPS Students Upload Backpack Artifacts https://www.youtube.com/watch?v=_PtTSQwLKOk&list=PLsx18mnYIZenTObC-DLKOYST4AmpHlMprA&index=3 BP Coach Guide https://drive.google.com/file/d/19crjree0JCerPBG9Du6lqJmfU281KB-t/view	Discussions regarding the Backpack Coach pilot (with JCPS employees) have been underway. A team is discussing how to involve community members to serve as coaches for the 2020-2021 school year. The week of March 23rd is National Youth Violence Prevention Week--In spite of the schools not being in session due to COVID-19, the office of Culture and Climate is encouraging schools to participate virtually in activities that promote anti-violence (see attached).	●
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	●	Leveled principal meetings for the month of February have been scheduled (ex. HS agenda attached). 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.	Assistant Superintendents continue to support principals as evidenced through their weekly reports (see attached). PLC support and CCV feedback is provided to the principals as they work diligently to improve the implementation of the three pillars. 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.	●

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23	Planning	F. The guiding principles of the JCPS Student Assignment Plan are choice, quality, diversity, predictability, stability and equity; however, based on interviews choice and diversity are championed above the other principles. Create a task force made up of shareholders (e.g., community members, parents, local officials, teachers, administrators, students) who are representative of the district demographics and geography to review the Student Assignment Plan to ensure opportunity, equity and access to all students.								
24	Planning	F1. Create and implement a task force made up of shareholders to review the student assignment plan	Horton	10/01/18	10/01/20	Monthly		Board approved the work with the consultant to look at possible implementation. Notes from meeting with consultant are attached.	Consultants met with executive committee and answered questions. A timeline has been devised to ensure work is rolled out in s timely manner. See attached draft timeline. At the March 10 Community Forum, feedback was collected form stakeholders.	
25	Planning	F2. Use the work of the task force to make recommendations to the board regarding modifications to the plan for the 2020-2021 school year	Horton	10/01/18	10/01/20	Single Action		Board approved the work with the consultant to look at possible implementation. Notes from meeting with consultant are attached. Superintendent and a student were interviewed about the task force's recommendation. See video attached.	Consultants met with executive committee and answered questions. A timeline has been devised to ensure work is rolled out in s timely manner. See attached draft timeline. At the March 10 Community Forum, feedback was collected form stakeholders.	

JCPS Final CAP Operations

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
1	Op Support	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding facility maintenance and replacement								
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	<div></div>	The log through mid-February 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-March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	<div></div>
3	Op Support	B. It is recommended that the district analyze bus routes (including double runs) for the most efficient and effective solution to the transportation challenges within JCPS.								
4	Op Support	B1. Develop, implement, and monitor a system that measures actual ridership versus projections to analyze bus routes and make changes where feasible	Robinson Stites	10/01/18	10/01/20	Semi-annually	<div></div>	2019-2020 Ridership Data Summary completed for this school year. We continue to monitor routes daily and make changes as needed to accommodate ridership capacity and duration.	2019-2020 Ridership Data Summary completed for this school year. We continue to monitor routes daily and make changes as needed to accommodate ridership capacity and duration.	<div></div>
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	<div></div>	2019-2020 Ridership Data Summary completed for this school year. We continue to monitor routes daily and make changes as needed to accommodate ridership capacity and duration.	2019-2020 Ridership Data Summary completed for this school year. We continue to monitor routes daily and make changes as needed to accommodate ridership capacity and duration.	<div></div>
6	Op Support	C. It is recommended that the district consider the addition of bus monitors for the routes that have students with greater than average ride times.								
7	Op Support	C1. Develop, implement, and monitor process to determine which routes need additional bus monitors	Robinson Stites	10/01/18	10/01/20	Monthly	<div></div>	Current monitors have been assigned to routes based on student needs. (See attached monitor rosters) Monitor training classes continue as applicants become available. (See attached agenda)	Current monitors have been assigned to routes based on student needs. (See attached monitor rosters) Monitor training classes will continue once school returns to session.	<div></div>
8	Op Support	D. It is recommended that the transportation department provide more in-depth pupil management and de-escalation training over the course of the school year, rather than a one-time training in the summer. Additional strategies and techniques to utilize on the bus will lead to a decrease in disruptive behaviors and ensure the safety of all riders.								
9	Op Support	D1. Explore the possibility of adding contract days to increase the professional development opportunities for drivers on de-escalation strategies	Adams	10/01/18	10/01/20	Annually	<div></div>	Completed	Completed	<div></div>
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	<div></div>	Student Management training sessions continue during new driver training. Student Management is discussed with new drivers during Coordinator "Table Talks". Student Management remains 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. Results from Behavior Referral reviews and audits are shared with compound staff. (See attached)	Student Management training sessions continue during new driver training. Student Management is discussed with new drivers during Coordinator "Table Talks". Student Management remains as a discussion topic on the Practical Application check sheet. Results from Behavior Referral reviews and audits are shared with compound staff.	<div></div>
11	Op Support	E. It is recommended that the compound coordinators should have more input concerning driver routes so that the best choice can be assigned to each route.								
12	Op Support	E1. Research peer districts to determine best practices regarding assigning routes to drivers	Robinson Stites	10/01/18	04/01/19	Single Action	<div></div>	Single action, already completed.	Single action, already completed.	<div></div>

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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	F. It is recommended the district review the discipline policy to tailor the bus behavior issues to appropriate consequences. Application of the policy should be consistent district wide for all drivers, parents, and students to have the same expectations.								
15	Op Support	F1. Develop, implement, and monitor a system to review student behavior and support handbook to determine if bus behavior issues have appropriate consequences	DeFerrari	10/01/18	10/01/20	Annually	●	February Bus Referral form and meeting Agenda/Minutes Attached.	March Bus Referral form and meeting Agenda/Minutes Attached.	●
16	Op Support	F2. Review resolutions of behavior events on bus to ensure that handbook is being implemented with fidelity across all schools	DeFerrari	10/01/18	10/01/20	Monthly	●	February Bus Referral form and meeting Agenda/Minutes Attached.	March Bus Referral form and meeting Agenda/Minutes Attached.	●
17	Op Support	F3. Share findings from review with Assistant Superintendent and Principals to improve consistency and hold Principals accountable for implementing recommended changes	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-February 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-March 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.	●
19	Op Support	G. It is recommended that the district develop a process that shares pertinent student behavior information (issues and triggers) with drivers to promote consistency in behavior solutions as well as to ensure the safety of all students being transported.								
20	Op Support	G1. Develop, implement, and monitor a system to provide information to drivers on targeted strategies to prevent and de-escalate behavior events based on individual student needs	DeFerrari	10/01/18	10/01/20	Monthly	●	Discussion of deescalation techniques and ECE "one pager" will be conducted at the next new bus driver training that is scheduled for the week of February 12th 2020. 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 training that is scheduled for the month of March. 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 meeting schedule)	Employee Involvement Committee EIC meets monthly to discuss issues related to drivers and compounds. Information is collected and shared. (See attached minutes)	●
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	●	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)	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 sample)	●
23	Op Support	H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.								
24	Op Support	H1. Develop, implement, and monitor a behavior intervention plan for students whose behaviors on the bus have escalated	DeFerrari	10/01/18	10/01/20	Monthly	●	Discussion of deescalation techniques and ECE "one pager" will be conducted at the next new bus driver training that is scheduled for the week of February 12th 2020. 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 training that is scheduled for the month of March. Emails sent to school principals requesting a review of students one pager, due to excessive bus referrals being written. Email attached	●

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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 conducted at the next new bus driver training that is scheduled for the week of February 12th 2020. 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 training that is scheduled for the month of March. Emails sent to school principals requesting a review of students one pager, due to excessive bus referrals being written. Email attached	●
26	Op Support	I. It is recommended that JCPS review their bus monitor allocation to determine the number of staff required to ensure student safety.								
27	Op Support	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Robinson Stites	10/01/18	10/01/20	Monthly	●	Current monitors have been assigned to routes based on student needs. (See attached monitor rosters) Monitor training classes continue as applicants become available. (See attached agenda)	Current monitors have been assigned to routes based on student needs. (See attached monitor rosters) Monitor training classes continue as applicants become available.	●
28	Op Support	J. It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.								
29	Op Support	J1. Develop, implement, and monitor a system to document bus (versus school) suspensions in Infinite Campus.	DeFerrari	10/01/18	10/01/20	Monthly	●	February Bus Referral form and meeting Agenda/Minutes Attached.	March Bus Referral form and meeting Agenda/Minutes 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	●	Review in process, see calendar invite to discuss preliminary results with Executive Administrator, School Culture and Climate.	See results from recently completed review.	●
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 mid-February 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-March are included on this sheet which is attached to this row.	●
32	Op Support	K. It is recommended that periodic observations at the school should be done by JCPS transportation staff to review the loading and unloading procedures that impact student safety.								
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 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. 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 mid-February 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-March are included on this sheet which is attached to this row.	●
36	Op Support	L. It is recommended that maintenance or construction projects that impact parking or traffic patterns at the school are communicated to Central Office transportation staff in a timely manner for appropriate action.								

