

# JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
1	<b>A. KRS 160.290 outlines the general roles and responsibilities of Board Members. However, interviews revealed there is involvement of Board Members in day-to-day management and operations of the district. A board protocol for ensuring proper training and alignment of responsibilities and roles of members must be enacted and monitored for improvement of board effectiveness.</b>									
2	Planning	A1. Partner with KSBA to design and implement training on the general roles and responsibilities of board members	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
3	Planning	A2. Explore consultant services to support improvement efforts and development of board protocols (e.g. AdvancED, Alsbury, etc.)	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
4	Planning	A3. Develop and implement process to on-board new board members that includes information on roles and responsibilities of board members	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	Planning	<b>B. Examine and improve the alignment of central office work and personnel to achieve district goals and strategies. Alignment must include accountability for execution at all levels (e.g., Superintendent, Cabinet Members, Assistant Superintendents, middle level management, school administrators, teachers).</b>								
6	Planning	B1. Review the 2017-18 central office reorganization for effectiveness and make revisions as necessary	Dennes	10/01/18	10/01/20	Annually	●	Academics and DEP Organizational Charts from June 9 meeting attached.	IT Org Charts from June 23 meeting attached.	●
7	Planning	B2. Add internal auditor position and Chief of Exceptional Childhood Education position as per the settlement agreement between KDE and JCPS	Dennes	10/01/18	10/01/20	Single Action	●	Completed	Completed	●
8	Planning	B3. Review data metrics and actions from Vision 2020, CDIP at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)	Chief of Schools, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	A summary of NTI work will be shared with the board at their June 23rd board meeting (see attached ppt).  The school support tracking system report shows 1,747 hours of district support to schools/ achievement areas for May. Attached are the number of hours by school.	Highlights from the NTI surveys in the areas of curriculum, communication, technology and health/wellness have been developed and shared with the Pandemic Response team (see attached).  The school support tracking system report shows 264 hours of district support to schools/ achievement areas for June. Attached are the number of hours by school.	●
9	Planning	B4. Develop and implement a system that includes accountability measures to ensure that middle level management is connected to and supportive of the school's work (e.g. field hour logs) and needs	Coleman	10/01/18	10/01/20	Monthly	●	The school support tracking system report shows 1,747 hours of district support to schools/ achievement areas for May. Attached are the number of hours by school.	The school support tracking system report shows 264 hours of district support to schools/ achievement areas for June. Attached are the number of hours by school.	●
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	Chief of Schools	10/01/18	10/01/20	Monthly	●	Planning is currently underway to review and revise the Collaborative Calibration Visits (CCV) to align with the Comprehensive System Reviews. Each Asst. Superintendent and Ex. Admin are being interviewed to identify best practices to continue and embed in the 20-21 CCVs.  The agenda for Instructional Cabinet for July 13th includes a review of CSR findings and a draft of a revised CCV process.	Planning continues to align the CSR and CCV process within a coherent framework of district level support systems. Attached is a draft slide deck for the July 13th instructional cabinet meeting.	●

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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)	Chief of Schools	10/01/18	10/01/20	Monthly	●	<p>During the NTI period, schools continued to work on the three pillars and key strategies of Vision 2020.</p> <p>Despite the very unique spring semester, 9802 of our 15,387 students in grades 5, 8 and 12 (63.7%) completed defenses. Attached is a link to our JCPS Backpack Data Dashboard that shows the % defenses completed by school.</p> <p>In addition, three schools piloted the Implicit Bias module that all schools will complete during the upcoming school year.</p>	<p>We are continuing our work on the three pillars through our summer league programming. The Summer League ENRICH launched on Monday, June 22 with approximately 120 Adventures and 100 more still to be launched.</p> <p>Beginning July 6, 3-week CTE camps will launch for 9th graders. These include a wide variety of experiences, with synchronous (live) classes 2 times each week for students along with lots of asynchronous learning experiences.</p> <p>In addition, Summer League EMPOWER begins July 6th as well. This portion of the Summer League is for students who could benefit from additional support in reading and/or math. Each teacher has been assigned a caseload of 12 students and will work with them throughout the next four weeks using ExactPath, an adaptive program that customizes learning paths for students based on their MAP scores as well as on-going performance.</p> <p>More information can be found at our website: <a href="https://sites.google.com/jefferson.kyschools.us/summer-learning/home">https://sites.google.com/jefferson.kyschools.us/summer-learning/home</a></p>	●
14	Planning	C3. Develop, implement and monitor a system for schools to reflect on their progress in implementing the three pillars and provide support based on those reflections	Chief of Schools	10/01/18	10/01/20	Monthly	●	<p>Planning is currently underway to review and revise the Collaborative Calibration Visits (CCV) to align with the Comprehensive System Reviews. Each Asst. Superintendent and Ex. Admin are being interviewed to identify best practices to continue and embed in the 20-21 CCVs.</p> <p>The agenda for Instructional Cabinet for July 13th includes a review of CSR findings and a draft of a revised CCV process.</p>	Planning continues to align the CSR and CCV process within a coherent framework of district level support systems. Attached is a draft slide deck for the July 13th instructional cabinet meeting.	●

