

JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
1	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	<div></div>	Completed	Completed	<div></div>
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	<div></div>	Completed	Completed	<div></div>
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	<div></div>	Completed	Completed	<div></div>
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	<div></div>	The Nutrition Services department was reorganized in order to centralize services; the trades department were reorganized to support equity and to build our own labor force; and the ECE department was reorganized. See attached.	The Academics department will be structured differently for next year and the organizational charts will go to the May 26 Board meeting.	<div></div>
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	<div></div>	Completed	Completed	<div></div>

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8 Planning	B3. Review data metrics and actions from Vision 2020, CDIP at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	<p>In terms of accountability during the NTI period, a district task force developed a school-based NTI plan template that outlines assurances and expectations. The plan includes expectations for teachers, parents, and students as well as actions to ensure compliance for ECE and ELL students. Each assistant superintendent reviewed the school plans with principals. Attached is a link to the template.</p> <p>The school support tracking system report shows 4,790 hours of district support to schools/ achievement areas for March. Attached are the number of hours by school.</p>	<p>Each school developed an NTI plan prior to implementing and principals are continuing to update. Those are contained in our COVID-19 Planning folder in the School Plans Subfolder: https://drive.google.com/drive/folders/1qr-L3VmiObZCahdAFJmHMc8E281taP-V?usp=sharing These have replaced bi-weekly reflections at this time.</p> <p>The school support tracking system report shows 3,292 hours of district support to schools/ achievement areas for April. Attached are the number of hours by school.</p>	●
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	●	<p>The school support tracking system report shows 4,790 hours of district support to schools/ achievement areas for March. Attached are the number of hours by school.</p>	<p>The school support tracking system report shows 3,292 hours of district support to schools/ achievement areas for April. Attached are the number of hours by school.</p>	●
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>Assistant Superintendents meet at least weekly with the Superintendent, Chief of Staff, and Chief Academic Officer to discuss NTI implementation. Agendas have included issues on participation, grading, and instruction (see attached link). Several other task forces have been established and meet regularly to provide support to schools and families (i.e. device task force, ece task force).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.</p>	<p>A variety of supports have been provided to the schools to ensure that effective implementation of NTI as it relates to the three pillars. NTI training sessions have been schedule and virtual resources have been shared with the schools (see attached).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.</p>	●

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11 Planning	C. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operational level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).								
12 Planning	C1. Develop and implement a protocol for leadership team meetings at all levels (Cabinet, middle level management and school administrators)	Dennes	10/01/18	10/01/20	Monthly	●	Agendas from cabinet member and Assistant Superintendent's staff meeting attached.	Agendas from cabinet member and Assistant Superintendent's staff meeting attached.	●
13 Planning	C2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly	●	Prior to the implementation of NTI, the district worked diligently to cross collaborate and create support materials for staff across the district. A website was launched to introduce the various resources (see attached link).	JCPS is currently planning for summer learning opportunities. The plan includes both enrichment and extend/empower sessions. See email attachment for latest updates. In addition, we are currently working on the tentative budget for next year that includes funding for key strategies to support our future state. The tentative budget and a report on investing in JCPS was shared at the May 12 board meeting (see attached).	●

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14 Planning	C3. Develop, implement and monitor a system for schools to reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly	●	<p>Instructional Cabinet developed a school-based NTI plan template that outlines the assurances and expectations. The plan includes expectations for teachers, parents, and students as well as actions to ensure compliance for ECE and ELL students. Each Asst. Superintendent reviewed the school plans with principals. Attached is a link to the template.</p> <p>Assistant Superintendents meet at least weekly with the Superintendent, Chief of Staff, and Chief Academic Officer to discuss NTI implementation. Agendas have included issues on participation, grading, and instruction (see attached link). Several other task forces have been established and meet regularly to provide support to schools and families (i.e. device task force, ece task force).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.</p>	<p>Central Office leadership continues to work with school leaders to monitor the work taking place during NTI. Intentional efforts have been made to students to ensure high levels of engagement during NTI. District leaders have created a protocol to support schools as they work with students who do not have digital access (see attached).</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.</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	●	The set of procedures for the April 21 board meeting is attached.	The set of procedures for the May 12 and May 26 board meetings are attached.	●
17 Planning	D2. Implement the Board Policy Committee that will regularly review new policies and establish a cycle for reviewing existing policies to determine effectiveness	Dennes	10/01/18	10/01/20	Semi-annually	●	Status unchanged	Board Policy committee met on April 28. See attached.	●
18 Planning	D3. Develop and implement a system for communicating policy changes to all stakeholders	Dennes	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
19 Planning	E. While the CDIP contains the required Kentucky Board of Education (KBE) goals, the expansive nature of the plan inhibits full implementation of actionable steps to guide the day-to-day work. Create 30/60/90 day plans for each department to ensure the CDIP is being fully implemented.								

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20	Planning	E1. Develop and implement a protocol to ensure that the district goals established in the CDIP are aligned to the work at the school level (e.g., vital signs checks, collaborative calibration visits, data reviews, etc.)	Horton, Coleman	10/01/18	10/01/20	Monthly	●	The core team continues to meet virtually to develop the next JCPS strategic plan (see attached agendas). In addition, the board meeting on 4/21 will include a progress report on the strategic plan as well as an update on the future state regarding student assignment, revenue and workforce development.	The core team continues to work on the new strategic plan. Here is a link to our current trello board - https://trello.com/b/Mk44VaFk/master-jcps-new-strategic-plan The agenda from the last core meeting is attached and the next core team meeting is scheduled for June 3rd.	●
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	●	Prior to the implementation of NTI, the district worked diligently to cross collaborate and create support materials for staff across the district. A website was launched to introduce the various resources (see attached link).	JCPS is currently planning for summer learning opportunities. The plan includes both enrichment and extend/empower sessions. See email attachment for latest updates. In addition, we are currently working on the tentative budget for next year that includes funding for key strategies to support our future state. The tentative budget and a report on investing in JCPS was shared at the May 12 board meeting (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	●	Instructional Cabinet developed a school-based NTI plan template that outlines the assurances and expectations. The plan includes expectations for teachers, parents, and students as well as actions to ensure compliance for ECE and ELL students. Each Asst. Superintendent reviewed the school plans with principals. Attached is a link to the template. Assistant Superintendents meet at least weekly with the Superintendent, Chief of Staff, and Chief Academic Officer to discuss NTI implementation. Agendas have included issues on participation, grading, and instruction (see attached link). Several other task forces have been established and meet regularly to provide support to schools and families (i.e. device task force, ece task force). In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.	Central Office leadership continues to work with school leaders to monitor the work taking place during NTI. Intentional efforts have been made to students to ensure high levels of engagement during NTI. District leaders have created a protocol to support schools as they work with students who do not have digital access (see attached). In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.	●

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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	●	Consultants met with executive committee, other small constituent groups, the Student Assignment Advisory Committee, and we are having a public input meeting as well. Materials attached.	Presented the status update at the Board at the April 21 Board meeting. See attached. Work with consultants continues and community meeting and meetings with principals are being planned. Here is a link to the draft next steps - https://docs.google.com/spreadsheets/d/1GtNP_sWfCd20Lu9h6r7x8ZtU86HiNo7l8Hrz7Ruijh8/edit#gid=0	●
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	●	Consultants met with executive committee, other small constituent groups, the Student Assignment Advisory Committee, and we are having a public input meeting as well.	Presented the status update at the Board at the April 21 Board meeting. See attached. Work with consultants continues and community meeting and meetings with principals are being planned. Here is a link to the draft next steps - https://docs.google.com/spreadsheets/d/1GtNP_sWfCd20Lu9h6r7x8ZtU86HiNo7l8Hrz7Ruijh8/edit#gid=0	●

JCPS Final CAP Operations

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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	●	The log through mid-April is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	The log through mid-May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	●
3	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	●	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 will continue to monitor routes daily and make changes as needed to accommodate ridership capacity and duration during 20-21 school year.	●
5	Op Support	B2. Establish and implement a transportation leadership review process for prioritization of route changes	Robinson Stites	10/01/18	10/01/20	Quarterly	●	2019-2020 Ridership Data Summary completed for this school year. This data is currently being reviewed by Coordinators in preparation for 20-21 routing.	2019-2020 Ridership Data Summary completed for this school year. This data is currently being reviewed by Coordinators in preparation for 20-21 routing. (See attached routing progress check sheet)	●
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	●	The ECE Department and Transportation met April 15, 2020 for Elementary 2020-2021 projections and are meeting April 22, 2020 for Middle and High School projections. (Meeting notes attached)	The ECE Department and Transportation Department met April 22, 2020 for Middle and High School projections. (Meeting notes attached)	●
8	Op Support	D. It is recommended that the transportation department provide more in-depth pupil management and de-escalation training over the course of the school year, rather than a one-time training in the summer. Additional strategies and techniques to utilize on the bus will lead to a decrease in disruptive behaviors and ensure the safety of all riders.								
9	Op Support	D1. Explore the possibility of adding contract days to increase the professional development opportunities for drivers on de-escalation strategies	Adams	10/01/18	10/01/20	Annually	●	Completed	Completed	●

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10	Op Support	D2. Identify and implement strategies to train drivers in pupil management and de-escalation training during the current work year	Robinson Stites	10/01/18	10/01/20	Monthly	●	Student Management training sessions will continue when new driver training resumes. Student Management training will continue during Coordinator "Table Talks". Student Management will remain a discussion topic on the Practical Application check sheet. Student Management training materials will be included in the study materials drivers and monitors will be required to review while they telecommute. (Student Management ppt attached)	Pupil Management training sessions will continue when new driver training resumes. Student Management training will continue during Coordinator Table Talks, and remain a discussion topic on the Practical Application check sheet. Pupil Management and De-escalation training sessions are being developed for periodic implementation during the the 20-21 school year in conjunction with the Climate and Culture Dept.	●
11	Op Support	E. It is recommended that the compound Perkinsrdinators 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	●	Single action, already completed.	Single action, already completed	●
13	Op Support	E2. Explore with the Teamsters Union the process to effectively assign routes	Adams	10/01/18	10/01/20	Annually	●	Completed	Completed	●
14	Op Support	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	●	April Bus Referral form and meeting Agenda/Minutes Attached.	The final transportation collaboration has occurred for this school year. Currently, transportation is collaborating with C and C staff to identify specific details for next year's trainings. The team is also working on a schedule for bus data review for the 20-21 school year.	●
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	●	April Bus Referral form and meeting Agenda/Minutes Attached.	The final transportation collaboration has occurred for this school year. Currently, transportation is collaborating with C and C staff to identify specific details for next year's trainings. The team is also working on a schedule for bus data review for the 20-21 school year.	●
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-April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-May are included on this sheet which is attached to this row.	●