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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 meeting held on February 10. Agenda included collaborative efforts between Operations divisions. CAP items discussed with operations team.	Operations meeting held on March 9. 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.	When meeting was conducted, no traffic patterns needed discussing this month.	●
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. (See attached example)	Transportation Specialists will observe school arrival and dismissal procedures, as needed, and make recommendations where necessary. (See attached examples)	●
40	Op Support	M. It is recommended that a business continuity plan for transportation management be developed in the event the C. B. Young, Jr. Service Center facility becomes unusable. Likewise, a business continuity plan is needed for each bus compound and its fleet should that location become unusable.								
41	Op Support	M1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
42	Op Support	M2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	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	N. It is recommended that the district implement a process to ensure the proper segregation of duties when it comes to custodial care of the kitchen and the lunchroom that will consistently support the use of indirect cost. Reorganization of both custodial and food service staff to the Central Office and removing the supervisory capacity of the building principal regarding those positions may eliminate any confusion about job responsibilities.								
45	Op Support	N1. Develop, implement, and monitor a system to ensure proper segregation of duties when it comes to custodial care of the kitchen and lunchroom	Bauscher	10/01/18	10/01/20	Monthly	●	SCNS continues to monitor and correct as needed. 921 school visits/observations have been completed through 2/7/20. Separation of Duties has been observed during all visits since the last update.	SCNS included Separation of Duties requirement in the school staff AR training. SCNS continues to observe SoD during site visits.	●
46	Op Support	N2. Establish and implement a feedback loop to determine if staff understand job responsibilities	Bauscher	10/01/18	10/01/20	Annually	●	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 mid-February 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-March are included on this sheet which is attached to this row.	●
48	Op Support	O. It is recommended that the district address the corrective action plan required due to the USDA audit in March 2017 as a high priority for the district								

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
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	●	Required annual compliance reviews are complete. Two follow-ups remain. The final mock review among the 14 selected AR sites will take place on 2/21. School staff training at Newcomer Academy took place on 2/14. A Go To Meeting(s) will be arranged for AR school principals. Currently finalizing presentation and scheduling meeting times. SCNS will serve the same menu served during the on-site review the week of 2/24. Currently SCNS is submitting many documents to the reviewers for the off-site portion of the review.	SCNS has conducted AR training with 5 of the 14 schools chosen for site visits. Since school is closed due to COVID-19 the site visit will be rescheduled. The information provided during this training is attached.	●
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 mid-February 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-March 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 Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
1	Financial	A. KDE recommends the board members consider any and all additional revenue sources (e.g., nickel equivalent tax, utility tax) to address critical facility needs.								
2	Financial	A1. Facilitate an organization session for board members using KSBA training on revenue sources	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
3	Financial	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	January 28 Board Retreat had a session on Revenue Options. See attached materials.	Completed	●
4	Financial	A3. On-board new board member during orientation on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	Financial	A4. Organize ways in which board members can explore funding opportunities from peer districts and national organizations	Dennes	10/01/18	10/01/20	Annually	●	January 28 Board Retreat had a session on Revenue Options. See attached materials.	The Superintendent included revenue needs in the State of the District speech that was attended by a wide variety of community stakeholders.	●
6	Financial	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually	●	January 28 Board Retreat had a session on Revenue Options. See attached materials.	The Superintendent included revenue needs in the State of the District speech that was attended by a wide variety of community stakeholders.	●
7	Financial	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to mid-February attached.	KSBA hours earned up to mid-March attached.	●
8	Financial	A7. Host public meetings on a variety of finance topics (e.g., Finance Advisory Committee, Local Planning Committee, Community Forums)	Dennes	10/01/18	10/01/20	Semi-annually	●	ARMAC, Racial Equity Committee, Board Policy Committees, public meeting to discuss land purchase all occurred this month. Materials attached.	Racial Equity Committee, Board Policy Committee, Calendar Committee (2 times), SPP and G Committee, ECE Advisory Council all held public meetings. Minutes attached.	●
9	Financial	B. KDE recommends Board member training regarding the use of restricted district funds for the acquisition and holding of vacant real property.								
10	Financial	B1. Facilitate an organization session for board members using KSBA training on use of restricted district funds	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
11	Financial	B2. On-board new board member during orientation on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
12	Financial	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to mid-February attached	KSBA hours earned up to mid-March attached	●
13	Financial	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	January 28 Board Retreat had a session on Revenue Options. See attached materials.	The Superintendent included revenue needs in the State of the District speech that was attended by a wide variety of community stakeholders.	●
14	Financial	C. As required by Board Policy 04.3111, KDE recommends the board receives and approves a listing of invoices on the "Orders of the Treasurer Report" at monthly Board meetings.								
15	Financial	C1. Develop and implement a process to ensure that the "Orders of the Treasurer Report" on every regular board agenda	Hardin	10/01/18	10/01/20	Monthly	●	Included in 2/11/2020 Board meeting; February reports attached	Included in 3/23/2020 Board meeting; March 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	●	Budget priorities have been reviewed and council members have been provided with the document 20-21 Suggested Procedures for Building a School Budget.	All Budget policies have been reviewed. See attached spreadsheet	●

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
18	Financial	D2. Develop and implement training for SBDM members on setting budget priorities and review of monthly financials	Stenton	10/01/18	10/01/20	Annually	●	School Councils and Budgets was held on January 22, 2020. The sign in sheets for the training are attached.	Training date tentatively set: School Councils and Budgets January 11, 2021 4:30-7:30, Shawnee Satellite Office Facilitator: John Collopy	●
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 February 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 March are included on this sheet which is attached to this row.	●
21	Financial	E. KDE recommends the board review and approve long-term cell tower rental contracts to avoid the contracts lapsing and rentals continuing without Board approval and appropriate corporation signatures.								
22	Financial	E1. Develop a system to monitor cell tower rental contracts	Hardin	10/01/18	10/01/20	Monthly	●	Process is in place for monthly review of cell tower rental contracts. 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 January 24 attached as evidence.	Bank confirmation with Munis from February 21 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 January 24 attached as evidence.	Bank confirmation with Munis from February 21 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 January 24 attached as evidence.	Bank confirmation with Munis from February 21 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	●	Attached PowerPoint was completed and put on Principal Priority page and shared with Assistant Superintendents.	Completed	●
30	Financial	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	Attached PowerPoint was completed and put on Principal Priority page and shared with Assistant Superintendents.	Completed	●

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
31	Financial	H. According to fiscal management staff, many schools do not fully expend their state grant awards; therefore, the funds revert to districtwide control. KDE recommends the district establish a process to provide more thorough training and periodic reminders to principals regarding their remaining available funds from all sources.								
32	Financial	H1. Analyze state grant awards to identify schools who need additional support in monitoring their expenditures	Hardin	10/01/18	10/01/20	Annually	●	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.	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. Retired Administrator will be working on training manual	●
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 attached.	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 February 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 March are included on this sheet which is attached to this row	●
36	Financial	I. KDE recommends the CAE investigate the presence of grant funds in school activity accounts.								
37	Financial	I1. Develop, implement, and monitor a process to investigate the presence of grant funds in school activity accounts	Renn	10/01/18	10/01/20	Monthly	●	See results from December monitoring attached.	See results from January 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. This is a repeat observation for the school and as a result the School Principal and Assistance Superintendent were copied on the notification of the exception. See attached results for school receipts testing for December 2019 and email to Bookkeeper.	No exceptions noted.	●
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 as attached.	Conducted individual school staff training sessions. Evidence attached.	●
40	Financial	I4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 February 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	●









Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
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.	Evidence of staff trained on Redbook is attached.	●
44	Financial	J3. Provide individual support and training for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	Training is on-going. Evidence attached.	Training is ongoing. 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 February 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 February 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	●	Outstanding check list is attached. We have one check older than six months. Evidence of request of legal action is attached as further evidence.	Outstanding check list is attached. No checks older than six months.	●
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	L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.								
51	Financial	L1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	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 Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
1	Financial - School A. As evidenced by information gathered during school level interviews, communication is lacking from Central Office to school level personnel. Most Principals expressed the disadvantages of having Area Assistant Superintendents with 25 schools under each one. Communication is an area of much needed improvement. Transparency is a vital key to success and this is not observed in the JCPS network.								
2	Financial - School A1. Develop, implement, and monitor a communication protocol including responsibility matrix and frequency in regards to each financial-school CAP action	Horton	10/01/18	10/01/20	Monthly	●	Completed--Matrix attached.	Completed--Matrix attached	●
3	Financial - School B. It is recommended that all schools utilize one bank account for school activity funds. If a school changes banks, any outstanding checks should be voided, written off in the EPES system, and reissued under the new account if the recipient is known. Accounts that aren't being utilized, should not remain open for extended amounts of time.								
4	Financial - School B1. Develop, implement, and monitor strict timelines and procedures for closing bank accounts	Hardin, Renn	10/01/18	10/01/20	Monthly	●	No new bank account was opened in December. See New Bank Account Analysis - December from the Monthly Monitoring Activities. One school activity account was closed, there were no outstanding checks remaining. The school has transitioned to a no bank school.	No new bank account was open in January. See New Bank Account Analysis - January 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 January analysis of outstanding checks. See January 2020 Outstanding Check Review.	No exceptions noted from February analysis of outstanding checks. See February 2020 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	●	Training is on-going. Evidence attached.	Training is ongoing. Evidence attached.	●
7	Financial - School B4. Share results of monitoring process of school level bank account closing procedures with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
8	Financial - School C. To maintain accurate records of expenditures and authorization of expenditures, KDE recommends credit cards be safeguarded and kept under lock and key to protect against unauthorized use as outlined in Redbook procedures. A sign-in/sign-out sheet should also be maintained.								
9	Financial - School C1. Review, implement, and monitor a process to ensure appropriate protocols for credit card management	Hardin	10/01/18	10/01/20	Monthly	●	Proper credit card procedures are 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 December review attached. No exceptions noted.	See results from monthly monitoring of credit card logs for January review attached. One exceptions noted.	●

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
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	●	Training is on-going. Evidence attached.	Training is ongoing. 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 February 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 March are included on this sheet which is attached to this row.	●
13	Financial - School	D. It is recommended that the district provide training to school level personnel for schools that receive funding through grants, so that someone at the school-level will have an in-depth understanding of the financial handling of grants and able to provide supporting documentation relating to the grant upon request during an external audit. The documentation surrounding grants may be maintained and controlled at the Central Office level; however, a basic understanding of the processes involved for the grant funded employees should exist at the school level. At least one member of the school personnel should be able to explain the procedures and policies that are in place to ensure grants are being properly allocated and accounted for per the constituents.								
14	Financial - School	D1. Develop, implement, and monitor a process to regularly update financial services website to ensure grant procedures and guidelines are clearly stated	Hardin	10/01/18	10/01/20	Quarterly	●	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation.	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation.	●
15	Financial - School	D2. Develop, implement, and monitor a grant management system at the school level	Hardin	10/01/18	10/01/20	Monthly	●	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.	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	D3. Develop, implement, and monitor a training process on the proper controls for grant funding for school team (e.g., bookkeepers, secretaries, principal/designee)	Hardin	10/01/18	10/01/20	Annually	●	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.	●
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 February 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 March 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 Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
18	Financial - School E. It is recommended that the assistant Principals and teachers receive annual training on Redbook activities that govern school activities as it is not merely enough to educate bookkeepers in this area. For example, because multiple receipt forms begin in the classroom, it is important that teachers receive adequate training on multiple receipt procedures. Providing others with knowledge in this area will also help matters in the event a school bookkeeper should take leave unexpectedly, or during a replacement period if one leaves their place of employment.								
19	Financial - School E1. Develop, implement, and monitor an on-line training module on Redbook procedures for teachers and Assistant Principals	Hardin	10/01/18	10/01/20	Monthly	●	Work is proceeding on the Sponsor Training module. Evidence attached.	Second draft of module has been created by IT3. Final punch list of requested changes has been submitted back to IT3.	●
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 February 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 March are included on this sheet which is attached to this row.	●
21	Financial - School F. Dates should not be crossed out in ink on a purchase request form since this leaves room for questioning the validity of the documents being examined.								
22	Financial - School F1. Review, implement, and monitor a process to ensure proper management of school level purchase requests (e.g., dates should not be crossed out in ink)	Hardin	10/01/18	10/01/20	Monthly	●	Training continues on all Redbook topics including proper date corrections. See attached evidence of training.	Training continues on all Redbook topics including proper date corrections. See attached evidence of training.	●
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 December review attached.	See results from monthly monitoring disbursement activities for January review attached.	●
24	Financial - School F3. Provide individual support and training on school level purchase requests for schools based on findings	Hardin	10/01/18	10/01/20	Monthly	●	See travel reimbursements as evidence of individual school staff trained.	See travel reimbursements as evidence of individual school staff trained.	●
25	Financial - School F4. Share results of monitoring process of school level purchase requests with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
26	Financial - School G. It is recommended that all audit findings, including those at the school level, be rectified annually, so that the issues are not repeated in consecutive years.								