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15	Planning	<b>D. Implement a systematic monitoring process to develop new and review existing policies while ensuring policies are effective at the board of education, district and school level. As part of this formalized process, there should be accountability for execution of this plan at all levels (e.g., Superintendent, Cabinet Members, Area Assistant Superintendents, middle level management, school administrators, teachers).</b>								
16	Planning	D1. Partner with KSBA to align and standardize policies and procedures	Dennes	10/01/18	10/01/20	Annually	●	The next set of procedures will go to the June 23 meeting. This will complete the project. The process will be ongoing, however, as procedures are added and updated as a consistent practice.	Procedures that went to June 23 meeting attached.	●
17	Planning	D2. Implement the Board Policy Committee that will regularly review new policies and establish a cycle for reviewing existing policies to determine effectiveness	Dennes	10/01/18	10/01/20	Semi-annually	●	Board Policy Committee will meet June 11. Agenda attached.	Board Policy Committee is meeting June 30, July 7, and July 14 and another time if needed. Materials attached for all three.	●
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	Communication will go out after July 21 Board meeting.	●
19	Planning	<b>E. While the CDIP contains the required Kentucky Board of Education (KBE) goals, the expansive nature of the plan inhibits full implementation of actionable steps to guide the day-to-day work. Create 30/60/90 day plans for each department to ensure the CDIP is being fully implemented.</b>								
20	Planning	E1. Develop and implement a protocol to ensure that the district goals established in the CDIP are aligned to the work at the school level (e.g., vital signs checks, collaborative calibration visits, data reviews, etc.)	Chief of Schools, Coleman	10/01/18	10/01/20	Monthly	●	The core team continues to work on the new strategic plan. Here is a link to our current trello board - <a href="https://trello.com/b/Mk44VaFk/master-jcps-new-strategic-plan">https://trello.com/b/Mk44VaFk/master-jcps-new-strategic-plan</a>  The agenda from the June 3rd meeting is attached. Next steps include taking a deeper dive into the 3 proposed areas during July/early August.	The strategic plan core team is continuing its work on the following: 1)develop a tuning protocol for the next 3 meetings 2)refine each of the areas: Learners & Learning, Collaboration & Competencies, Structures & Supports 3)Begin outlining what an Advisory team meeting (August-September timeline)	●
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)	Chief of Schools	10/01/18	10/01/20	Monthly	●	Empower invites have been sent to families. Currently 2,900 students have registered. Outreach efforts will continue in order increase the number of registered students.  More information can be found on the JCPS website: <a href="https://sites.google.com/jefferson.kyschools.us/summer-learning/home">https://sites.google.com/jefferson.kyschools.us/summer-learning/home</a>	We are continuing our work on the three pillars through our summer league programming. The Summer League ENRICH launched on Monday, June 22 with approximately 120 Adventures and 100 more still to be launched.  Beginning July 6, 3-week CTE camps will launch for 9th graders. These include a wide variety of experiences, with synchronous (live) classes 2 times each week for students along with lots of asynchronous learning experiences.  In addition, Summer League EMPOWER begins July 6th as well. This portion of the Summer League is for students who could benefit from additional support in reading and/or math. Each teacher has been assigned a caseload of 12 students and will work with them throughout the next four weeks using ExactPath, an adaptive program that customizes learning paths for students based on their MAP scores as well as on-going performance.  More information can be found at our website: <a href="https://sites.google.com/jefferson.kyschools.us/summer-learning/home">https://sites.google.com/jefferson.kyschools.us/summer-learning/home</a>	●

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22	Planning	E3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Chief of Schools	10/01/18	10/01/20	Monthly	●	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.  A summary of NTI work will be shared with the board at their June 23rd board meeting (see attached ppt).	Planning continues to align the CSR and CCV process within a coherent framework of district level support systems. Attached is a draft slide deck for the July 13th instructional cabinet meeting.	●
23	Planning	<b>F. The guiding principles of the JCPS Student Assignment Plan are choice, quality, diversity, predictability, stability and equity; however, based on interviews choice and diversity are championed above the other principles. Create a task force made up of shareholders (e.g., community members, parents, local officials, teachers, administrators, students) who are representative of the district demographics and geography to review the Student Assignment Plan to ensure opportunity, equity and access to all students.</b>								
24	Planning	F1. Create and implement a task force made up of shareholders to review the student assignment plan	Chief of Schools	10/01/18	10/01/20	Monthly	●	Currently, small groups of principals are meeting with the team to get a full presentation on the proposal.  There is a presentation scheduled for the June 23 Board meeting.  The survey for families in the impacted study area is being completed.  A video and google response form is being completed for community input. Press Release is attached.  A tool has been created where a family can put in their address and see both their current assignment and their potential assignment if this were to be put in place. Link is attached.	Materials from June 23 Board Meeting attached.  Multiple stakeholder focus groups held on June 26.  Meetings were held with stakeholders the week of July 6 at Edwards and at Central High School. Additionally, after hours meetings are being held with those who have asked or who could not make the in-person meetings.	●
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	Chief of Schools	10/01/18	10/01/20	Single Action	●	Currently, small groups of principals are meeting with the team to get a full presentation on the proposal.  There is a presentation scheduled for the June 23 Board meeting.  The survey for families in the impacted study area is being completed.  A video and google response form is being completed for community input. Press Release is attached.  A tool has been created where a family can put in their address and see both their current assignment and their potential assignment if this were to be put in place. Link is attached.	Materials from June 23 Board Meeting attached.  Multiple stakeholder focus groups held on June 26.  Meetings were held with stakeholders the week of July 6 at Edwards and at Central High School. Additionally, after hours meetings are being held with those who have asked or who could not make the in-person meetings.  On July 1, Grace James Academy officially opened! This new school is an exciting addition to JCPS and offers a choice for students. We are excited to be able to offer another option for families that aligns with our Racial Equity Pillar.	●