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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	●	Bus driver training has been canceled due to Covid-19, and the implementation of NTI. Training will resume as soon as NTI ends and traditional school resumes. (Meeting agenda attached outlining next steps for when school resumes).	Bus driver training has been canceled due to Covid-19, and the implementation of NTI. Training will resume as soon as NTI ends and traditional school resumes. (Meeting agenda attached outlining next steps for when school resumes).	●
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	●	EIC unable to meet due to district shutdown. All drivers and monitors have been assigned study/review materials during telecommuting. (Manual and study schedule attached)	EIC unable to meet due to district shutdown. All drivers and monitors have been assigned study/review materials during telecommuting. (Manual and study schedule attached)	●
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.	Behavior data review sessions will continue during 20-21 school year.	●
23	Op Support	H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.								
24	Op Support	H1. Develop, implement, and monitor a behavior intervention plan for students whose behaviors on the bus have escalated	DeFerrari	10/01/18	10/01/20	Monthly	●	Bus driver training has been canceled due to Covid-19, and the implementation of NTI. Training will resume as soon as NTI ends and traditional school resumes. (Meeting agenda attached outlining next steps for when school resumes)	Bus driver training has been canceled due to Covid-19, and the implementation of NTI. Training will resume as soon as NTI ends and traditional school resumes. (Meeting agenda attached outlining next steps for when school resumes)	●
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	●	Bus driver training has been canceled due to Covid-19, and the implementation of NTI. Training will resume as soon as NTI ends and traditional school resumes. (Meeting agenda attached outlining next steps for when school resumes)	Bus driver training has been canceled due to Covid-19, and the implementation of NTI. Training will resume as soon as NTI ends and traditional school resumes. (Meeting agenda attached outlining next steps for when school resumes)	●
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.								

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27	Op Support	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Robinson Stites	10/01/18	10/01/20	Monthly	●	The ECE Department and Transportation met April 15, 2020 for Elementary 2020-2021 projections and are meeting April 22, 2020 for Middle and High School projections. (Meeting notes attached)	The ECE Department and Transportation Department met April 22, 2020 for Middle and High School projections. (Meeting notes attached)	●
28	Op Support	J. It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.								
29	Op Support	J1. Develop, implement, and monitor a system to document bus (versus school) suspensions in Infinite Campus.	DeFerrari	10/01/18	10/01/20	Monthly	●	April Bus Referral form and meeting Agenda/Minutes Attached.	The team is currently drafting a calendar for next year's review. A draft calendar is attached.	●
30	Op Support	J2. Develop, implement, and monitor audit protocol to ensure proper documentation of suspensions related to transportation	Renn	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
31	Op Support	J3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
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	●	Transportation team met to review observation procedures from 2019-20 school year, and revise plan for 2020-21. (Notes attached)	Observation procedures will be reviewed with Compound Coordinators and their Assistants prior to the opening of the 20-21 school year.	●
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 team met with district and school officials to review Transportation pattern for the 20-21 school year at Grace M.James Academy. This included identifying drop off and pick up locations. (See attached PowerPoint)	Work continues finalizing plans for Grace M. James Academy transportation patterns for the 20-21 school year.	●
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-April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●

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36	Op Support	L. It is recommended that maintenance or construction projects that impact parking or traffic patterns at the school are communicated to Central Office transportation staff in a timely manner for appropriate action.								
37	Op Support	L1. Develop, implement, and monitor a process to ensure that central office transportation is included in Operations planning meetings that impact traffic patterns at schools	Perkins	10/01/18	10/01/20	Monthly	●	During COVID-19 emergency, the Operations Leadership Team has been documenting daily progress and meeting virtually 3 times per week to discuss operations-related activities and work to support district initiatives.	During COVID-19 emergency, the Operations Leadership Team has been documenting daily progress and meeting virtually 3 times per week to discuss operations-related activities and work to support district initiatives.	●
38	Op Support	L2. Conduct onsite plan reviews with transportation, safety & environmental and security to ensure organizational coherence	Perkins	10/01/18	10/01/20	Quarterly	●	When meeting was conducted, no traffic patterns needed discussing this month	This month there have been two projects that have been reviewed: the food distribution site traffic patterns - Valley and the construction work at DuValle Education Center in preparation for Grace James Academy construction. See attached.	●
39	Op Support	L3. Document and communicate necessary changes to transportation patterns, if any, with schools and key stakeholders	Robinson Stites	10/01/18	10/01/20	Monthly	●	Transportation team met with district and school officials to review Transportation pattern for the 20-21 school year at Grace M. James Academy. This included identifying drop off and pick up locations. (See attached PowerPoint)	Grace James bus/car rider/ employee traffic plans Perkins coordinated with Duvalle. PowerPoint with visuals is attached.	●
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.								

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
45	Op Support	N1. Develop, implement, and monitor a system to ensure proper segregation of duties when it comes to custodial care of the kitchen and lunchroom	Bauscher	10/01/18	10/01/20	Monthly	●	Monitoring separation of duties will remain a high priority when we return to school. Meanwhile "separation of duties" is included in the remote learning we are providing to our staff during this time. See attached.	Separation of Duties training was part of our training agenda this week for all of our employees. The procedure and quiz provided to them is attached. We will address this topic again when school begins.	●
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	A google form or a paper test was provided to all SCNS employees for the training at home occurring during COVID-19. We are evaluating the google form responses now and will receive the written tests soon. A copy of the test is attached. The analysis will be available next month.	●
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-April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
48	Op Support	O. It is recommended that the district address the corrective action plan required due to the USDA audit in March 2017 as a high priority for the district								
49	Op Support	O1. Develop, implement, and monitor a system to address the corrective action plan from USDA 2017 audit	Bauscher	10/01/18	10/01/20	Monthly	●	The centralization of Nutrition Services was completed at the March 19 Board meeting. See attached. KDE has offered and accepted our request to waive the on-site portion; they will conduct an on-site "technical assistance" visit in the fall. We are in the process of completing the off-site portion of the review. All P1 and P2 item reviews have been completed and there were no findings. (USDA can disallow our reimbursement for major findings in the benefit issuance portion or the meal standards portion of the review, P1 and P2 respectively.	Exit interview occurred on 5/15. Only finding was related to one student who was incorrectly directly certified. Corrective action has already occurred. Closure letter will be forwarded in a few days.	●
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-April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
51	Op Support	P. It is recommended that the district develop a business continuity plan in the event the Central Kitchen facility becomes unusable.								

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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	●

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	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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	●	Update on Revenue options discussed at 4/21 board meeting.	Revenue options discussed at Work Session on May 4 and May 12. See attached.	●
4	Financial	A3. On-board new board member during orientation on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	Financial	A4. Organize ways in which board members can explore funding opportunities from peer districts and national organizations	Dennes	10/01/18	10/01/20	Annually	●	Update on Revenue options discussed at 4/21 board meeting.	Revenue options discussed at Work Session on May 4 and May 12. See attached	●
6	Financial	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually	●	Update on Revenue options discussed at 4/21 board meeting.	Revenue options discussed at Work Session on May 4 and May 12. See attached	●
7	Financial	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to mid-April attached.	KSBA hours earned up to mid-May 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	●	Calendar committee, Student Assignment, and Finance Corp had meetings this month.	Policy committee met on April 28--materials attached. Tax hearing is scheduled for May 21.	●
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	●	Update on Revenue options discussed at 4/21 board meeting.	Revenue options discussed at Work Session on May 4 and May 12. See attached	●
11	Financial	B2. On-board new board member during orientation on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
12	Financial	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to mid-April attached	KSBA hours earned up to mid-May attached	●
13	Financial	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Update on Revenue options discussed at 4/21 board meeting.	Revenue options discussed at Work Session on May 4 and May 12. See attached	●
14	Financial	C. As required by Board Policy 04.3111, KDE recommends the board receives and approves a listing of invoices on the "Orders of the Treasurer Report" at monthly Board meetings.								
15	Financial	C1. Develop and implement a process to ensure that the "Orders of the Treasurer Report" on every regular board agenda	Hardin	10/01/18	10/01/20	Monthly	●	Included in 4/21/20 Board meeting; April reports attached	Included in 5/12/20 Board meeting; May reports attached	●

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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	●	Weekly communication with principals regarding the changing role of the council during this time. This includes information about how to approve Carryover funds. One of the guidance documents is attached.	Continued communication with principals regarding final due dates for the 2019-20 school year. Email communication is attached.	●
18	Financial	D2. Develop and implement training for SBDM members on setting budget priorities and review of monthly financials	Stenton	10/01/18	10/01/20	Annually	●	Training dates for the 2020-21 school year is attached and has been shared with principals.	Online Advanced SBDM training is now available. Attached are the instructions provided to participants through KDE. This information is also available on the SBDM website.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
21	Financial	E. KDE recommends the board review and approve long-term cell tower rental contracts to avoid the contracts lapsing and rentals continuing without Board approval and appropriate corporation signatures.								
22	Financial	E1. Develop a system to monitor cell tower rental contracts	Hardin	10/01/18	10/01/20	Monthly	●	System in place for monthly review of cell tower rental contracts. Spreadsheet attached.	System 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.								