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
27	Financial - School	G1. Develop, implement, and monitor to ensure that all school level audit findings are addressed	Renn	10/01/18	10/01/20	Annually	 See Findings Database Listing as of 2/06/2020. Also attached Summary of exception count monitoring tool created to track and identify repeat exceptions. Two schools had observations in disbursements testing for the same issue in more than 1 month. Communication was sent to Principal and Assistant Superintendent notifying them of the repeat exceptions. See email example (Medora) sent to Principal.	See Findings Database Listing as of 3/10/2020. Also attached Summary of exception count monitoring tool created to track and identify repeat exceptions. One school had observations in disbursements testing for the same issue in more than 1 month. Communication was sent to Principal and Assistant Superintendent notifying them of the repeat exceptions. See email example sent to Principal.	
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 February 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 March are included on this sheet which is attached to this row.	
29	Financial - School	H. It is recommended that school level findings in the independent external audit be reported to the board by individual school and not just in summary form.							
30	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly	 See Findings Database Listing as of 2/06/2020.	See Findings Database Listing as of 3/10/2020.	
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	 Board notification attached. This accomplished annual requirement.	Board will be notified after the audit cycle ends in November.	

JCPS Final CAP Personnel Management

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 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	●	Training sessions have been attended and newly hired APs have attended or will attend the required 2 day state training.	Summative evaluation information will be communicated to all school and CO supervisors shortly.	●
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	●	Mid-year reviews have been recorded in the attached JCPS Evaluation Update Response document. Chief of Staff has reviewed all mid-years Grade 8 and above and provided feedback.	CO summative evaluations will be recorded in the Google Sheet and submitted to HR for review and filing.	●
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	●	Training sessions have been attended and newly hired APs have attended or will attend the required 2 day state training.	Summative evaluation information will be communicated to all school and CO supervisors shortly.	●
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 February 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 March are included on this sheet which is attached to this row.	●
9	Personnel Management	C. It is recommended the HR department develop feedback mechanisms within its operating systems that will provide constructive data and information for continuous process improvement.								

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
10	Personnel Management	C1. Develop, implement and monitor a process for continuous improvement regarding HR functions (e.g., exit surveys, e-mail survey response, peer district reviews)	Adams	10/01/18	10/01/20	Monthly	●	Attached are survey results from January around customer service and direct feedback from Principals. The results are used with staff to ensure growth and improvement in customer service.	Attached are survey results from February around customer service. The results are used with staff to ensure growth and improvement in customer service. We have also implemented an electronic system by which principals can report grievances that have been filed against them and initiate contract deviations. Both of these use Google Forms and are within LMER.	●
11	Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	Another snag has occurred with online professional leave request, but we hope to have it resolved this week. We have implemented an online reporting system for principals when they receive a grievance in which they can electronically notify LMER. This has been working well and we plan to implement a similar system for contract deviations in the next week. We are reviewing a ticketing system by which HR can track various items related to LMER and other departments.	Online Professional Leave system is in final testing this week and should be implemented by the end of the week.	●
12	Personnel Management	D. It is recommended that employee files be routinely audited for complete information.								
13	Personnel Management	D1. Develop, implement, and monitor process for routinely auditing employee files to ensure information is complete and up-to date	Adams	10/01/18	10/01/20	Monthly	●	17,983 personnel files have been reviewed and requests for missing items have been made. Column Q of the attached file indicates that folder is complete (marked in green).	We have completed the following letters: A,B,C,D,E,F,N,O,P,R,Z (TOTAL OF 11). The following have been started: G, H, M, S, Y. 20,049 personnel files have been audited. 654 employees have been contacted about missing items. Approximately an additional 3500 have been removed from the active list and sent to Archives.	●
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 continue to believe with the progress being made, we will complete this in the spring.	While progress is being made, we are looking at methods to increase our production to ensure we complete the audit review this spring.	●
15	Personnel Management	E.The HR department has no business continuity plan in the event the VanHoose building is no longer available due to a disaster.								
16	Personnel Management	E1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
17	Personnel Management	E2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	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	●

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
19	Personnel Management	F. It is recommended that Central Office should provide opportunities for employees out in schools to participate in special events they hold in the main office.								
20	Personnel Management	F1. Identify special events of interest to employees	Adams	10/01/18	10/01/20	Quarterly	●	Completed, but process continues	Completed, but process continues	●
21	Personnel Management	F2. Schedule events to ensure that additional opportunities are provided outside the traditional work day and at accessible location(s) for employees to participate	Adams	10/01/18	10/01/20	Monthly	●	Completed, but process continues	Completed, but process continues	●
22	Personnel Management	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 Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 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.	●
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>The Backpack Coach pilot has officially been launched in three of our schools involving approximately 200 coaches. The following resources were provided to the coaches as guidance to ensure coaching consistency: Guidance Sheet- https://docs.google.com/document/d/16DJ5iOTc9PIcLpyx96Z-aBHO5PXEbo5AN-Gleopt9Y/edit</p> <p>How JCPS Students Upload Backpack Artifacts https://www.youtube.com/watch?v=_PtTSQwLKOk&list=PLsxI8mnYIZenTO5CDLKOYS14AmpHiiMprA&index=3</p> <p>BP Coach Guide https://drive.google.com/file/d/19crjree0jCerPBG9Du6iqJmFU281KB-f/view</p>	<p>Discussions regarding the Backpack Coach pilot (with JCPS employees) have been underway. A team is discussing how to involve community members to serve as coaches for the 2020-2021 school year.</p> <p>The week of March 23rd is National Youth Violence Prevention Week--In spite of the schools not being in session due to COVID-19, the office of Culture and Climate is encouraging schools to participate virtually in activities that promote anti-violence (see attached).</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 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 Executive Team meeting, it was determined that an overview and clarification about spring testing, including field test items, would be a primary focus for Principals, APs, Academic Instructional Coaches and Counselors. Presentations will be customized for each level. See high school sample attached along with Executive Team meeting agenda. Role groups will determine implications for preparation for formats that may be new for students.</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>Assistant Superintendents continue to support principals as evidenced through their weekly reports (see attached). PLC support and CCV feedback is provided to the principals as they work diligently to improve the implementation of the three pillars.</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>During the 2/10 Instructional Cabinet meeting, a mid-year comprehensive presentation on the CSR was shared with all participants (see attached). In addition, during the Cabinet retreat, priorities for the Academic division were shared with Assistant Superintendents for consideration and feedback. Revisiting and refining a visual illustrating a balanced assessment system is essential and is being developed. As part of this, we are preparing to pilot at least two assessment resources that will allow teachers to enter the standard or standard/s they want to assess and have access to a variety of high quality, standards-aligned, grade level items. See sample assessment committee agenda.</p>	<p>During the 3/9 Instructional Cabinet meeting, Assistant Superintendents and Executive Administered used the TNTP student work protocol to review sample assignments from the JCPS curriculum frameworks. They discussed how they could use this tool to work with PLCs and support system 1. The improvement priorities for CSI schools were also shared and we began discussions regarding the implications for district support (see attached agenda).</p> <p>There have been nine CSRs completed during the Spring 2020 semester to date.</p>	●

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
7	Instruction Management	B2. Review data metrics and actions from Vision 2020/CDIP regularly at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	See slides from January Vital Sign meetings. In addition, Vision 2020 in Action progress report is scheduled for the February 25th board agenda (see attached). The school support tracking system report shows 9,893 hours of district support to schools/ achievement areas for January. Attached are the number of hours by school.	See slides from Vital Sign meetings - Climate & Culture Round 2. The school support tracking system report shows 11,719 hours of district support to schools/ achievement areas for February. Attached are the number of hours by school.	●
8	Instruction Management	B3. Develop and implement a protocol to use data analysis findings to inform changes to policies, procedures, and practices	Dossett	10/01/18	10/01/20	Monthly	●	The data analysis protocol for school level vital sign reviews was distributed to schools with their January (cycle 3) report (see attached).	The 2nd round of the Climate and Culture Vital Signs has been completed. The research department is now working on creating a school level ppt slide deck that schools can use for their own vital signs (in addition to the school level report that is currently provided). Nine Comprehensive System Reviews have been completed to date for the Spring 2020 semester.	●
9	Instruction Management	C.As part of this system, there should be accountability for execution of this plan, as well as professional learning provided as needed, at all levels (e.g., superintendent, cabinet members, Area Assistant Superintendents, middle level management, school administrators, teachers) to ensure effectiveness.								
10	Instruction Management	C1. Develop and implement a monitoring process to ensure execution of Vision 2020/CDIP	Dossett	10/01/18	10/01/20	Monthly	●	Vision 2020 in Action progress report is scheduled for the February 25th board agenda (see attached). A smartsheet has been developed for the new strategic planning process. Representatives for the advisory team are currently being received with the first meeting planned for March.	The core team working on developing the next JCPS strategic plan is meeting weekly (see attached agendas). The advisory team meetings have been scheduled.	●
11	Instruction Management	C2. Provide support for the effective implementation of Vision 2020/CDIP based on the results of the monitoring process.	Coleman, Horton	10/01/18	10/01/20	Monthly	●	We are revisiting the organization of resources in Academics to determine needed changes. See attached- "What we're thinking about in Academics" handout from Cabinet retreat. 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.	Assistant Superintendents continue to support principals as evidenced through their weekly reports (see attached). PLC support and CCV feedback is provided to the principals as they work diligently to improve the implementation of the three pillars. 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.	●
12	Instruction Management	C3. Ensure that the evaluation system is aligned with the district's goals and action plan	Coleman, Horton, Adams	10/01/18	10/01/20	Monthly	●	Mid-year reviews have been recorded in the attached JCPS Evaluation Update Response document. Chief of Staff has reviewed all mid-years Grade 8 and above and provided feedback.	CO summative evaluations will be recorded in the Google Sheet and submitted to HR for review and filing.	●
13										

JCPS Final CTE CAP















	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
1	CTE	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding career and technical education								
2	CTE	A1. Establish and implement a process to ensure that all board policy and procedures regarding career and technical education are sent to the Commissioner for review	Dennes	10/01/18	10/01/20	Monthly	●	The log through February is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and processes. Email discussions regarding considerations attached.	The log through March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and processes. 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	●	Planning session scheduled for Feb 28th to review all OTR systems work and establish a plan for a "mini audit" of documented processes and work instructions as defined.	Draft organizational tool to collect all work guidelines and processes (Process Map) is being compiled. Attached you will find: Cover Page Pathway Management Template Master Scheduling Template	●
4	CTE	B. Inaccuracies in federal and state data reporting indicates noncompliance with Perkins, KRS 157.069, and College and Career Readiness Accountability, pursuant to KRS 158.6453. Areas of specific concern include discrepancies apparent in the TEDS data, student transcripts and schedules, student credit, and attendance data.								
5	CTE	B1. Develop, implement and monitor a system to ensure compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.	Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.	●
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	●	The department is in the process of hiring OTR Director. Job posting closed on 2/6/2020.	Hired new Director of Transition Readiness. announced on 2/24/2020.	●
7	CTE	B3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Quarterly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
8	CTE	C Inaccuracies in documentation of career pathways indicate pathways were incomplete, invalid, and inaccurate or were not followed, which indicates noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453. Documentation reviewed include master schedules, student transcripts and student schedules.								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
9	CTE C1. Develop, implement, and monitor a protocol for pathway modifications based on industry data and advisory meetings to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Annually	●	Deadline for schools to submit pathway modifications was January 30th. The attached Pathway Management Google Sheet houses links to all the modifications forms that were submitted by the schools and indicates their OTR approval status for the 20-21 school year. These pathway changes for 2020-21 will not move forward to KDE until they have been fully approved through this internal process.	Pathway modifications have been reviewed by instructional leads and the Assistant Superintendent of High Schools. Changes were discussed with the High School Team and impacts and outcomes to students were considered. Some requests were denied and will be resubmitted once additional information has been collected by the instructional lead. Sample of approved pathway modification forms are attached.	●
10	CTE C2. Develop, implement, and monitor a process to ensure that pathways and master schedules submitted to the CTE department so that the district can check if courses are aligned in pathways and meet the four course sequence	Rogers	10/01/18	10/01/20	Annually	●	At this point in the CPT "Life Cycle", the OTR office is collecting any requests to modify, add, or retire pathways. School leaders were expected to submit modification pathway forms by January 30th. These modifications are in review for approval by the end of February.	Schools are in the process of submitting their 20-21 CPT forms and building their master schedules. Instructional leads are reviewing those submissions in conjunction with the master schedule resource teacher that manages the master schedule processes in IC. Together they will review the CPT forms for accuracy against the KDE Program of Study and Infinite Campus courses.	●
11	CTE C3. Develop, implement, and monitor a process to ensure correct course codes are used at the school level (including CTE courses, work based learning opportunities, etc.)	Rogers/ Royster	10/01/18	10/01/20	Annually	●	Formalized course sequence and pathways by submitting the pathway modification by January 30th. Modifications will be reviewed and approved based on Labor Market Information. CTE pathway instructional leads are the first line of review for all pathway adds or changes. This review is in process. The attached grid contains the links to the required documents to be signed off on before being presented to the Assistant Superintendent of High Schools for final approval.	Continuing to build tools to help schools use the correct course codes for pathways. Example this month, CTE office published a work based learning manual which is a comprehensive guide to all things related to work based learning and will be distributed to schools. The attached publication incorporates sections that explain the correct use of course codes.	●
12	CTE C4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
13	CTE D. School level CTE staff are not identified and/or identified staff do not have the knowledge and/or authority to implement the CTE program with fidelity, creating a system that provokes noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453, in the ways described immediately above. Evidence includes school and district level interviews as well as TEDS reports.								









Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
14	CTE D1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.	Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.	●
15	CTE D2. Develop, implement, and monitor a system to ensure staff are adequately knowledgeable with the CTE program to demonstrate compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 157.069 and KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.	Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.	●
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	●	Deadline for schools to submit pathway modifications was January 30th. The attached Pathway Management Google Sheet houses links to all the modifications forms that were submitted by the schools and indicates their OTR approval status for the 20-21 school year. These pathway changes for 2020-21 will not move forward to KDE until they have been fully approved through this internal process.	Pathway modifications have been reviewed by instructional leads and the Assistant Superintendent of High Schools. Changes were discussed with the High School Team and impacts and outcomes to students were considered. Some requests were denied and will be resubmitted once additional information has been collected by the instructional lead. Sample of approved pathway modification forms are attached.	●
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	●	Formalized course sequence and pathways by submitting the pathway modification by January 31th. All modifications and supporting documentation will be reviewed for approval Assistant Superintendent of High Schools.	Continuing to build tools to help schools use the correct course codes for pathways. Example this month, CTE office published a work based learning manual which is a comprehensive guide to all things related to work based learning and will be distributed to schools. The attached publication incorporates sections that explain the correct use of course codes.	●
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.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
19	CTE	D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	●	Developed Perkins V school budget application for the 2020-21 school year in accordance with the new regulations as determined by KDE. This information will be shared with principals, CTE administrators and CTE teachers.	Continuing to work with schools on their Perkins V school budget packets for 20-21 which are due at the end of March. The district office will compile the school budgets for review and completion of the GMAP application process by May 1. The Perkins Assurances are on the Board agenda for the 3/23/20 meeting.	●
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 February 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 March are included on this sheet which is attached to this row.	●
21	CTE	E.The District CCR Coordinator should create a process that ensures that the benefits and the value of CTE are clearly communicated to all school leadership and become part of the district's culture.								
22	CTE	E1. Develop, implement, and monitor a process that ensures the benefits and value of CTE are clearly communicated to all school leadership and become part of the district's culture	Rogers	10/01/18	10/01/20	Monthly	●	To ensure counselors are cognizant of the Career Pathway needs in the scheduling process, we revisited the CPT process during the January Counselor Meeting. We focused on the impact on student scheduling and connected accountability outcomes to course selection. See slide 10 in the attached HS Counselor presentation.	CTE options were the topic at several points in the HS Principal meeting demonstrating the pervasive nature of CTE programming in school planning. Attached is a copy of the February agenda. CTE programming was a part of the graduation requirement section. It was also a topic for the Academies of Louisville and Magnet/Choice/Alternative principal breakout sessions.	●
23	CTE	E2. Establish a feedback loop to determine perceptions of school leadership around the value of CTE	Rogers	10/01/18	10/01/20	Annually	●	Counselors were asked what priority CTE courses played in the scheduling process. Answers represent a shift in the priority and value CTE plays in the scheduling process. Many have shifted their thinking from CTE is just another elective to CTE is part of the core requirements.	During the Principal Meeting, they used a parking lot system for questions that need a follow-up. Additionally, participants are asked to add notes to a plus./delta chart for improvement for future training. No questions pertaining to CTE programming were added to the parking lot.	●
24	CTE	F. The District CCR Coordinator should collaborate with school leadership to ensure that all school staff understand the opportunities that CTE programs provide for all students. This message should also be shared regularly with students and parents.								
25	CTE	F1. Develop, implement, and monitor a process for all school staff that clearly communicates the opportunities CTE programs provide for all students	Rogers	10/01/18	10/01/20	Monthly	●	We have created a data protocol that walks multiple stakeholder groups through the KY Stats Future Demand data page to understand the current and future labor market intelligence by occupation group and specific occupations. This data protocol helps school leaders make decisions about pathways to be offered in their schools.	School staff recieved a hard copy and electroinic copy of the revised Work-Based Learning manual which details several options for experience-based work aligned with CTE pathways for all students. This includes traditional co-op experiences as well as internships and apprenticeships.	●
26	CTE	F2. Develop, implement, and monitor a process that clearly communicates to all parents and students the opportunities CTE programs provide for all students	Rogers	10/01/18	10/01/20	Monthly	●	We have created a data protocol that walks multiple stakeholder groups through the KY Stats Future Demand data page to understand the current and future labor market intelligence by occupation group and specific occupations. This data protocol helps students and parents explore the near future labor market to understand demand and average earnings by occupation. HS Counselors were trained on this protocol at the January 2020 meeting	School staff received an electronic version of the Student/Parent guide to Work-Based Learning which explains the different opportunities to gain work-based experience aligned to CTE pathway learning opportunities. This handbook also details the important steps students must take in advance and during the learning experience.	●

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27	CTE	F3. Develop, implement, and monitor a process to review and increase each student group's participation and success in CTE programs	Rogers	10/01/18	10/01/20	Semi-annually	<div></div> <p>Continued focus on school implementation of equity plans as many focused on student recruitment to programs.</p> <p>Also, focusing Perkins Budget priorities on raising technical skill and academic skill attainment with an eye towards engaging special populations as well as racial and gender groups. Submitted as evidence is a sample budget packet for school level Perkins budgeting. In it are tabs that detail the budget priorities. School allocations were also made in part using a formula that specifically funds enrollment of at-risk students.</p>	<p>Continued focus on school implementation of equity plans as many focused on student recruitment to programs. Schedule requests are usually collected through March.</p> <p>Continued work on Perkins Budget priorities to raise the technical skill and academic skill attainment of students in special populations as well as racial and gender groups.</p> <p>In March instructional leads reviewed pathway enrollment population data in order to better evaluate ELL supports at schools with a diverse population. One example that is attached is data from Manufacturing, Skilled Trades Sector. The instructional lead reviewed this data with the teachers to during a PLC meeting on how to incorporate strategies to improve instruction for ELL students.</p>	<div></div>
28	CTE	F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	<div></div> <p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February are included on this sheet which is attached to this row.</p>	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through March are included on this sheet which is attached to this row.</p>	<div></div>
29	CTE	G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.							
30	CTE	G1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	<div></div> <p>The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.</p>	<p>Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.</p>	<div></div>
31	CTE	G2. Develop, implement and monitor a system that ensures all CTE coordinators are trained in TEDS and Perkins requirements	Rogers	10/01/18	10/01/20	Annually	<div></div> <p>The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.</p>	<p>Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.</p>	<div></div>