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
25	Financial	F1. Develop, implement, and monitor the two-level approval process to submit the payroll to the bank	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from March 20 attached as evidence	Bank confirmation with Munis from April 17 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 March 20 attached as evidence	Bank confirmation with Munis from April 17 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 March 20 attached as evidence.	Bank confirmation with Munis from April 17 attached as evidence.	●
28	Financial	G. Based upon the review of the expenditures within federal grants, KDE recommends the district perform a more in-depth review of the district's grants to ensure more equitable allocations to schools.								
29	Financial	G1. Review and refine the grant allocation process to ensure equitable allocations to schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
30	Financial	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
31	Financial	H. According to fiscal management staff, many schools do not fully expend their state grant awards; therefore, the funds revert to districtwide control. KDE recommends the district establish a process to provide more thorough training and periodic reminders to principals regarding their remaining available funds from all sources.								
32	Financial	H1. Analyze state grant awards to identify schools who need additional support in monitoring their expenditures	Hardin	10/01/18	10/01/20	Annually	●	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. Retired Administrator will be working on training manual	Work continues on developing an online training manual for schools and grant directors. Retired Administrator will be working on training manual	●

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
34	Financial	H3. Develop, implement, monitor, and communicate state grant balances to schools and Assistant Superintendents	Hardin	10/01/18	10/01/20	Monthly	●	Monthly grant summary report emailed to schools and forwarded to assistant superintendents for distribution to school principals. Email correspondence concerning various grant funding 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 April are included on this sheet which is attached to this row	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
36	Financial	I. KDE recommends the CAE investigate the presence of grant funds in school activity accounts.								
37	Financial	I1. Develop, implement, and monitor a process to investigate the presence of grant funds in school activity accounts	Renn	10/01/18	10/01/20	Monthly	●	See results from February monitoring attached.	See results from March monitoring attached.	●
38	Financial	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Renn	10/01/18	10/01/20	Monthly	●	No grant funds identified in school activity fund.	No grant funds identified in school activity fund.	●
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 training sessions. Evidence attached.	We continue to train on proper compliance with all Redbook rules. 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 April are included on this sheet which is attached to this row	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
41	Financial	J. KDE recommends the district separate pupil attendance and Redbook training functions from the internal auditing function, utilizing different individuals to maintain proper segregation of duties.								
42	Financial	J1. Explore and implement process to separate attendance and Redbook training from internal audit functions	Hardin	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
43	Financial	J2. Develop, implement and monitor process to ensure school staff (including Principals) are trained on Redbook and attendance responsibilities	Hardin	10/01/18	10/01/20	Annually	●	Evidence of staff trained on Redbook is attached.	Evidence of staff trained on Redbook is attached.	●











	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
44	Financial	J3. Provide individual support and training for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	Training is ongoing. Evidence attached.	Evidence of staff trained on Redbook is 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 April are included on this sheet which is attached to this row	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
46	Financial	J5. Develop a quality control process to ensure job descriptions incorporate the training and compliance requirements	Adams	10/01/18	10/01/20	Annually	●	The ECE restructure goes to the April 21 Board meeting and all of the Job Descriptions have the training and compliance requirements--see attached.	Two additional ECE Job Descriptions are going to the May 12 Board meeting. and have the training and compliance requirements--see attached.	●
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 over six months old. 12 of the 22 checks from the list of our outstanding checks older than three months are this same vendor. We are working to determine how to resolve the problem with this vendor.	Outstanding check list 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										

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Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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 February. See New Bank Account Analysis - February from the Monthly Monitoring Activities.	No new bank account was opened in March. See New Bank Account Analysis - March 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 March analysis of outstanding checks. See March 2020 Outstanding Check Review.	No exceptions noted from April analysis of outstanding checks. See April 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 ongoing. 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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
8	Financial - School C. To maintain accurate records of expenditures and authorization of expenditures, KDE recommends credit cards be safeguarded and kept under lock and key to protect against unauthorized use as outlined in Redbook procedures. A sign-in/sign-out sheet should also be maintained.								
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 trained consistently. Evidence is discussion with new school Grace Jones Academy about activity fund and credit cards	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
0	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 February review attached. One exceptions noted.	See results from monthly monitoring of credit card logs for March review attached. One exceptions noted.	●
1	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 ongoing. Evidence attached.	Proper credit card procedures are trained consistently. Evidence is discussion with new school Grace Jones Academy about activity fund and credit cards	●
2	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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
3	Financial - School	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.								
4	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.	●
5	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.	●
6	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.	●

	Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
17	Financial - School	D4. Share results of monitoring process of school level grant management system with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
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	●	The draft module is still in process. Some staff working on this project have been shifted to NTI and Chromebook distribution due to the COVID 19 crisis. This shift is only temporary.	The latest version of the module is being reviewed now. We anticipate it will be ready well before sponsors begin fundraising again.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
21	Financial - School	F. Dates should not be crossed out in ink on a purchase request form since this leaves room for questioning the validity of the documents being examined.								
22	Financial - School	F1. Review, implement, and monitor a process to ensure proper management of school level purchase requests (e.g., dates should not be crossed out in ink)	Hardin	10/01/18	10/01/20	Monthly	●	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 teleconferenced training sessions.	●
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 February review attached.	See results from monthly monitoring disbursement activities for March 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 attached list of individuals trained.	●



Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	
26	Financial - School	G. It is recommended that all audit findings, including those at the school level, be rectified annually, so that the issues are not repeated in consecutive years.								
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 4/08/2020. 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. One school had observations in donations testing for the third time. Communication was sent to the Assistant Superintendent notifying them of the repeat exceptions. See email example sent to Asst Sup.	See Findings Database Listing as of 05/14/2020 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 Bookkeeper 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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	
29	Financial - School	H. It is recommended that school level findings in the independent external audit be reported to the board by individual school and not just in summary form.								
30	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly		See Findings Database Listing as of 4/08/2020.	See Findings Database Listing as of 5/14/2020	
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 will be notified after the audit cycle ends in November.	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 April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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		ECE restructuring is going to April 21 board meeting and all Job Descriptions were reviewed and updated. See attached. Additionally Operations Job Descriptions in the trades and in nutrition services were updated and reviewed and taken to the March 19 board meeting. Attached.	Job Description and Org Chart changes in Academic Services are going to the board for the June 6 meeting.	
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		Agreements with the unions due to the current state of emergency around Covid-19, will allow for all non-administrative summative evaluations to be extended by one year (e.g., summative evaluations due in 2020 are due in 2021, 2021 are due in 2022, etc.) with some exceptions. Administrative (non-represented positions) will continue on their current cycle. Central Office administrators Grade 8 and above will have their evaluations turned in and reviewed by the Chief of Staff. Directions shared at the Pre-Cabinet meeting on April 20. Agenda attached.	Employees in Job Family II are the only required summative evaluations for the 2019-20 school year. Due to a change in the CEP, all others may be postponed for 1 year. EOY evaluations will be reviewed by the Chief of Staff as they have been in the past.	
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		CO summative evaluations will be recorded in the Google Sheet and submitted to HR for review and filing. Central Office administrators Grade 8 and above will have their evaluations turned in and reviewed by the Chief of Staff. Directions shared at the Pre-Cabinet meeting on April 20. Agenda attached.	Job Family II employees at CO will have their summative evaluations recorded in the Google Sheet, submitted to the Chief of Staff for review, and then submitted to Employee Relations for recording 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								

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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	●	ECE restructuring is going to April 21 board meeting and all Job Descriptions were reviewed and updated. See attached. Additionally Operations Job Descriptions in the trades and in nutrition services were updated and reviewed and taken to the March 19 board meeting. Attached.	Job Description and Org Chart changes in Academic Services are going to the board for the June 6 meeting.	●
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	●	Agreements with the unions due to the current state of emergency around Covid-19, will allow for all non-administrative summative evaluations to be extended by one year (e.g., summative evaluations due in 2020 are due in 2021, 2021 are due in 2022, etc.) with some exceptions. Administrative (non-represented positions) will continue on their current cycle.	A change to the CEP was approved by the Board in April with the changes in the attached document (Evaluations in Covid 19).	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
9	Personnel Management	C. It is recommended the HR department develop feedback mechanisms within its operating systems that will provide constructive data and information for continuous process improvement.								
10	Personnel Management	C1. Develop, implement and monitor a process for continuous improvement regarding HR functions (e.g., exit surveys, e-mail survey response, peer district reviews)	Adams	10/01/18	10/01/20	Monthly	●	Attached are survey results from March around customer service. The results are used with staff to ensure growth and improvement in customer service.	Attached are survey results from April around customer service. The results are used with staff to ensure growth and improvement in customer service.	●
11	Personnel Management	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	Since our last report, we have been working to include an out of state leave approval. Testing continues.	Online Professional Leave Request system is final and being released. Staff was notified on 5/11/20 via The Hub newsletter. Training links are attached.	●
12	Personnel Management	D. It is recommended that employee files be routinely audited for complete information.								