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32	CTE	G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly		At our Feb 12th OTR Staff meeting we discussed ways to train and communicate and keep school CTE Administrators and Principals up to date on CTE data review and deadlines without the need to pull them away during school time. As part of our Feb 28th planning session, we are going to incorporate standardized methods of training that allow easy access for all that need this information.	Data was a big focus of the Feb 28th planning meeting. From that meeting there were many takeaways on reporting. One concept was a data book system for all things related to CTE. The team will continue to build on this concept with the idea of providing more dashboard type data to schools which can more quickly and easily identify areas of training. In March instructional leads reviewed pathway enrollment population data in order to better evaluate ELL supports at schools with a diverse population. One example that is attached is data from Manufacturing, Skilled Trades Sector. The instructional lead reviewed this data with the teachers to during a PLC meeting on how to incorporate strategies to improve instruction for ELL students.	
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 February 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 March are included on this sheet which is attached to this row.	
34	CTE	H. Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.								
35	CTE	H1. Develop, implement and monitor a process that allows central office CTE staff access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly		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 February 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 March are included on this sheet which is attached to this row.	
39	CTE	I. Establish a process to ensure that all district staff explore opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning.								
40	CTE	I1. Develop, implement, and monitor a process to ensure that district staff create opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning (e.g., shared professional learning opportunities)	Smith/ Rogers	10/01/18	10/01/20	Monthly		The CTE Instructional Leads have partnered with the High School ELA Lead to coordinate a training on reading and writing strategies to be used in CTE classrooms. This training stems from some initial training done in the cohort groups this past fall. Overwhelming feedback led to the more in-depth training taking place on February 14th.	On February 14th (Gold Day), CTE collaborated with the ELA High School Lead to implement a cross content PD for CTE teachers on reading and writing strategies. Attached are the slides from that presentation.	

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
41	CTE	J2. 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	●	Feedback on the training scheduled for February 14th will be gathered using the attached tool.	Feedback from the February 14th session was collected using the tool attached.	●
42	CTE	J. Create written processes that address data collection and accuracy, finance, reviews of program standards by both the district and schools, and student testing.								
43	CTE	J1. Develop, implement, and monitor written processes that address data collection and accuracy by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.	Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.	●
44	CTE	J2. Develop, implement, and monitor written processes that addresses finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	Developed Perkins V school budget application for the 2020-21 school year in accordance with the new regulations as determined by KDE. This information will be shared with principals, CTE administrators and CTE teachers.	Continuing to work with schools on their Perkins V school budget packets for 20-21 which are due at the end of March. The district office will compile the school budgets for review and completion of the GMAP application process by May 1. The Perkins Assurances are on the Board agenda for the 3/24/20 meeting.	●
45	CTE	J3. Develop, implement, and monitor written processes that address reviews of program standards by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	The pathway lever chart houses program standards, common formative assessments, dual credit, etc. This tool is being utilized to align pathways and to monitor program standards. See attachment.	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	CTE	J4. Develop, implement, and monitor written processes that address CTE testing by both the district and schools	Thompson	10/01/18	10/01/20	Semi-annually	●	No allegations for Transition Readiness testing were filed in February as of 2-13-2020	No allegations for Transition Readiness testing were filed in March as of 3-13-2020	●
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. Sent Career and Technical Education Updates via Weekly Testing Unit Bulletin to BACs, principals and district support staff. Shared update with BACs on KYOTE scores posted in IC.	Provided clear guidance for ACT Test Coordinators for completing ACT test non-participation requests in SDRR. Reminders sent to ACT Test Coordinators of activities to complete. Skype meeting with KDE and ACT to provide clear directions to share with ACT Test Coordinators based on the upcoming closure of schools. Forwarding Sherri Craig's email to CTE EOP coordinators to ensure they receive updated information about revised test windows.	●
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 February 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 March are included on this sheet which is attached to this row.	●

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49	CTE	K. All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.								
50	CTE	K1. Develop, implement and monitor a system to train all high school counselors on CTE to ensure that they understand CTE pathway scheduling requirements	Rogers/ Royster	10/01/18	10/01/20	Quarterly		There is dedicated time made available at each high school counselor meeting for CTE related updates. The January 23rd HS Counselor Meeting covered a review of the CPT and the modifications deadline (January 31st) as well as a deep dive into some Labor Market Intelligence.	There is dedicated time at each high school and middle school counselor meeting for CTE updates. Meetings for the remainder of the school year are cancelled, so the March and April topics will be delivered via video or google classroom assignments. Attached is the invitation to present at the March meeting	
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		We asked counselors where CTE courses fell in their priority for scheduling. 23% answered that CTE was as important as CORE graduation requirements when scheduling and 73% responded that CTE was secondary to CORE, but more than just random elective courses. This represents an increase in value for CTE in the scheduling process. A screenshot of that poll is on the word document attached. After walking through the LMI data protocol we asked counselors about the comfort level in using LMI personally and helping students and families make sense. Most felt comfortable with the data tool and helping students and families, but it was a informative that a small few did not see how this information was related to their work as a school counselor. This means there is still work ahead. Attached is the feedback from that survey question.	Typically, we include survey questions into the training to gauge audience understanding. Attached is a copy of the questions asked in the January Meeting that we provided as feedback after the training.	
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 February 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 March are included on this sheet which is attached to this row.	
53	CTE	L. Create a process that ensures advisory councils meet the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development.								
54	CTE	L1. Develop, implement and monitor a process that ensures advisory councils meet the meeting requirement of twice a year and the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development	Rogers	10/01/18	10/01/20	Semi-annually		New Advisory Committee Monitoring Tool is attached.	New Advisory Committee Monitoring Tool is attached.	

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
55	CTE	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	The end of January into the first of February, schools followed the outlined process to ensure students were reported correctly in IC and TEDS in order to meet the deadlines, end of program assessment, and exceptional work experience deadlines set by KDE. OTR continued to work closely in collaboration with Kiley Whitaker and the JCPS IT department on the mid-year process. The communication to CTE administrators continued to include reminders to work with the instructional leads on pathway changes for the 2020-21 school year and industry certification funding opportunities for disadvantaged students.	Planning meeting scheduled for Friday 3/13/20 with Kiley to discuss the plans for the TEDS automation process for the remainder of the school year. We are preparing to send out the third round of TEDS records for the audit process monitoring. As part of the communication we are sharing the power point from the KDE website about transition readiness as a refresher for when the schools are working with their name and need charts. LAVEC principals will receive notice this week to confirm their LAVEC pathways by March 27th. Draft communication is attached and will go out after the 3/13/20 meeting with Kiley.	●
56	CTE	L3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Semi-annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
57	CTE	M. District CTE leadership should ensure that the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data from the High School Feedback reports are addressed at all schools with fidelity.								
58	CTE	M1. Develop, implement, and monitor a system that ensures the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data on students who graduate (e.g., High School Feedback Reports, National Student Clearinghouse) are addressed at all high schools with fidelity	Rogers/ Royster	10/01/18	10/01/20	Annually	●	During the January HS Counselor meeting, we reviewed a data protocol designed to help school leaders as well as students and families use the KY Stats Future Skills data tool. This tool shows users the labor market projections for replacement jobs and average wages by occupation and occupation groups. The CTE Instructional Leads were also trained at their bi-weekly meeting using the same data protocol.	For the March High School Counselor meeting, a data dive into the high school feedback and/or the National Student Clearinghouse student tracker data was being designed. Attached are the planning notes for that session (meeting canceled, work will continue for presentation in recorded format in April).	●
59	CTE	M2. Develop, implement, and analyze a feedback system from school staff to determine success of graduates	Rogers/ Royster	10/01/18	10/01/20	Annually	●	Data protocols to review high school graduates are in development, specifically to be tested with HS counselors in the March, 2020 meeting. These protocols will build on previously released protocols about National Student Clearinghouse data on college going, retention, and completion. Attached are the planning notes for the March workshop with counselors.	Attached is a screen shot of the survey question to be used after training on the National Student Clearinghouse Student Tracker data protocol.	●
60	CTE	N. Establish a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings.								

















Area	KDE Recommendations and JCPs Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
61	CTE N1. Develop, implement, and monitor a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings	Rogers	10/01/18	10/01/20	Annually	●	The OTR team has created a data protocol to walk stakeholders through the use of the KY Stats Future Skills Demand data tool to understand the future needs of our community workforce. This tool is designed to help stakeholders understand how to access the data, interpret the information, and use the information to determine the future of CTE programs and pathways in their building.	As a part of the process mapping (A2), our office is updating all processes and work guidelines into one common format. An initial draft of the "Process for SBDM Review and Approval of CTE Pathways" is attached for review.	●
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	●	After training, we have a survey question to gauge the comfort level of trainees using the data tool to make decisions. This survey question is similar to the one used when training high school counselors.	A survey question has been created to check for understanding after implementing the LMI Data protocol.	●
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 February 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 March are included on this sheet which is attached to this row.	●













JCPS Final CAP IDEA

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
1	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Special Education								
2	IDEA A1. Establish and implement a process to ensure that all board policy and procedures regarding Special Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log through February 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 March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and processes. Email discussions regarding considerations attached.	●
3	IDEA 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	IDEA 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	●	Met January 28, 2020. Meeting agenda attached. Next meeting scheduled for February 25, 2020.	Met February 25, 2020. Meeting agenda attached. Next meeting scheduled for March 24, 2020.	●
5	IDEA 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 January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	●
6	IDEA A5. Review organizational charts to ensure necessary support structure in place to implement special education services and the Final CAP with fidelity	Chevalier	10/01/18	10/01/20	Annually	●	ECE Department continues process of developing a plan for addressing district needs through continued reorganization.	ECE Department continues process of developing a plan for addressing district needs through continued reorganization. The proposed organizational chart and job descriptions will go to the April Board of Education Meeting.	●
7	IDEA B. (IDEA #1) The district lacks clear, district-wide processes and coordinated systems of accurate collection, reporting, and utilization of student level behavior data. There is a clear disconnection between the collection of the data and its use for implementing a district-wide approach to student discipline, including the behavior supports necessary for successful implementation. Without appropriate positive behavior supports to address behaviors that impede learning, the district does not meet the standard required under 707 KAR 1:320, Section 5(2)(a).								
8	IDEA B1. Develop and implement a monitoring and evaluation process to ensure execution of behavior data entry and analysis protocols	DeFerrari	10/01/18	10/01/20	Monthly	●	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (2/4/2020), Friday Data Fidelity Meeting (1/31/20 and 2/6/20), and various IC Behavior Correction emails. On 1/23/20 and 1/28/20 a training was held with all assistant principals to review behavior data entry and fidelity topics. This training included KDE updates on Weapons event entry. The training powerpoint is attached.	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (3/5/2020), Friday Data Fidelity Meeting (2/21/19), and various IC Behavior Correction emails. On 2/20/20, the Behavior Attendance Alignment meeting occurred. The agenda is attached. On 2/25/20 and 3/8/20 a training was held with all assistant principals to review behavior data entry and fidelity topics. C and C led school APs through several calibration scenarios for IC entry. The training powerpoint is attached.	●















Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
9	IDEA B2. Provide support for the effective implementation of behavior data entry protocol based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly	●	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (2/4/2020), Friday Data Fidelity Meeting (1/31/20 and 2/6/20), and various IC Behavior Correction emails. On 1/23/20 and 1/28/20 a training was held with all assistant principals to review behavior data entry and fidelity topics. This training included KDE updates on Weapons event entry. The training powerpoint is attached.	Included are meeting agendas and tracking documentation from the Arrest, Restraint & Seclusion meeting (3/5/2020), Friday Data Fidelity Meeting (2/21/19), and various IC Behavior Correction emails. On 2/20/20, the Behavior Attendance Alignment meeting occurred. The agenda is attached. On 2/25/20 and 3/8/20 a training was held with all assistant principals to review behavior data entry and fidelity topics. C and C led school APs through several calibration scenarios for IC entry. The training powerpoint is attached.	●
10	IDEA B3. Review policies, procedures, and practices based on findings from data reviews to ensure successful implementation of positive behavior supports	DeFerrari	10/01/18	10/01/20	Monthly	●	MTSS Behavior secondary team met to review results of classroom observation. Data is attached.	MTSS Behavior Elementary team met to review results of classroom observation. Agenda is attached. Data previously attached.	●
11	IDEA B4. Develop, implement, monitor, and act on special education indicator data (e.g., 4, 9,10) and significant disproportionality to decrease removals at the school level	Horton Chevalier DeFerrari	10/01/18	10/01/20	Monthly	●	Indicators 4, 10 and 13 Corrective Action Plans implementation in progress. Training will be provided on February 12 and 13 on Indicator 13. See attached agenda for February.	Indicators 4, 10 and 13 Corrective Action Plans implementation in progress. ECE and Culture & Climate staff continue to refine systems for monitoring suspensions. The team drafted a suspension reduction plan to be shared with principals. Draft document is attached.	●
12	IDEA B5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
13	IDEA C. (IDEA # 4)The continuum of educational settings in JCPS does not meet the standards established in the Individuals with Disabilities Education Act and is insufficient under 707 KAR 1:350.								
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. To increase supports to students three new highly structured classroom are being opened. The teacher and instructional assistant positions are currently advertised. The Framework for Highly Structured Classroom attached.	Coordination of Student Support meeting agendas/notes attached. To increase supports to students three new highly structured classroom are being opened. One teacher has been hired and the other positions for teachers and instructional assistants are currently advertised.	●
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 to C1 on line 14. To increase supports to students three new highly structured classroom are being opened. The teacher and instructional assistant positions are currently advertised. The Framework for Highly Structured Classroom attached on C1, line 14.	Coordination of Student Support meeting agendas/notes attached to C1 on line 14. To increase supports to students three new highly structured classroom are being opened. One teacher has been hired and the other positions for teachers and instructional assistants are currently advertised.	●
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)	Chevalier	10/01/18	10/01/20	Annually	●	Next training for ECE Implementation Coaches scheduled for February 12 and 13. The three hour training will include training on IEP utilizing Student Case Study, Indicator 13, and Progress Monitoring.	Next training for ECE Implementation Coaches scheduled for March 11 and 12. The three hour training will include training on Extended School Year, Related Services, and School to School Transitions.	●













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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	●	The next GLEC ARC Chairperson training for newly on boarded ARC chairs scheduled for 3/5/2020. Additionally, new ARC Chairs will receive small group/1-1 training with a Supervisor of ECE Implementation. February meeting agenda for ECE Implementation Coach/ARC Chair attached.	GLEC ARC Chairperson training for newly on boarded ARC chairs completed 3/5/2020. Additionally, new ARC Chairs will receive small group/1-1 training with a Supervisor of ECE Implementation. March meeting agenda for ECE Implementation Coach/ARC Chair attached.	●
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 January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. 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. 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.	Coordination of Student Support meeting agendas and notes attached to C1 on line 14. . Currently there are five waivers two for MSD and three for LDSC. Currently, one of the waived LDSC is within caseload limit due to student moving.	●
21	IDEA C8. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●
22	IDEA D. (IDEA # 6) Educational placement decisions for students with disabilities are made to override the decisions made during the Admissions and Release Committee (ARC) process in violation of 707 KAR 1:320								
23	IDEA D1. Conduct professional development for ARC Chairpersons that will focus on the ARC process and protocols and the chairperson's role and role of each ARC member (including decision making authority) to ensure decisions are made in accordance with the Least Restrict Environment provision	Chevalier	10/01/18	10/01/20	Annually	●	The ECE Implementation Coaches (ARC Chairpersons) participated in 3 hours of training on February 12 and 13. The topics were IEP, progress monitoring and transition (Indicator 13). The agenda is attached. The IEP training is aligned with the KDE Record Review and IEP Guidance Documents.	The ECE Implementation Coaches (ARC Chairpersons) participated in 3 hours of training on March 11, 12 and 26. The topics were ESY, Related Services and transition ARC meetings. The agenda is attached. The IEP training is aligned with the KDE Record Review and IEP Guidance Documents.	●
24	IDEA 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 January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	●















Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
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 January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached (D2-line 24).	
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 January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached (D2-line 24).	
27	IDEA	D5. Review and analyze individual student data for concise discussions at the ARC meetings and use in the development of programmatic supports and IEP development and implementation	Chevalier	10/01/18	10/01/20	Monthly		During the month of January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached (D2-line 24).	
28	IDEA	E. (IDEA #7) The district lacks a system to ensure that referrals for special education services (Child Find) are handled both consistently and in a timely fashion, in violation of 707 KAR 1:300 and IDEA								
29	IDEA	E1. Provide training on the Child Find requirements and Referral Process to all administrators, ARC chairs and all teachers at each school	Chevalier	10/01/18	10/01/20	Annually		Child Find training completed.	Child Find training completed.	
30	IDEA	E2. Implement a monitoring system that includes a process for notifying the Lead Psychologist (school psychologist, if appropriate) when a student transfers schools during the initial evaluation process	Chevalier	10/01/18	10/01/20	Monthly		Assessment Alert Data attached. Process monitored by Lead Psychologist. There have been 727 assessment requests since 1/10/2020.	Assessment Alert Data attached. Process monitored by Lead Psychologist. There have been 722 assessment requests since 2/11/2020.	
31	IDEA	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. Example of the email sent in February 2020 attached.	Activity continues with daily emails sent to principals when non-disabled students reach thresholds of removals. Example of the email sent in March 2020 attached.	
32	IDEA	F. (IDEA # 5) The district lacks a system to ensure disciplinary removals are consistent with the requirements of IDEA and 707 KAR 1:340, Sections 13 and 14. Interviews and observations indicate there is a lack of clarity as to the requirements under IDEA for disciplinary removals and resulting in inconsistency across the district.								
33	IDEA	F1. Provide regular training to school administrators on documenting removals and understanding the FBA, BIP, and manifestation determination, and the ARC decision making process.	DeFerrari	10/01/18	10/01/20	Annually		FBA/BIP/MDR training's for administrators and teachers will take place on February 17,2020. Session Summary Attached	FBA/BIP/MDR training's for administrators and teachers will take place on March 26, 2020. Session Summary Attached	
34	IDEA	F2. Conduct regular checks (e.g., due process file reviews) at schools for implementation and provide support and guidance in the target areas based on findings from the checks	DeFerrari	10/01/18	10/01/20	Monthly		Continued review of student files and recommendations communicated to schools (email regarding review review attached)	Continued review of student files and recommendations communicated to schools (email regarding review review attached)	







Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
35	IDEA	F3. Develop and implement a process to assess alternative placements and make adjustments as needed based on the findings (e.g., facilities, procedure changes, data review, etc.)	DeFerrari	10/01/18	10/01/20	Monthly		ECE Behavior Team meetings are continuing to occur (agenda attached)	ECE Behavior Team meetings are continuing to occur (agenda attached)	
36	IDEA	G. (IDEA # 8) Special transportation is not provided for all students with disabilities, but rather students are assigned to schools based on the structure and availability of transportation, in violation of 707 KAR 1:290, Section 5 and IDEA. Additionally, students attending the Kentucky School for the Deaf (KSD) are not provided door-to-door transportation, but are instead required to meet at a central location Kentucky School for the Deaf (KSD), but are instead required to meet at a central location where they are then transported to KSD, in violation of IDEA.								
37	IDEA	G1. Develop, implement, and monitor a process by which ARCs are trained on special transportation services	Chevalier	10/01/18	10/01/20	Annually		Action item completed, annual process.	Action item completed, annual process.	
38	IDEA	G2. Ensure that special transportation is available at all schools if students' IEPs require this service	COO Stites	10/01/18	10/01/20	Monthly		Transportation conducted meeting with ECE Placement Specialist. (Email attached.) The Transportation and ECE Departments collaboration meeting February, 11, 2020; agenda attached.	ECE Department and Transportation meeting scheduled to meet April 8, 9, 10 to discuss 2020-2021 projections. Transportation conducted meeting with ECE Placement Specialist. (Email attached.)	
39	IDEA	G3. Review the length and duration of bus rides and refine existing routes if needed	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 and Monitors continue to receive training to better prepare them to respond to student behavioral needs. The Transportation and ECE Departments collaboration meeting February, 11, 2020; agenda attached.	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 and Monitors 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.								