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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	●	Due to the current state of emergency, we have had to delay our work in reviewing personnel files. As soon as we return to normal operating procedures, review of personnel files will resume. Our folder review count is at 20,862 and an additional 57 employees were contacted for needed items prior to sending staff to work from home. Current spreadsheet attached.	This is still on hold due to the current state of emergency concerning Covid-19 As documents have been sent in by employees to be added to folders based on emails sent before the COVID 19 closure, they have been delivered to the file room for filing when operations are back to normal.	●
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	●	Due to the current state of emergency, we have had to delay our work in reviewing personnel files. As soon as we return to normal operating procedures, review of personnel files will resume. Current spreadsheet attached.	This is still on hold due to the current state of emergency concerning Covid-19. As items have been mailed by employees based on emails that were sent before the COVID-19 crisis, these items have been delivered to Employee Relations for filing when employees return.	●
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	●
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	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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 April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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	Monthly	●	Prior to the implementation of NTI, the district worked diligently to cross collaborate and create support materials for staff across the district. A website was launched to introduce the various resources (see attached link).	Each of the three pillars and six systems will be included in the End-of-Year reflections for Principals. These reflections, along with related Vital Signs data, will be used as Principals develop Professional Development and other plans for 20-21.	●
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	●	Each school has completed a plan for NTI. Those are contained in our COVID-19 Planning folder in the School Plans Subfolder: https://drive.google.com/drive/folders/1qr-L3VmiObZCahdAFJmHMc8E281taP-V?usp=sharing In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.	Each school developed an NTI plan prior to implementing and principals are continuing to update. Those are contained in our COVID-19 Planning folder in the School Plans Subfolder: https://drive.google.com/drive/folders/1qr-L3VmiObZCahdAFJmHMc8E281taP-V?usp=sharing These have replaced bi-weekly reflections at this time. Please see previous note regarding end-of-year reflections. In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
5	Instruction Management B. While valid processes and protocols have been created around curriculum, instruction and assessment, they have not been consistently implemented with fidelity system-wide to ensure sustainability and repeatability that would result in continuous improvement. Along with inconsistent implementation, also lacking is a consistent process for measuring the effectiveness of policies/procedures to create change in policy and practice. Create a system with actionable, time-bound steps and person(s) responsible (e.g., 30/60/90 day plans) to monitor implementation of processes and measure their effectiveness at all levels.								
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	●	The NTI period has provided a new opportunity to highlight and support the use of district resources, such as the curriculum and instructional frameworks, are used. Sessions are held daily, in 30 minute segments, on the JCPS Digital Learning Channel featuring NTI appropriate instructional strategies (i.e. Choice Boards) that include the use of these resources. The session schedule for each week can be found here: https://docs.google.com/spreadsheets/d/1jy9oA2gdimn3tVuOJHQt9oHiUxIq1K-LzAE05cH024/edit?usp=sharing To date, the channel has had over 100,000 views.	JCPS is currently planning for summer learning opportunities. The plan includes both enrichment and extend/empower sessions. See email attachment for latest updates.	●
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	●	The school support tracking system report shows 4,790 hours of district support to schools/ achievement areas for March. Attached are the number of hours by school.	The school support tracking system report shows 3,292 hours of district support to schools/ achievement areas for April. Attached are the number of hours by school.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
8 Instruction Management	B3. Develop and implement a protocol to use data analysis findings to inform changes to policies, procedures, and practices	Dossett	10/01/18	10/01/20	Monthly	●	<p>The JCPS Research department is developing research questions to look at the impact of NTI on student outcomes and possible implications for district policies and practices for the upcoming school year. In addition, JCPS is exploring a research practice partnership with NWEA to conduct joint research on this topic.</p> <p>Debriefs and final reports for the spring 2020 CSRs are now complete. Planning is underway for the 2020-2021 CSRs and a summary of lessons learned is being compiled from the 1st pilot year.</p>	<p>JCPS has now launched the NTI surveys for students, parents, and teachers (see attached surveys). The survey is focused on 4 key areas - 1. communication, 2. well-being, 3. instruction, and 4. digital access. During the 1st day alone, over 2400 individuals have responded. We will use the results to inform practices for next fall.</p> <p>In addition, cabinet is reviewing research articles on remote learning and how to plan for school opening in the fall.</p>	●
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	●	<p>The core team continues to meet virtually to develop the next JCPS strategic plan (see attached agendas). In addition, the board meeting on 4/21 will include a progress report on the strategic plan as well as an update on the future state regarding student assignment, revenue and workforce development.</p>	<p>The core team continues to work on the new strategic plan. Here is a link to our current trello board - https://trello.com/b/Mk44VaFk/master-jcps-new-strategic-plan</p> <p>The agenda from the last core meeting is attached and the next core team meeting is scheduled for June 3rd.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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	●	<p>In terms of accountability and implementation during the NTI period, a district task force developed a school-based NTI plan template that outlines the assurances and expectations. The plan includes expectations for teachers, parents, and students as well as actions to ensure compliance for ECE and ELL students. Each assistant superintendent reviewed the school plans with principals. Those plans are contained in our COVID-19 Planning folder in the School Plans Subfolder: https://drive.google.com/drive/folders/1qr-L3VmiObZCahdAFJmHMc8E281taP-V?usp=sharing</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.</p>	<p>Central Office leadership continues to work with school leaders to monitor the work taking place during NTI. Intentional efforts have been made to students to ensure high levels of engagement during NTI. District leaders have created a protocol to support schools as they work with students who do not have digital access (see attached)</p> <p>In addition, the Superintendent sends out weekly emails to school leadership teams that focus on systems and NTI implementation.</p>	●
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	●	<p>The certified evaluation plan (CEP) was revised due to NTI conditions and approved by the Board at the 4/14/20 meeting. Under the revised certified evaluation plan, summative evaluations for non-administrative certified staff will be postponed for one year from their current required year (e.g., summative evaluations due in 2020 are due in 2021, those due in 2021 are due in 2022, and those due in 2022 are due in 2023), with three exceptions, as set forth in the plan. Summative conferences for those exceptions shall be conducted virtually using video conferencing.</p>	<p>Each of the three pillars and six systems will be included in the End-of-Year reflections for Principals. These reflections, along with related Vital Signs data, will be used as Principals develop Professional Development and other plans for 20-21.</p>	●
13										

JCPS Final CTE CAP

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
1	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 April 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 May 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	●	OTR Team is continuing the work to build the organizational tool to collect all work guidelines and processes (Process Map) is being compiled. It is an agenda item for the HS Leadership Team and the Transition Readiness Team to build out the final product by the end of the school year.	OTR Team is continuing to build the OTR Process Map to house all work guidelines, training, data protocols, feedback loop templates, and monitoring processes. The attached timeline describes how this ongoing work fits into the May-June office priorities.	●
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 impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. >PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. >OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a the final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●
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	●	Status unchanged	Status unchanged	●

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
7	CTE	B3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Quarterly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
8	CTE	C Inaccuracies in documentation of career pathways indicate pathways were incomplete, invalid, and inaccurate or were not followed, which indicates noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453. Documentation reviewed include master schedules, student transcripts and student schedules.								
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	●	20-21 LAVEC Pathways were reported to KDE by the April 1 Deadline. Principals gave a final approval on the pathway changes for the new school year that were approved or denied by the OTR office through the modification process. The next step will be to add or close pathways in the official TEDS system once the current year closes and the new year opens.	OTR has drafted a formal protocol document for this process that will become part of the formal monitoring system (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	●	The annual JCPS course audit process took place in March-April. CTE courses in the JCPS Catalog were checked against changes listed on the KDE Uniform Course Code page. Any changes or additions were submitted using the JCPS audit changes process.	The annual course audit results were released for editing the JCPS Catalog. The list has also been shared with principals via the principal priority page and sent to Master Schedulers.	●
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	●	The annual audit of JCPS Course codes was completed in early April to include a review of CTE related courses. In this annual audit any changes to the KDE Uniform Codes are made as well as any course additions required from submitted CTE Programs of Study. Attached is a draft timeline for this audit process.	Course audit information including courses that have been deprecated, changed or added were released to schools. Schools will update their local course catalogs with monitoring done by the end of July.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
13	CTE D. School level CTE staff are not identified and/or identified staff do not have the knowledge and/or authority to implement the CTE program with fidelity, creating a system that provokes noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453, in the ways described immediately above. Evidence includes school and district level interviews as well as TEDS reports.								
14	CTE D1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	The impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. >PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. >OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a the final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●
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 impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. >PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. >OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a the final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●

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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	●	20-21 LAVEC Pathways were reported to KDE by the April 1 Deadline. Principals gave a final approval on the pathway changes for the new school year that were approved or denied by the OTR office through the modification process. The next step will be to add or close pathways in the official TEDS system once the current year closes and the new year opens.	OTR has drafted a formal protocol document for this process that will become part of the formal monitoring system (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	●	The annual audit of JCPS Course codes was completed in early April to include a review of CTE related courses. In this annual audit any changes to the KDE Uniform Codes are made as well as any course additions required from submitted CTE Programs of Study. Attached is a draft timeline for this audit process.	Results of the course code audit have been shared for correction in Infinite Campus and changes shared with Principals and Master Schedulers at schools. Monitoring will take place before school begins.	●
18	CTE D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	●	Spring Advisory meetings are postponed until fall per Karla Tipton due to the COVID19 emergency.	OTR has developed a draft Advisory Protocol document that will become part of the process monitoring system (attached).	●
19	CTE D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	●	All FY20-21 school Perkins V budgets compiled into one comprehensive budget worksheet and reviewed by instructional leads. Participated in Perkins Webinar for updates on changes to the grant. Shared findings with the Director. Building the timeline workflow for budget and finance processes.	OTR has developed an Outline of Processes to Address Finance which will become the basis for the official protocol documentation that will become part of the process monitoring system (attached).	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
21	CTE E. The District CCR Coordinator should create a process that ensures that the benefits and the value of CTE are clearly communicated to all school leadership and become part of the district's culture.								

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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	●	Principals are given opportunity each year to plan for their CTE programs by determining which courses, pathways work best for their students. The process begins early in the year and continues as master schedules and course decisions are made. The discussion is ongoing in Principal Meetings throughout the year.	Waggener High School was the first Academy School to receive Model Status from NCAC for their Freshman Academy work! NCAC has recognized the great things happening around the career academies at the school, district and within the community. JCPS has a dedicated YouTube Channel which has an Academies of Louisville Playlist. Videos feature a variety of programming and learning opportunities in CTE as well as how many core skills are integrated in CTE projects and learning.	●
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	●	Principal Meetings are now held weekly during NTI. During this time, principals are able to receive information regarding CTE guidelines, assessment information, and opportunities within their own school setting. Paxton Patterson College and Career Labs is one of those opportunities. The High School Department is able to discuss school needs and gather feedback from principals as it pertains to the value of CTE work.	Principal Meetings are now held weekly during NTI. During this time, principals are able to receive information regarding CTE guidelines, assessment information, and opportunities within their own school setting. Paxton Patterson College and Career Labs is one of those opportunities. The High School Department is able to discuss school needs and gather feedback from principals as it pertains to the value of CTE work.	●
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	●	The high school weekly update newsletter is sent out weekly by the high school office and includes Transition Readiness communications. This information is filtered through the principal and then shared to school staff as needed.	The high school weekly update newsletter is sent out weekly by the high school office and includes Transition Readiness communications. This information is filtered through the principal and then shared to school staff as needed.	●
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	●	The high school office is in the process of building an outward facing website for parents that will include a Transition Readiness page that will more clearly give guidance to parents and students about college and career opportunities and will include helpful information links. Sample in attachments.	OTR launched a new College & Career Planning Website for students and families. We will continue to add resources, but wanted to launch to support graduating seniors and rising seniors summer planning.	●

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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	●	Director of Transition Readiness is working with Southern High School to identify pathway options that would interest girls of color. We are using the attached data to evaluate the current school pathway enrollments by race and gender and we have analyzed the labor market data for available pathway options. The next step is to work with the principal issue a student survey to identify the student interest. The attached spreadsheet includes school TEDS enrollment including gender and race by pathway, district pathway gender and race data, and the KYSTATS Career Data.	PRP High school is interested in expanding their academy pathways to meet student needs for hands on learning opportunities. One of the CTE Pathway Instructional Leads has been working with the CTE Administrator Team to analyze their incoming 7th & 8th grade ILP data. The data was pulled from the ILPs of the feeder schools for PRP and shows that PRP offers a lot of pathways where these students can find a pathway interest.	●
28	CTE F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
29	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	●	The impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. > PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. > OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●