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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 January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings 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	●	ECE Department continues process of developing a plan for addressing district needs through continued reorganization.	ECE Department continues process of developing a plan for addressing district needs through continued reorganization. The proposed plan is scheduled to be on the April board meeting for approval.	●
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	●	The ECE Department continues to update the three-year professional development plan (see attached). The tentative dates for the Diverse Learners Summer Institute are July 28, 29 and 30.	The ECE Department continues to update the three-year professional development plan (see attached). The dates for the Diverse Learners Institute (DLI) are July 28, 29 and 30. The team met March 5, 2020 to plan topics and discuss logistics for the DLI (agenda attached).	●
46	IDEA H4. Design and implement professional development for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation	Chevalier	10/01/18	10/01/20	Annually	●	The ECE Department continues to update the three-year professional development plan (see attached). The tentative dates for the Diverse Learners Summer Institute are July 28, 29 and 30. The ECE Implementation Coach (ARC chair) training will be included in the summer institute.	The ECE Department continues to update the three-year professional development plan. The dates for Diverse Learners Institute (DLI) are July 28, 29 and 30. DLI will have sessions for ARC Chair training on all three days. The team met March 5, 2020 to plan topics and discuss logistics for the DLI. (agenda attached to H3-line 45).	●
47	IDEA H5. Review ARC process for determining if students need counseling on their IEPs as a related service and identify the appropriate service provider: mental health specialist or guidance counselor	Chevalier	10/01/18	10/01/20	Monthly	●	On February 19, 2020, the related services report was generated. 215 students from 65 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 for trend data and current report of Counseling as Related Service.	As of March 12, 2020, 231 students from 65 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 for trend data and current report of Counseling as Related Service.	●
48	IDEA H6. Determine which students are being under-served according to their individual needs and assess whether additional staff or assistive technology devices are needed.	Chevalier	10/01/18	10/01/20	Monthly	●	There have been 292 AT support requests as of 2/6/2020. The report for AT supports is attached.	As of March 10, 2020, there have been 335 AT support requests. The report for AT supports is attached.	●
49	IDEA H7. Develop and implement a system to ensure that students with disabilities have equal opportunities for ongoing participation in the same programs/activities that are available to students without disabilities	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached to H1-line 43.	●
50	IDEA 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 scheduled for February 27, 2020; agenda attached.	The ECE parent liaisons collaborated with the ARC of KY for the annual ARC of KY parent conference. ECE department staff presented at the conference on February 19 and 20 (agenda attached).	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
51	IDEA	H9. Conduct regular checks of IEPs and due process folders at schools for implementation and provide support and guidance in the target areas based on findings from the checks	Chevalier	10/01/18	10/01/20	Monthly		During the month of January, the department conducted 152 Record Reviews from ARC meetings conducted in December. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached.	During the month of February, the department conducted 203 Record Reviews from ARC meetings conducted in January. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached to H1-line 43.	
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 February 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 March 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	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	10/01/18	10/01/20	Monthly		<p>The district MTSS Support Teams are providing spring professional development on strategies in the CCEIS plan (PD Schedule attached).</p> <p>Special Education staff met to discuss the referral process and a strategy for addressing implicit bias (possibly within) this process. (Agenda attached). This was a part of the root-cause. The next steps are to bring findings from the REAP of this process to the MTSS team for discussion and next steps.</p> <p>The February CCEIS monthly updated will be submitted before the deadline which is 2/28.</p>	The Assistant Superintendents for Culture and Climate and Teaching and Learning are working in collaboration with the Chief of Exceptional Childhood Education, the Chief of Data and Accountability and the Chief Academic Officer to ensure there is a district-wide understanding of MTSS for both academics and behavior. Our goal is to launch a website with clear visuals and connected resources for the 2020-21 school year. Meetings are on-going. The most recent agenda is here: https://docs.google.com/document/d/1uRCNT2RrUAoo-sYuglSS8OHuBZHQuAtiOeeusAJMTY/edit?usp=sharing	
58	IDEA	J3. Develop a budget to support the CCEIS plan	Smith	10/01/18	10/01/20	Annually		No changes at this time.	Budget is being reviewed and will be revised as needed. A meeting is scheduled for March 26 for this purpose.	
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 for administrators and teachers will take place on February 17,2020. Session Summary Attached	FBA/BIP/MDR training's for administrators and teachers will take place on March 26, 2020. Session Summary Attached	

	Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
60	IDEA	J5. Develop a process to review discipline data to ensure resolutions are made in accordance with IDEA	DeFerrari	10/01/18	10/01/20	Monthly		February Call Log uploaded to document, follow up with schools to ensure resolutions are in accordance with IDEA	March Call Log uploaded to document, follow up with schools to ensure resolutions are in accordance with IDEA	
61	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 February 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 March are included on this sheet which is attached to this row.	
62	IDEA	J7. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around CCEIS strategies and district support	Smith	10/01/18	10/01/20	Annually		<p>The Cross Department District Resource Teacher team met and provided feedback on the self-assessment Gaps Analysis Rubric and highlights from the district implementation efforts to-date.</p> <p>Additionally, this team conducted a review of the school MTSS plans and will be providing a summary of the updates that need to be included for next year's plans.</p> <p>The MTSS webpage is still under construction for providing a coherent message around MTSS implementation efforts districtwide.</p> <p>Fidelity checks on MTSS implementation will be occurring throughout the next few months until the end of the year.</p>	<p>A team has met to update the District MTSS Handbook and to provide the guiding Handbook for schools to use for the 20-21 school year. The agenda is attached for this meeting. The team reviewed required components and identified areas where JCPS could strengthen Handbook development.</p> <p>MTSS Academic and Engagement Resource Teachers participated in training for Exact Path a Tier 2 and 3 support. This resource will be in place for schools for the 20-21 school year.</p> <p>The district is working to scale Edmentum resources for academic and engagement support with schools; starting particularly in the high schools to address students most in need of Tier 3 supports.</p> <p>The next Cross Department District Resource Teacher team meeting is scheduled for 3/20/2020 (see attached draft agenda).</p>	
63	IDEA	K. IDEA (Issue 3): Positive Behavioral Interventions and Supports								
64	IDEA	K1. Develop, implement, and monitor a district-wide plan to ensure effective implementation of positive behavioral systems and interventions in all schools for all students with special consideration for Tier II, III, and specially designed instruction	DeFerrari	10/01/18	10/01/20	Monthly		The MTSS Behavior team met and reviewed the plan TFI and Implementation Reports, as well as brainstormed changes to the Implementation Reports, and a plan for creating a training on those pieces of fidelity for new staff was created. Agenda is attached.	School personnel were offered an after school training on "Strategies for Tier 3 management in the Classroom." Training powerpoint is attached.	
65	IDEA	K2. Develop, implement, and monitor a Multi-Tiered Student Support Action Plan which utilizes a combination of staffing, programming, hands-on toolkits, and training designed to proactively address behaviors that negatively impact student learning	DeFerrari	10/01/18	10/01/20	Monthly		MTSS Engagement team delivered a district training on the Teacher Clarity Toolkit. Presentation is attached.	MTSS Engagement team delivered a district training on the Self-Reflection and Assessment Toolkit. Presentation is attached.	
66	IDEA	K3. Provide district-wide support for the effective implementation of positive behavioral systems and Tier II and Tier III interventions in all schools based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly		MTSS Behavior Resource teachers 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.	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
67	IDEA	K4. Review the district level MTSS support services and adjust based on findings from the review on a regular basis	DeFerrari	10/01/18	10/01/20	Monthly		The District Resource Collaborative team comprised of MTSS Academics, MTSS Behavior, MTSS Engagement, Teaching and Learning Department, as well as resource teachers from Diversity, Equity and Poverty department met to work to discuss school supports as well as the levels of implementation on the KDE Success Gaps Rubrics indicator. Presentations are attached.	Members from the MTSS Academics, Behavior, and Engagement teams met to review the MTSS School-Based handbook template and start the process of revising it to make it more user friendly for schools. Attached are the agenda and powerpoint used during training.	
68	IDEA	K5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly		CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	
69	IDEA	L. IDEA (Issue 9): Physical Restraint and Seclusion								
70	IDEA	L1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	DeFerrari	10/01/18	10/01/20	Monthly		26 SCM trainings scheduled for February 2020 (attached training calendar).	28 SCM trainings scheduled for March 2020 (attached training calendar). Communication to all AP's needing SCM Initial Training Dates has been made during AP Meeting on 2/25/20 and 3/4/2020. Bus driver de-escalation training was held on 2/24/2020 attached sign in sheet.	
71	IDEA	L2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	DeFerrari	10/01/18	10/01/20	Annually		Status is unchanged.	Status is unchanged.	
72	IDEA	L3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	DeFerrari	10/01/18	10/01/20	Monthly		Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting and SCM Department Meeting was held on February 5, 2020 (Attached). Questionable restraint codes were reviewed and emails were sent to administrators to review and correct. A SCM Data Fidelity Training was held for all AP's on 1.23.20 and 1.28.20. ECH associate principal training for Data Fidelity and SCM updates is scheduled for 2.14.20	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting and SCM Department Meeting was held on March 5, 2020 (Attached). Arrest Documentation Review Meeting 3/2/20 (attached agenda and email to administrator with missing documentation). Questionable restraint codes were reviewed and emails were sent to administrators to review and correct. Restraint resolution length was reviewed and emails were sent to correct start and end time. A SCM Data Fidelity Training was held for all AP's on 2.25.20 and 3.4.2020. ECH associate principal training for Data Fidelity and SCM updates was held on 2.14.2020 (attached sign in sheet) Missing debrief email was sent to principals (attached) School walkthroughs and school visits that have been conducted for the month of February attached.	
73	IDEA	L4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	DeFerrari	10/01/18	10/01/20	Monthly		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 2.5.2020. SCM requested an updated AP list from HR. The list will be cross-referenced to get any AP not trained in SCM scheduled.	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 3.5.2020. Communication to all AP's needing SCM Initial Training Dates has been made during AP Meeting on 2/25/20 and 3/4/2020.	
74	IDEA	L5. Design, implement, and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM.	DeFerrari	10/01/18	10/01/20	Annually		SCM emailed the remaining ISSM not trained in SCM to remind them of the session ons 2/21/2020 and 2/28/2020.	Attached is a sign in sheet from 2/21/2020 and 2/28/2020 of ISSM that attended the SCM training.	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
75	IDEA	L6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	DeFerrari	10/01/18	10/01/20	Annually		During the February 5th SCM department meeting it was discussed that a new survey will be sent out next month for participants registered for upcoming sessions.	New survey results were reviewed during the 3.5.2020 department meeting. Survey results indicate 95.2% of participants were satisfied with the training at a 4 or 5. 94.3% of participants stated the training met their needs at a 4 or 5. 87% of participants either preferred the online module or didn't have a preference. Attached survey results.	
76	IDEA	L7. Inform all staff of a student's IEP and BIP as appropriate and hold staff accountable for implementation of strategies and interventions	DeFerrari	10/01/18	10/01/20	Monthly		Email to administrators to update "One Pagers" was sent. (email attached)	Email to administrators to update "One Pagers" was sent. (email attached)	
77	IDEA	L8. Share results of monitoring systems with Assistant Superintendents to hold staff accountable for following required procedures	Horton	10/01/18	10/01/20	Monthly		CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	