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31	CTE G2. Develop, implement and monitor a system that ensures all CTE coordinators are trained in TEDS and Perkins requirements	Rogers	10/01/18	10/01/20	Annually	●	The impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. >PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. >OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a the final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●
32	CTE G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	●	Under the leadership of the Assistant Superintendent of High Schools the HS office and the OTR office began reset the vision around data reporting structures and ways to build and revise the reporting systems for school year 20-21. This includes department management tools as well as tools and information that can be provided to schools. The team has identified and organized the reports reflected in the attached chart. The google drive has been reorganized and linked to the High School Data Book google site. We are working with the IT Team to build the dashboards that will report the data.	Meeting is scheduled for May 21st with JCPS IT leadership to discuss an opportunity for IT to build a High School Dashboard that will provide live data updates for schools and the High School Leadership Team to coach schools on with a focus on race and special populations. The new dashboard will include live Transition Readiness data as well as culture and climate data. Once the dashboard is developed and made live a training will be provided to all users.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
34	CTE H. Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.								
35	CTE H1. Develop, implement and monitor a process that allows central office CTE staff access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly	●	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.	●

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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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
39	CTE	I. Establish a process to ensure that all district staff explore opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning.								
40	CTE	I1. Develop, implement, and monitor a process to ensure that district staff create opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning (e.g., shared professional learning opportunities)	Smith/Rogers	10/01/18	10/01/20	Monthly	●	CTE Instructional Support Protocol across the curriculum is in the beginning stages based on current work with Iroquois High School's CTE Plumbing Pathway. 3DE is being explored to support high schools after a visit to Atlanta 3DE schools NTI CTE Choice boards for students are ongoing by the Transition Readiness Team while also developing CTE Teacher Resources. Multiple attachments included.	A High School Summer Camp 2020 Event is being developed which is a collaborative effort in planning and delivery between CTE Teachers and Core Content Teachers and will create an interdisciplinary approach to instruction.	●
41	CTE	I2. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around integrating CTE and core academic curriculum	Smith/Rogers	10/01/18	10/01/20	Annually	●	The CTE Instructional Support Protocol identified in CTE I1 provides a process to develop, implement, and analyze feedback. This process was developed after a pilot protocol was developed by the Director of Transition Readiness with Iroquois High School's CTE teacher in the Plumbing Pathway. The Director made 10 contacts through face to face observations, texts, or emails. (January 14, 15, 23, 27, 29, 31, February 6, 10, Marcy 25, and April 10). These contacts allowed an ongoing dialogue to occur in support of the work to determine what works, what is not working, and adjustments for planning and next steps in the process based on evidence from discourse, observations and student driven results. The sustainability will include the support of others in this work to include Instructional Leads and Content Curriculum Specialists in the district. The Transition Readiness Team began work with David Holden from American Alliance for Innovative Systems to support leadership, collaboration, and communication for Academy models. (Attachment)	All training and learning opportunities include either an exit slip or Slido poll to measure learning, feedback, or future/follow-up needs. An example of an exit slip is attached.	●

	Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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 impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. >PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. >OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a the final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●
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	●	All FY20-21 school Perkins V budgets into one comprehensive budget worksheet and reviewed by instructional leads. Participated in Perkins Webinar for updates on changes to the grant. Shared findings with the Director. Building the timeline workflow for budget and finance processes.	OTR has developed an Outline of Processes to Address Finance which will become the basis for the official protocol documentation that will become part of the process monitoring system (attached).	●
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	●	Two ACT allegation from March 10th were reported by ACT for schools. The attached spreadsheet was updated for March. No allegations for Transition Readiness were reported for April as of 4-16-2020.	No allegations for Transition Readiness were reported for May as of 5-13-2020.	●

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CTE	J5. Provide individual support and training for schools based on data reviews	Thompson	10/01/18	10/01/20	Monthly	●	Forwarding Sherri Craig's email about CTE EOP and TRACK scores release to district support staff so they are aware. Testing Unit Bulletins reminding CTE EOP Coordinators about upcoming score release and COVID-19 related-announcements (e.g. cancellation of remaining spring testing windows and upcoming opportunities for testing). Information also shared about the COVID-19 effects on ACT testing shared through Bulletins and to ACT Test Coordinators.	Communicated with Building Assessment Coordinators about the Career Work Experience Certification and District Checklist for Alternate Assessment Students. Contacted current ACT Test Coordinators to set them up with access to ACT Online Reporting which was just released. ACT scores will be uploaded and updated every few weeks by ACT once testing resumes after COVID-19 is contained and testing returns to normal. Directions were shared about setting up their account and accessing data.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
CTE	K. All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.								●
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	●	All future High School Counselor meetings will include dedicated time for CTE updates. Middle School counselors will get period CTE updates with a minimum of a fall and spring update. No more in person meetings will take place this school year. Counselor leadership has invited our team to submit proposals for the summer training.	The CTE team was invited to submit proposals for the counselor conference scheduled in July. A proposal covering changes to Perkins V was submitted. The CTE team will continue to have a dedicated time slot on the High School and Middle School agendas.	●
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	●	All training and learning opportunities include either an exit slip or Slido poll to measure learning, feedback, or future/follow-up needs. An example of these polls is attached.	All training and learning opportunities include either an exit slip or Slido poll to measure learning, feedback, or future/follow-up needs. An example of an exit slip is attached.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●











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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	●	Spring Advisory meetings are postponed until fall per Karla Tipton due to the COVID19 emergency.	OTR has developed a draft Advisory Protocol document that will become part of the process monitoring system (attached).	●
55	CTE	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	The impacts of the COVID19 emergency on transition readiness data and budget planning are being communicated closely between KDE and OTR. Planning meetings and update Q&A's are as follows: > TEDS DATA - 4/21/20 End of year automation planning meeting scheduled with Kiley Whitaker to continue planning the processes for year end given the 2019-2020 changes to TR accountability reporting, administering industry certifications and end of program assessments. > PERKINS - 4/15/20 Participated in a live webinar hosted by Karla Tipton regarding current year Perkins changes and updates/clarification Q&A on the Perkins V grant. > OTR is communicating these updates to the CTE TEDS Administrator Teams and Principals.	OTR is working closely with Kiley Whitaker on the final TEDS Year-End data capture for the 19-20 school year. The first data request from IT was placed on May 11th and the files have been sent to schools along with multiple communications on items needed to wrap up the school year in regards to TEDS requirements. OTR has outlined the new TEDS process in the TEDS Automation Timeline document which will be the basis for the final formal protocol document. The same type process outline document has been created for finance which will also be the basis for a the final formal protocol document. OTR has been working with Karla Tipton on the Perkins V application which will be submitted prior to June 1.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●
57	CTE	M. District CTE leadership should ensure that the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data from the High School Feedback reports are addressed at all schools with fidelity.								
58	CTE	M1. Develop, implement, and monitor a system that ensures the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data on students who graduate (e.g., High School Feedback Reports, National Student Clearinghouse) are addressed at all high schools with fidelity	Rogers/Royster	10/01/18	10/01/20	Annually	●	Session designed for the March HS counselor meeting to walk counselors through using graduate data to transform practice is being submitted as a summer conference proposal.	The CTE Team has developed data review protocols to help stakeholders find and understand Labor Market Information as well as graduate information to improve data-driven decision making.	●
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	●	When training or supporting, we use the following poll or exit slip to gauge understanding and future needs for training.	When training or supporting, we use the following poll or exit slip to gauge understanding and future needs for training.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
60	CTE N. Establish a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings.								
61	CTE N1. Develop, implement, and monitor a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings	Rogers	10/01/18	10/01/20	Annually	●	The "Process for SBDM Review and Approval of CTE Pathways" has been approved.	Attached is a sample data protocol referenced in the SBDM approval process.	●
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 any training on the Labor Market Information, we use a common check for understanding (attached).	All CTE training concludes with either a SLIDO poll or exit slip as a check for understanding and request for further assistance.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●

JCPS Final CAP IDEA

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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 April is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	The log through May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	●
3	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	●	The meetings scheduled March 24 and April 7 were cancelled. Next meeting scheduled for April 21, 2020- agenda attached.	JCPS/KDE CAP collaboration/update meeting May5, 2020. See attached agenda. Next meeting scheduled for June 2, 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 March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	During the month of March, the department conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. For April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached. Please note this is an on-going process with Accountability, Research, and Systems Improvement.	●
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 developed a plan for addressing district needs through reorganization. The proposed organizational chart and job descriptions will go to the April 21, 2020 Board of Education Meeting.	The Board of Education approved the new organizational chart and job descriptions on April 21, 2020. Currently, the ECE Department is working with HR to post, interview, and fill the positions.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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 (4/13/2020) and Friday Data Fidelity Meeting. This meeting was combined into one meeting for April. The team began to review all data for the year. Behavior Correction emails will go out once the final error sheet is compiled. On 4/16/20, the Behavior Attendance Alignment meeting occurred. The agenda is attached.	Last Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting, SCM Department Meeting and Arrest/ Citation Documentation Review Meeting are scheduled for May 28th. Data Fidelity Cleanup emails have been sent to principals for clean up for the conclusion of the year. The sample email is included.	●
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 (4/13/2020) and Friday Data Fidelity Meeting. This meeting was combined into one meeting for April. The team began to review all data for the year. Behavior Correction emails will go out once the final error sheet is compiled. On 4/16/20, the Behavior Attendance Alignment meeting occurred. The agenda is attached.	Last Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting, SCM Department Meeting and Arrest/ Citation Documentation Review Meeting are scheduled for May 28th. Data Fidelity Cleanup emails have been sent to principals for clean up for the conclusion of the year. The sample email is included.	●
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	●	The MTSS Behavior, Re-Engagement, and Student Behavior Support teams are creating a parent Behavior Choice board for use during this NTI time. These resources will help parents implement PBIS and elements of Restorative Practices at home, and will be available for schools to continue to use to reach out to families when in-person school resumes. List of topics on the choice board is attached.	The MTSS Behavior, Re-engagment, and Student Behavior Support teams created 4 parent choice boards (attached). These were available both electronically and through hard-copy NTI packet distribution. In addition, they were translated into the primary languages spoken in JCPS, and distributed through ESL Newcomer Academy, NTI paper copies, and the ESL department.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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. ECE and Culture & Climate staff continue to refine systems for monitoring suspensions. The Culture & Climate team began to review all data for the year. Behavior Correction emails will go out once the final error sheet is compiled. On 4/16/20, the Behavior Attendance Alignment meeting occurred. The agenda is attached to item B2 (line 9).	Indicators 4, 10 and 13 Corrective Action Plans implementation in progress. ECE and Culture & Climate staff continue to refine systems for monitoring suspensions. The Behavior Attendance Alignment team has not met since April 16. ECE staff and the Culture & Climate team are reviewing data for the year for end of year reporting. The team will continue to communicate cleanup errors to schools for EOY cleanup.	
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	
13	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. One teacher has been hired and the other positions for teachers and instructional assistants are currently advertised.	Due to COVID-19 school closures, the April meetings were cancelled. Next meeting is May 19, 2020. Agenda attached.	
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. One teacher has been hired and the other positions for teachers and instructional assistants are currently advertised.	Due to COVID-19 school closures, the April meetings were cancelled. Next meeting is May 19, 2020. Agenda attached.	
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		The in person training for ECE Implementation coaches and ARC Chairs for March and April cancelled due to COVID-19. Chief of ECE and ECE Leadership Team host virtual trainings with ECE Implementation Coaches and ARC Chairs weekly. Guidance has also been shared with school administrators (see attached emails).	The in person training for ECE Implementation coaches and ARC Chairs for March and April cancelled due to COVID-19. Chief of ECE and ECE Leadership Team host virtual trainings with ECE Implementation Coaches and ARC Chairs weekly. Agendas attached.	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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	●	There have been no additional trainings due to time of year and no newly hired ECE Implementation Coaches. Schools utilize back up ARC chairs for any vacancies. NTI guidance is shared with school administrators and virtual trainings are held with ECE Implementation Coaches and ARC Chairs.	There have been no additional trainings due to time of year and no newly hired ECE Implementation Coaches. Schools ultize back up ARC chairs for any vacancies. NTI guidance is shared with school administrators and virtual trainings are held with ECE Implementation Coaches and ARC Chairs. Additionally, the ECE Department in collaboration with GLEC is developing ARC Chair Training for the 2020-21 school year. Sample of the Virtual ARC Chairperson training 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 March, the department conducted 141 Record Reviews from ARC meetings conducted in Februrary. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Imorovement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	During the month of March, the department conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. For April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report 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	●	An additional five waivers submitted to KDE on 4/17/2020; four for EBD Special Class and one for LD special class. 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.	Currently there are ten waivers: four EBD, four LBD, and two MSD. 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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	●









Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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 in person training for ECE Implementation coaches and ARC Chairs for March and April cancelled due to COVID-19. Chief of ECE and ECE Leadership Team host virtual trainings with ECE Implementation Coaches and ARC Chairs weekly. See LIVE Training Schedule in NTI Portal - https://docs.google.com/spreadsheets/d/1jyg9oA2gdimn3tVuOJHQT9oHIUXIq1K-LzAE05cH024/edit#gid=2141665003	The in person training for ECE Implementation coaches and ARC Chairs for March-May were cancelled due to COVID-19. Chief of ECE and ECE Leadership Team continue to host virtual trainings with ECE Implementation Coaches and ARC Chairs weekly. Agenda attached.	●
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 March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	The ECE department has conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. In April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached.	●
25	IDEA	D3. Conduct regular checks at schools for implementation (including reviews of due process folders where appropriate)	Chevalier	10/01/18	10/01/20	Monthly	●	During the month of March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	The ECE department has conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. In April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached to D2 (line 24).	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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 March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	The ECE department has conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. In April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached to 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 March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	The ECE department has conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. In April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached to 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 57 assessment requests since 3/13/2020.	Assessment Alert Data attached. Process monitored by Lead Psychologist. YTD there have been 3,970 Assessment Alerts submitted. The current data from 4/20/2020 to 5/11/2020 show 288 submissions.	●
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 April 2020 attached.	Activity continues with daily emails sent to principals when non-disabled students reach thresholds of removals. Example of the email sent in May 2020 attached.	●







Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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 were canceled to Covid-19 concerns. All face to face training's will resume when NTI ends and traditional school resumes. During NTI, support for teachers and administrators is occurring through a shared compliance document, live support sessions, google forms to submit questions and district supervisor contact information. These supports are accessible by clicking the ECE NTI Resources icon in the teacher backpack Link provided below and page posed in attachments.(https://apps.jefferson.kyschools.us/orchard/teacherbackpack)	FBA/BIP/MDR training's for administrators and teachers were canceled to Covid-19 concerns. All face to face training's will resume when NTI ends and traditional school resumes. During NTI, support for teachers and administrators is occurring through a shared compliance document, live support sessions, google forms to submit questions and district supervisor contact information. These supports are accessible by clicking the ECE NTI Resources icon in the teacher backpack Link provided below and page posed in attachments.(https://apps.jefferson.kyschools.us/orchard/teacherbackpack)	●
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 attached)	Continued review of student files and recommendations communicated to schools (email regarding review attached)	●
35	IDEA F3. Develop and implement a process to assess alternative placements and make adjustments as needed based on the findings (e.g., facilities, procedure changes, data review, etc.)	DeFerrari	10/01/18	10/01/20	Monthly	●	ECE Behavior Team meetings are continuing to occur (agenda attached)	ECE Behavior Team meetings are continuing to occur (agenda attached)	●
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.	●









Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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	●	The ECE Department and Transportation met April 15, 2020 for Elementary 2020-2021 projections and are meeting April 22, 2020 for Middle and High School projections. (Meeting notes attached)	The ECE Department and Transportation team work collaboratively for the 2020-21 projections. Additional requests for transportation will be addressed on an individual basis. Next meeting date TBD.	●
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	●	As of March 13th - No transportation due to COVID-19. Current route sheets are being reviewed for accuracy in preparation for routing for the 20-21 school year.	As of March 13th - No transportation due to COVID-19. Current route sheets are being reviewed for accuracy in preparation for routing for the 20-21 school year. (See attached routing progress sheet)	●
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	●	The Transportation team is working with the Climate and Culture Department to develop a series of instructional videos for drivers that will be spread throughout the 20-21 school year.	The Transportation team is working with the Climate and Culture Department to develop a series of instructional videos for drivers that will be spread throughout the 20-21 school year. Cabinet is beginning the planning for the opening of school that will consider multiple options and the KDE guidance issued May 15th. This planning will include creative solutions for transportation.	●
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.								













Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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 March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	During the month of March, the department conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. For April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached.	●
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 developed a plan for addressing district needs through reorganization. The proposed organizational chart and job descriptions will go to the April 21, 2020 Board of Education Meeting.	The Board of Education approved the new organizational chart and job descriptions on April 21, 2020. Currently, the ECE Department is working with HR to post, interview, and fill the positions.	●
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	●	<p>The ECE Department continues to discuss and evaluate professional development needs through virtual meetings and receive input from Implementation coaches, administrators, and teachers. Due to COVID-19, there is a possibility of the DLI being cancelled.</p> <p>During the NTI period, staff have access to online professional development through the district On-Line Digital Channel (see attached link).</p>	The ECE Department continues to discuss and evaluate professional development needs through virtual meetings and receive input from Implementation coaches, administrators, and teachers. During the NTI period, staff have access to online professional development through the district On-Line Digital Channel (see attached link). ECE district staff have a meeting scheduled for 5/15/2020 to discuss summer virtual professional learning options for DLI (agenda attached).	●
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	●	<p>The ECE Department continues to discuss and evaluate professional development needs through virtual meetings and receive input from Implementation coaches, administrators, and teachers. Due to COVID-19, there is a possibility of the DLI being cancelled.</p> <p>During the NTI period, staff have access to online professional development through the district On-Line Digital Channel (see attached link).</p>	The ECE Department continues to discuss and evaluate professional development needs through virtual meetings and receive input from Implementation coaches, administrators, and teachers. During the NTI period, staff have access to online professional development through the district On-Line Digital Channel (see attached link). ECE district staff have a meeting scheduled for 5/15/2020 to discuss summer virtual professional learning options for DLI (agenda attached).	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
47	IDEA	H5. Review ARC process for determining if students need counseling on their IEPs as a related service and identify the appropriate service provider: mental health specialist or guidance counselor	Chevalier	10/01/18	10/01/20	Monthly		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.	May 9, 2020 the related service report for counseling was generated to reveal 229 students enrolled in 80 different schools. The increase in students receiving services from April 2020 is up by 3%. The number of schools has increased from 76 to 80 which is a 5% increase and represents 52% of JCPS schools.	
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		As of March 15, there have been 341 AT support requests. Due to COVID-19 there were only 5 additional days to report from the previous month (report attached). Due to COVID-19 many assistive technology devices were delivered or mailed to students to ensure access to learning during NTI.	Due to COVID-19 there are no support request data to report. Many assistive technology devices were delivered or mailed to students to ensure access to learning during NTI. AT staff provided live training weekly in April to support AT implementation in the virtual environment. The ECE live training schedule 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		Due to COVID-19 students with disabilities were top priority when ensuring equitable access to technology, internet, and paper/pencil tasks. This included delivery of assistive technology, modifications of paper/pencil tasks, and providing related services virtually. NTI Guidance for ECE students was provided to school administrators (see attached emails) and there is a dedicated link to Special Education resources available on the JCPS NTI portal (see attached link).	During COVID-19, students with disabilities continue to be top priority for ensuring equitable access to technology, internet, and paper/pencil tasks. This included delivery of assistive technology, modifications of paper/pencil tasks, and providing related services virtually. NTI Guidance for ECE students was provided to school administrators (see attached emails) and there is a dedicated link to Special Education resources available on the JCPS NTI portal (see attached link).	
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		Due to COVID-19, the ECE department collaborated with schools to ensure family engagement was included in NTI plans. Attached Family Engagement Role in NTI. In addition, the FACE PLC meetings continued virtually on March 20th and March 26th, attached.	Due to COVID-19, the ECE department continued to collaborate with schools to support family engagement in NTI plans. Attached Family Engagement Role in NTI. In addition, ECE staff participated in the FACE PLC meetings on April 16, April 30 and May 12 (agendas attached).	





Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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 March, the department conducted 141 Record Reviews from ARC meetings conducted in February. ECE Implementation Coaches received feedback from ECE Implementation Supervisors with ARCs reconvened as needed. Analysis of record review findings attached. For April-May, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of ES Zone 1 Record Review Plan attached.	The ECE department has conducted over 1300 Record Reviews from ARC meetings conducted in the 2019-2020 school year. Analysis of record review findings attached. In April, the ECE Department in collaboration with Accountability, Research, and Systems Improvement revised our record review process to align with the KDE process of selection with a net outcome of increased record reviews. Example of draft report attached.	●
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through April 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. The team is beginning to plan for the 20-21SY by completing the KDE Success Gaps Rubric. This will be completed by 5/31 for consideration for the 20-21 SY. Additionally, JCPS has had two conversations with Jarrod Slone (KDE) to prepare for summer professional development that is designed to support districts in reviewing their plans for the upcoming school year.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
57	IDEA	J2. Develop, implement, and monitor a CCEIS plan based on the root cause analysis with appropriate student level documentation (e.g., tracking in Infinite Campus)	Smith	10/01/18	10/01/20	Monthly	 <p>Continued collaboration between the Assistant Superintendents of Teaching and Learning, Culture and Climate and the Chief of Exceptional Childhood Education, the Chief of Data and Accountability and the Chief Academic Officer to ensure website launches in the summer of 2020.</p> <p>Based on the district needs, MTSS staff have hosted various online professional learning sessions for teachers during NTI. See the attached listing of learning experiences for educators.</p> <p>Principals received guidance about behavior entries during NTI from Assistant Superintendent for Culture and Climate (see attached).</p>	<p>A final review of CCEIS implementation will be completed immediately following the end of the NTI period/end of the school year. This review will resemble what KDE submitted last year including a red, yellow, and green assessment of strategy implementation.</p> <p>Chief of Exceptional Childhood Education and Assistant Superintendent of Teaching and Learning met with KDE (Jarrod Slone and Chris Thacker) to discuss anticipated end of year progress. A follow up meeting was held with specific Cabinet leadership involved in CCEIS implementation to share upcoming results. The agenda for this meeting is attached (CCEIS Chiefs Update).</p> <p>JCPS has submitted regular updates for CCESI activity. See attached document for monthly activity.</p>	
58	IDEA	J3. Develop a budget to support the CCEIS plan	Smith	10/01/18	10/01/20	Annually	 <p>Todd Elder had a call with Jarrod Slone to discuss the JCPS CCEIS budget model. An internal budget meeting is scheduled to review the budget on 4/24 for key personnel.</p>	<p>Budget has been submitted by Todd Elder and reviewed for consideration. The Chief Academic Officer and Chief of Exceptional Childhood Education have a scheduled update with the superintendent for next steps regarding the guidance received from KDE regarding expected fiscal expenditures and future strategies for improving student outcomes.</p>	
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	 <p>FBA/BIP/MDR training's for administrators and teachers were canceled to Covid-19 concerns. All face to face training's will resume when NTI ends and traditional school resumes. During NTI, support for teachers and administrators is occurring through a shared compliance document, live support sessions, google forms to submit questions and district supervisor contact information. These supports are accessible by clicking the ECE NTI Resources icon in the teacher backpack Link provided below and page posed in attachments. (https://apps.jefferson.kyschools.us/orchard/teacherbackpack)</p>	<p>FBA/BIP/MDR training's for administrators and teachers were canceled to Covid-19 concerns. All face to face training's will resume when NTI ends and traditional school resumes. During NTI, support for teachers and administrators is occurring through a shared compliance document, live support sessions, google forms to submit questions and district supervisor contact information. These supports are accessible by clicking the ECE NTI Resources icon in the teacher backpack Link provided below and page posed in attachments. (https://apps.jefferson.kyschools.us/orchard/teacherbackpack)</p>	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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		April Call Log uploaded to document, follow up with schools to ensure resolutions are in accordance with IDEA	Due to NTI, zoom meetings and email have been utilized to provide guidance to ensure resolutions are made in accordance with IDEA. (email attached)	
61	IDEA J6. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly		CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	
62	IDEA J7. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around CCEIS strategies and district support	Smith	10/01/18	10/01/20	Annually		<p>The MTSS teams (Academic, Engagement, and Behavior) have met twice to determine how services will be provided during the NTI period. Each department has created resources for support for students (examples attached).</p> <p>Teams have also delivered online professional development through the district On-Line Digital Channel. The professional development provided has been focused on a) instructional tools to use effectively during NTI, b) community-building restorative circles, and c) classroom management for virtual learning environments. See sessions attached.</p> <p>The JCPS Teacher NTI Toolkit provides additional resources: https://sites.google.com/jefferson.kyschools.us/jcpsnti/Home?authuser=0</p> <p>The teams are working on the revision of the JCPS MTSS Handbook. Meeting agenda attached. A scheduled due date of May 1st.</p>	<p>The district has completed the update for the School-based MTSS Implementation Handbook. The Assistant Superintendent for Culture and Climate & Teaching and Learning will be facilitating sessions with the zone and level Assistant Superintendents for them to train principals on effective implementation. This pd will be offered before the end of June. See the link to the updated school-based handbook: https://docs.google.com/spreadsheets/d/1OT100AS32vz-gTOiApl7EPoEpbjJGFqSGrC7hBhCidzc/edit#gid=0</p> <p>All CEIS strategies will be reviewed in total at the end of the school year in preparation for summer PD discussions with KDE.</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, Re-Engagement, and Student Behavior Support teams collaborated and created content for a Parent Choice Board to be utilized during NTI. These resources give information on PBIS, Restorative Practices, and SEL strategies that can be used in the home. This material will be able to be used by schools to continue the PBIS-Home connection once regular instruction begins again. Topics on the Choice Board are attached.	The MTSS Behavior, Re-engagement, and Student Behavior Support teams created 4 parent choice boards (attached). These were available both electronically and through hard-copy NTI packet distribution. In addition, they were translated into the primary languages spoken in JCPS, and distributed through ESL Newcomer Academy, NTI paper copies, and the ESL department.	







Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status	
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 is in the process of creating 30 minute trainings on each high yield instructional practice included in all six toolkits. Attached is the training for Opportunities to Respond.	MTSS Engagement team has created 30-minute trainings for each high-yield practice (HYP) in all six MTSS Toolkits. Attached is example set from the MTSS Teacher Clarity toolkit. The attachments include a powerpoint that reviews the HYP and a step by step outline for how to train the content that will be shared with school leaders who choose this content to be implemented in their school.	
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 team provided virtual trainings for teachers during NTI; one was "Facilitating Virtual Restorative Circles," and the other was "Classroom Management for Virtual Learning." See attached schedule of trainings.	The MTSS Team has been supporting schools and reaching out to families and students who have not been connected to NTI, their school, or their teachers. Tracking numbers are attached.	
67	IDEA	K4. Review the district level MTSS support services and adjust based on findings from the review on a regular basis	DeFerrari	10/01/18	10/01/20	Monthly		Members from the several departments (CDLI, MTSS, and DEP) met to draft ideas on how to revise the MTSS school-based handbook template for 2020-21. Attached are some of the ideas.	Members from the several departments (CDLI, MTSS, and DEP) have created a revised MTSS school-based Implementation Plan template for 2020-21. See Attached. The document will be rolled out by June 1, 2020.	
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	
69	IDEA	L. IDEA (Issue 9): Physical Restraint and Seclusion								
70	IDEA	L1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	DeFerrari	10/01/18	10/01/20	Monthly		No physical trainings are scheduled for April 2020. However, SCM Theory will be continued to be trained using JKM's online platform. Staff recertification modules have been requested thru July 2020 attached. Any AP not SCM was sent the SCM Theory module on 4.14.20 to be completed by 7.1.20. In addition, a virtual AP meeting was held on 4.14.20 to review the training and core team compliance.	SCM Theory trainings have continued via online platform. Staff needing recertification through July and August have now received their online modules. SCM Team has completed cross-referencing of training records and has begun reaching out to every school administrator notifying them of the current training status along with their core team and staff review.	
71	IDEA	L2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	DeFerrari	10/01/18	10/01/20	Annually		Status is unchanged.	Status is unchanged.	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
72 IDEA	L3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	DeFerrari	10/01/18	10/01/20	Monthly	●	Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting and SCM Department Meeting was held on April 6th and 13th, 2020 (Attached). Questionable restraint codes were reviewed and emails were sent to administrators to review and correct. Missing debrief email was sent to principals (attached)	Last Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting, SCM Department Meeting and Arrest/ Citation Documentation Review Meeting are scheduled for May 28th. Missing debriefs are continued to be monitored and received.	●
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	●	SCM Team has been working to clean up records and cross-referencing both training records databases to ensure record accuracy. At this time, no staff will be revoked or school will be out of compliance. Once trainings are able to resume, there will be makeup trainings to get staff trained. In addition,, all staff that are due for recerts have been sent the online portion of the training to be completed during this time. Any AP not SCM was sent the SCM Theory module on 4.14.20 to be completed by 7.1.20. In addition, a virtual AP meeting was held on 4.14.20 to review the training and core team compliance.	SCM Team has been working to clean up records and cross-referencing both training records databases to ensure record accuracy. At this time, no staff will be revoked or school will be out of compliance. Once trainings are able to resume, there will be makeup trainings to get staff trained. In addition,, all staff that are due for recerts have been sent the online portion of the training to be completed during this time attached. Any AP not SCM was sent the SCM Theory module on 4.14.20 to be completed by 7.1.20. In addition, a virtual AP meeting was held on 4.14.20 to review the training and core team compliance.	●
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	●	A new list will be requested prior to the 2020-2021 school year. Any ISSM needing SCM training will be scheduled to attend a SCM Initial training. The current SCM trained ISSM that are due for an upcoming recert, have been sent an online module to be completed and will be attend a recert once trainings are able to resume.	SCM Theory trainings have continued via online platform. ISSM needing recertification through July and August have now received their online modules. SCM Team has completed cross-referencing of training records and has began reaching out to every school administrator notifying them of the current training status along with their ISSM review and training needs.	●
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	●	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.	A new survey has not been sent due to no scheduled trainings. However, EOY survey results are attached and are as follows: 95.4% of participants were satisfied with the training at a 4 or 5. 94.4% of participants stated the training met their needs at a 4 or 5. 87.4% of participants either preferred the online module or didn't have a preference.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
76 IDEA	L7. Inform all staff of a student's IEP and BIP as appropriate and hold staff accountable for implementation of strategies and interventions	DeFerrari	10/01/18	10/01/20	Monthly		Email to administrators to update "One Pagers" were not sent due to Covid-19 and NTI. emails will resume after NTI ends and traditional school begins. Virtual training sessions and zoom meetings are being scheduled during NTI to provide EBD teachers and administrators with strategies to provide specifically designed instruction and record data during NTI. (email attached providing zoom invite and reminder of virtual training date and time)	Email to administrators to update "One Pagers" were not sent due to Covid-19 and NTI. Emails will resume after NTI ends and traditional school begins. Virtual training sessions and zoom meetings are being scheduled during NTI to provide EBD teachers and administrators with strategies to provide specifically designed instruction and record data during NTI. During NTI, support for teachers and administrators is occurring through a shared compliance document, live support sessions, google forms to submit questions and district supervisor contact information. These supports are accessible by clicking the ECE NTI Resources icon in the teacher backpack Link provided below and page posed in attachments. (https://apps.jefferson.kyschools.us/orchard/teacherbackpack)	
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 April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through May are included on this sheet which is attached to this row.	