JCPS Final CAP SCM

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
1	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding physical restraint or seclusion (safe crisis management)								
2	SCM A1. Establish and implement a process to ensure that all board policy and procedures regarding physical restraint or seclusion (safe crisis management) are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log through February 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 March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Emails to KDE for policy and procedure approval are attached.	●
3	SCM A2. Develop and implement a process whereby KDE staff will have access to all safe crisis management staff meetings and trainings	Coleman	10/01/18	10/01/20	Monthly	●	February SCM trainings attached. SCM Department Meeting 2.5.20	March SCM trainings attached. SCM Department Meeting 3.5.2020	●
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	●	All SCM updates were shared during the Superintendent's cabinet meeting on 2.10.20	The next KDE monitoring visit is scheduled for 3.25.2020. All information shared during the monitoring visit will be shared with the Superintendent's cabinet.	●
5	SCM B. There is a significant lack of understanding throughout the district regarding 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools. As a result of this lack of understanding, the district maintains policies and procedures regarding physical restraint and seclusion that are inconsistent with the regulation (e.g. school resource officers not trained in positive behavioral supports and interventions). Interviews and observations indicate the prevalence of physical restraints such as mechanical, prone or supine restraints as well as unnecessary use of physical restraint and seclusion where the student's behavior did not pose an imminent danger of physical harm to self or others, in direct violation of 704 KAR 7:160.								
6	SCM B1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	Deferrari	10/01/18	10/01/20	Monthly	●	26 SCM trainings scheduled for February 2020 (attached training calendar).	28 SCM trainings scheduled for March 2020 (attached training calendar). Communication to all AP's needing SCM Initial Training Dates has been made during AP Meeting on 2/25/20 and 3/4/2020. Bus driver de-escalation training was held on 2/24/2020 attached sign in sheet.	●
7	SCM B2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	Deferrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●
8	SCM B3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	Deferrari	10/01/18	10/01/20	Monthly	●	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting and SCM Department Meeting was held on February 5, 2020 (Attached). Questionable restraint codes were reviewed and emails were sent to administrators to review and correct. A SCM Data Fidelity Training was held for all AP's on 1.23.20 and 1.28.20. ECH associate principal training for Data Fidelity and SCM updates is scheduled for 2.14.20	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting and SCM Department Meeting was held on March 5, 2020 (Attached). Arrest Documentation Review Meeting 3/2/20 (attached agenda and email to administrator with missing documentation). Questionable restraint codes were reviewed and emails were sent to administrators to review and correct. A SCM Data Fidelity Training was held for all AP's on 2.25.20 and 3.4.2020. ECH associate principal training for Data Fidelity and SCM updates was held on 2.14.2020 (attached sign in sheet) Missing debrief email was sent to principals (attached) School walkthroughs and school visits that have been conducted for the month of February attached.	●

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status	
9	SCM	B4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	Deferrari	10/01/18	10/01/20	Monthly	●	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 2.5.2020. SCM requested an updated AP list from HR. The list will be cross-referenced to get any AP not trained in SCM scheduled.	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 3.5.2020. Communication to all AP's needing SCM Initial Training Dates has been made during AP Meeting on 2/25/20 and 3/4/2020.	●
10	SCM	B5. Design, implement, and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM.	Deferrari	10/01/18	10/01/20	Annually	●	SCM emailed the remaining ISSM not trained in SCM to remind them of the session ons 2/21/2020 and 2/28/2020.	Attached is a sign in sheet from 2/21/2020 and 2/28/2020 of ISSM that attended the SCM training.	●
11	SCM	B6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	Deferrari	10/01/18	10/01/20	Annually	●	During the February 5th SCM department meeting it was discussed that a new survey will be sent out next month for participants registered for upcoming sessions.	New survey results were reviewed during the 3.5.2020 department meeting. Survey results indicate 95.2% of participants were satisfied with the training at a 4 or 5. 94.3% of participants stated the training met their needs at a 4 or 5. 87% of participants either preferred the online module or didn't have a preference. Attached survey results.	●
12	SCM	B7. Share results of monitoring process with Assistant Superintendents and reflect in annual evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through February 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 March are included on this sheet which is attached to this row.	●

JCPS Final CAP Early Childhood

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 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 mid-February is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.</p> <p>Email discussions regarding considerations attached.</p>	<p>The log through March is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and processes.</p> <p>Email discussions regarding considerations attached.</p>	<div><div></div></div>
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: CDE Unit Meeting Agenda January 2020 EC Associate Principal Meeting Agenda 1-6-2020 EC Core Leadership Team Meeting Agenda 1-8-2020 EC Core Leadership Team Meeting Agenda 1-29-2020</p>	<p>Agendas are attached for the following meetings that have been held: EC Associate Principal Meeting Agenda 2-14-2020 EC Core Leadership Team Meeting Agenda 2-12-2020 EC Core Leadership Team Meeting Agenda 2-26-2020</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>Anderson RTC conducted a 2 part training with all ECE Resource Teachers and Instructional Coaches on December 17 and January 14 on the topic of: Data Collection and Data Driven Decision Making</p> <p>On December 13, Anderson RTC conducted training on the ECERS-3 observation tool for all new teachers hired after August, 2019.</p> <p>Child Find/RTI Screenings were conducted for 52 children in December; 38 failed the assessment and 14 passed. Out of the 38 who failed, 12 will receive services in the home or in a daycare, 14 will receive interventions in a JCPS RTI classroom and 12 resulted in a referral.</p> <p>On January 24 all Early Childhood teachers were provided training on the Early Childhood MTSS website, follow up training for all EC instructional staff on February 7 focused on using the website resources to assist in the development of Behavior Support Plans and Behavior Intervention Plans.</p> <p>CAP Smartsheet was completed during the month of January. There were no KDE comments requiring JCPS EC response.</p>	<p>Early Childhood Special Services Resource Teachers provided training to all Early Childhood Instructional Staff on the topic of: Using the EC Behavior Website to Intervene with Challenging Behavior</p> <p>Anderson RTC conducted training with all ECE Resource Teachers on February 11 on Understanding SDI and SAS Compliance Document November 2020</p> <p>Early Childhood Special Services Resource Teachers were provided training on February 18 on Guidance for Special Transportation in KY, Compliance Record Review and ECE Disproportionality (Indicators 6, 7 and 12)</p> <p>CAP Smartsheet was completed during the month of February. There were no KDE comments requiring JCPS EC response.</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 Feb 2020 Status	February 2020 Progress Notes	March 2020 Progress Notes	KBE April 2020 Status
6 ECH	B1. Develop, implement, and monitor a system to ensure that children with disabilities collaborate with non-disabled peers as much as possible	Averette	10/01/18	10/01/20	Monthly	●	<p>JCPS Early Childhood and ECE staff collaborated with partner program VIPS.</p> <p>A Quality Assurance tool was used to assess the quality of inclusion opportunities provided to special class ECE students. Visits are EC Leadership to special classrooms. Data was collected and feedback was given for programmatic decision making.</p> <p>Inclusive opportunities data for the month of January show an overall increase in total inclusion minutes and a slight decrease in the average number of inclusion minutes. This decrease can be attributed to the addition of 2 students to the report. The Inclusive Opportunities Monthly Comparisons sheet summarizes data by each month thus far in the 2019-2020 school year.</p>	<p>The Inclusive Opportunities Report for the month of February shows that 43 special class students participated in an average of 72 minutes of inclusive activities in the regular preschool classroom each day. The slight decline is due to extended absences of multiple students due to illnesses.</p> <p>An MTSS Training was offered to Early Childhood staff on the development of Behavior Support Plans using resources from the Early Childhood MTSS website.</p> <p>The Early Childhood and Exceptional Child Education leadership teams engaged in a Collaboration Meeting to discuss proposed efficiencies to current screening procedures and ECE supports for the 2020-2021 year.</p> <p>The Early Childhood Special Services Unit February and March Newsletters provides Early Childhood Resource Teachers with information and guidance regarding IEP development and reviews and regulatory and professional documents.</p>	●
7 ECH	B2. Develop, implement, and monitor a system to ensure that the early childhood program operates in compliance with administrative regulations in the areas of facilities, safety, health, and student information	Averette	10/01/18	10/01/20	Monthly	●	<p>Official ECERS-3 (Early childhood Environmental Rating Scale) observations are currently being conducted in all JCPS Early Childhood classrooms and will continue through April. Staff will receive ECERS profile score reports with accompanying constructive feedback. An action plan will be developed for any classroom needing additional coaching and support.</p> <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>December Impact Planners focused on the EC Leadership Expectations for Centers. Those were reviewed, and feedback and recommended next steps were provided to the Associate Principals.</p> <p>Operations team conducted 22 playground inspections. Playground renovations were completed at Hawthorne Elementary.</p> <p>Health & Safety Checklist Monitoring Walkthroughs compliance rate of 92% for Cochrane, Farmer, Klondike, and Stopher. There is an 84.2% overall year-to-date compliance rating with proper handwashing as a target indicator for follow-up.</p>	<p>Official ECERS-3 (Early Childhood Environment Rating Scale) observations are currently being conducted in all JCPS Early Childhood classrooms and will continue through April. Classroom staff receive ECERS profile score reports with constructive feedback. Action plans are developed for any classrooms needing additional coaching and support.</p> <p>The February Impact Planner Review indicated continued growth in using student cognitive and behavior data to drive decision making by the center leadership teams and by PLCs. The Duvalle February Impact Planner highlights an MTSS Flowchart process that is being piloted to ensure comprehensive coordinated supports for every student experiencing behavior challenges.</p> <p>In the month of February, thirty playground inspections were completed by the operations team.</p>	●
8 ECH	B3. Share results of monitoring process with supervisors and reflect in evaluations of early childhood staff and administrators	Coleman, Horton	10/01/18	10/01/20	Monthly	●	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-February are included on this sheet which is attached to this row.</p>	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-March are included on this sheet which is attached to this row..</p>	●