JCPS Final CAP SCM

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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 April 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 May 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	●	No physical trainings will occur during April. However, the SCM Theory training will continue via online platform. Online modules were sent to staff needing recertification through June attached. SCM Department Meeting 4.6.20 and 4.13.20. Any AP not SCM was sent the SCM Theory module on 4.14.20 to be completed by 7.1.20. In addition, a virtual AP meeting was held on 4.14.20 to review the training and core team compliance.	SCM Theory trainings have continued via online platform. Staff needing recertification through July and August have now received their online modules. The remaining AP's not SCM trained have also received their online modules and have a July 1 deadline to complete those.	●
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 updates were shared with KDE during 3.25.20 monitoring visit. Dr. Foster would like the SCM team to present at the Continuous Improvement Summit again on Sept. 27 & 28. Mrs. Njenga is going to share the use of JKM's online module as a method of trainings to other school districts during this time. No recommendations were made at this time. Next superintendent's cabinet review schedule attached. In collaboration with KDE and JCPS IT, JCPS is exploring automatic notification to the SCM department in the event of a severe injury resulting from restraint (Heat Ticket email attached)	JCPS IT has successfully created an IC automated notification sent to the appropriate personnel in the event a severe injury occurs from a physical restraint. Dr. Foster and Mr. Ritter spoke about working to amend 704 KAR 7:160 in regards to staff receiving annual training on how to implement physical restraints due to COVID 19. Dr. Foster will share updates with Mr. Ritter. JCPS Superintendent's Cabinet was held on 5/11/2020 to discuss SCM updates.	●

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
5	<div> <div></div> <div>SCM</div> </div> <p>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.</p>								
6	<div> <div></div> <div>SCM</div> </div> <p>B1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools</p>	Deferrari	10/01/18	10/01/20	Monthly		No physical trainings are scheduled for April 2020. However, SCM Theory will be continued to be trained using JKM's online platform. Staff recertification modules have been requested through July 2020 attached. Any AP not SCM was sent the SCM Theory module on 4.14.20 to be completed by 7.1.20. In addition, a virtual AP meeting was held on 4.14.20 to review the training and core team compliance.	SCM Theory trainings have continued via online platform. Staff needing recertification through July and August have now received their online modules. SCM Team has completed cross-referencing of training records and has begun reaching out to every school administrator notifying them of the current training status along with their core team and staff review.	
7	<div> <div></div> <div>SCM</div> </div> <p>B2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160</p>	Deferrari	10/01/18	10/01/20	Annually		Status is unchanged.	Status is unchanged.	
8	<div> <div></div> <div>SCM</div> </div> <p>B3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)</p>	Deferrari	10/01/18	10/01/20	Monthly		Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting and SCM Department Meeting was held on April 6th and 13th, 2020 (Attached). Questionable restraint codes were reviewed and emails were sent to administrators to review and correct. Missing debrief email was sent to principals (attached)	Last Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting, SCM Department Meeting and Arrest/ Citation Documentation Review Meeting are scheduled for May 28th. Missing debriefs are continued to be monitored and received.	

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 2020 Status
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JCPS Final CAP Early Childhood

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE April 2020 Status	April 2020 Progress Notes	May 2020 Progress Notes	KBE June 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		The log through April is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	The log through May is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures. Email discussions regarding considerations attached.	
3	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		Agendas are attached for the following meetings that have been held: EC Core Leadership Team Meeting Agenda 3-11-2020 EC Associate Principal Meeting 3-20-2020 EC Child Development and Education Unit Meeting 3-10-2020	Agendas are attached for the following meetings that have been held: EC Core Leadership Team Meeting 4-10-2020 IC Unit Meeting 4-17-2020 EC Special Services Unit Meeting 4-23-2020 EC Associate Principals Meeting 4-24-2020	
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		EC work team met to explore opportunities to refine quality control procedures for monitoring health compliance follow-ups. First draft of health compliance follow-up was shared. The Early Entry committee met to review and revise Current (19-20) Early Entry Information for 2020-2021. Draft procedures will be provided at the next meeting. Anderson RTC conducted training with all ECE Resource Teachers and Instructional Coaches on utilizing the Devereux Early Childhood Assessment (DECA) which is a social emotional screener. The screener will be utilized as an additional tool for staff to develop plans to support children with significant social emotional/behavioral needs. The DECA Kits were funded through a grant from the GOEC.	In response to the Kentucky Board of Education decision to temporarily waive several regulations at its April 9th meeting in order to provide flexibility to school districts due to COVID-19, district timelines have been extended to May 31 for completion of evidence collection of the All STARS preschool rating program for submission to KDE on or before July 31. Also the state has waived the requirement for a second home visit for all state preschool students for the remainder of the 2019-2020 school year. Virtual Kindergarten Transition Visits Procedure (partnership with NCFL) Visits for 4 year olds transitioning to Kindergarten this fall began Monday April 27and will go through May 27. Visits will be tracked with the Transition Tracking Form CAP Smartsheet review was completed during the month of April. There were no KDE comments requiring JCPS EC response.	
5	ECH	B. Implement KDE recommendations from the consolidated monitoring visit								

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ECH	B1. Develop, implement, and monitor a system to ensure that children with disabilities collaborate with non-disabled peers as much as possible	Averette	10/01/18	10/01/20	Monthly	●	<p>The Early Childhood and Exceptional Child Education leadership teams collaborated on an efficient plan for RTI/Child Find Screening Process for SY20-21.</p> <p>Collaborated with Exceptional Child Education (ECE) to add information of Early Childhood to JCPS ECE/504 Guidance for NTI Compliance.</p> <p>Collaborated with ECE to add information of Early Childhood to JCPS ECE PreK - 12 Resources to Support Planning Instruction.</p> <p>The Resource Teacher, Early Childhood Special Services will provide support for student learning through the Early Childhood NTI Program Plan (see in B2).</p>	<p>Resource Teachers and Instructional Coaches are collaborating with ECE to meet compliance of the diagnostic process through a scheduled calendar.</p> <p>Special Services' staff including Manager, Supervisor, Specialist, and Resource Teachers have participated in numerous training sessions with: KDE DoSE-3-31-20, 4-3-20 SDI in an NTI state, 4-10-20 Meaningful Progress Monitoring, 4-17-20 Acc/Mod during NTI, 4-24-20 SDI for MSD</p> <p>Anderson RTC-4-9-20 Helping Families understand Social/Emotional, 4-16-20 Purposeful Play, 4-23-20 Using Story Book</p> <p>They have also participated in GLEC Webinars and JCPS ECE Webcasts.</p> <p>Early Childhood Progress Monitoring During NTI guidance was shared with Early Childhood staff by Resource Teachers as an option for collecting data during NTI.</p> <p>Collaborated with Exceptional Child Education (ECE) to add information about Early Childhood to JCPS ECE/504 Guidance for NTI Compliance.</p> <p>Collaborated with ECE to add information about Early Childhood to JCPS ECE PreK - 12 Resources to Support Planning Instruction.</p>	●

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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>The Early Childhood Leadership Team developed a program-specific district Early Childhood NTI Plan to provide administrators, staff and all stakeholders with guidance on providing educational services and support to students and families.</p> <p>For Early Childhood families without technology access, printed PreK Choice Boards were provided for NTI. Early Childhood Kindergarten Readiness Backpacks are being delivered to all 3,300 JCPS Early Childhood families to support hands-on learning during NTI.</p> <p>The Preschool Grant GMAP Application was completed and submitted to KDE. The application for 2020-21 included current staffing and projected budgetary allocations totaling \$10.4M.</p> <p>Health and 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>In the month of March, 13 playground inspections were completed by the operations team.</p> <p>School administrators continued to focus their ILT work on the expectations of EC Leadership Teams.</p>	<p>Early Childhood teachers are documenting NTI participation in Infinite Campus daily. Overall participation rates in Early Childhood NTI are above 80%, with over half of schools/centers reporting participation rates of 90% or better. JCPS has provided developmentally appropriate Early Childhood Choice Boards for every week of NTI. These are accessible both electronically through the NTI Choice Board Portal and in Google Classrooms, and in print form distributed to families through feeding sites or by mail.</p> <p>For the month of April, 18 playground inspections were completed by the operations team. The regular inspection schedule is being maintained during the NTI period to monitor playgrounds for vandalism. To date, 223 out of 227 or 98.2% of playground inspections have yielded zero unresolved compliance issues.</p> <p>Prior to the school closure, ECERS 3 observations were completed in 103 classrooms (60%). The average overall classroom score for ECERS-3 is 5.5 out of a 7 point scale. Also, the overall score of each of the six subscales was 5.0 or better, with the two highest-scoring subscales most highly correlated with quality and improvement, Language and Literacy (5.7) and Child-Adult Interactions (5.8).</p> <p>In light of the temporary suspension of All-STARs due to Covid 19, the district continues to collect ALL STARs evidence to meet state deadlines. A plan will be developed to complete ECERS observations for the remaining 60 classrooms in the fall.</p> <p>An email from the KEDS director verified that JCPS has notified them that no spring student assessments were completed due to the school closure, and that nothing further was needed by KEDS from JCPS.</p> <p>School administrators continued to focus their ILT work on the expectations of EC Leadership Teams.</p> <p>EC Leadership has been planning for Camp Ready for K all year, but plans have now shifted to a virtual Camp Ready for K for two weeks in July.</p>	●

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8 ECH	B3. Share results of monitoring process with supervisors and reflect in evaluations of early childhood staff and administrators	Coleman, Horton	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-April are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-May are included on this sheet which is attached to this row.	●