# JCPS Final CAP Operations

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
1	Op Support								
	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding facility maintenance and replacement</b>								
2	Op Support	Dennes	10/01/18	10/01/20	Monthly	●	The log through mid-June is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	The log through mid-July is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	●
3	Op Support								
	<b>B. It is recommended that the district analyze bus routes (including double runs) for the most efficient and effective solution to the transportation challenges within JCPS.</b>								
4	Op Support	Robinson Stites	10/01/18	10/01/20	Semi-annually	●	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. See attachment.	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	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. (See attached routing progress check sheet)	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								
	<b>C. It is recommended that the district consider the addition of bus monitors for the routes that have students with greater than average ride times.</b>								
7	Op Support	Robinson Stites	10/01/18	10/01/20	Monthly	●	The ECE Department and Transportation Department met June 2, 2020 for Middle and High School projections. (Meeting notes attached)	Transportation Department Meetings with the ECE Department will continue in mid-July. New routes will be evaluated when the 20-21 school year begins.	●
8	Op Support								
	<b>D. It is recommended that the transportation department provide more in-depth pupil management and de-escalation training over the course of the school year, rather than a one-time training in the summer. Additional strategies and techniques to utilize on the bus will lead to a decrease in disruptive behaviors and ensure the safety of all riders.</b>								
9	Op Support	Adams	10/01/18	10/01/20	Annually	●	Completed	Completed	●
10	Op Support	Robinson Stites	10/01/18	10/01/20	Monthly	●	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 have been developed for periodic implementation during the the 20-21 school year in conjunction with the Climate and Culture Dept. (See attached PowerPoint presentations.)	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 have been developed for periodic implementation during the the 20-21 school year in conjunction with the Climate and Culture Dept. On-Line 8-hour update training sessions are being developed and will be presented to drivers before the start of the 20-21 school year.	●
11	Op Support								
	<b>E. It is recommended that the compound Coordinators should have more input concerning driver routes so that the best choice can be assigned to each route.</b>								

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12	Op Support	E1. Research peer districts to determine best practices regarding assigning routes to drivers	Robinson Stites	10/01/18	04/01/19	Single Action	●	Single action, already completed	Single action, already completed	●
13	Op Support	E2. Explore with the Teamsters Union the process to effectively assign routes	Adams	10/01/18	10/01/20	Annually	●	Completed	Completed	●
14	Op Support	<b>F. It is recommended the district review the discipline policy to tailor the bus behavior issues to appropriate consequences. Application of the policy should be consistent district wide for all drivers, parents, and students to have the same expectations.</b>								
15	Op Support	F1. Develop, implement, and monitor a system to review student behavior and support handbook to determine if bus behavior issues have appropriate consequences	DeFerrari	10/01/18	10/01/20	Annually	●	The team will resume transportation collaboration meetings once school resumes in the fall. The bus driver trainings have been created and shared with transportation for use during the 20-21 school year. An email regarding these trainings is attached.	The team met to discuss MTSS Training, ECE and SCM Training, and bus data review for the upcoming school year. The agenda is attached.	●
16	Op Support	F2. Review resolutions of behavior events on bus to ensure that handbook is being implemented with fidelity across all schools	DeFerrari	10/01/18	10/01/20	Monthly	●	The team will resume transportation collaboration meetings once school resumes in the fall. The bus driver trainings have been created and shared with transportation for use during the 20-21 school year. An email regarding these trainings is attached.	The team met to discuss MTSS Training, ECE and SCM Training, and bus data review for the upcoming school year. The agenda is attached.	●
17	Op Support	F3. Share findings from review with Assistant Superintendent and Principals to improve consistency and hold Principals accountable for implementing recommended changes	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
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 will be completed at August driver training session. We had to move it due to the COVID 19 crisis.	Annual survey will be completed at August driver training session. We had to move it due to the COVID 19 crisis.	●
19	Op Support	<b>G. It is recommended that the district develop a process that shares pertinent student behavior information (issues and triggers) with drivers to promote consistency in behavior solutions as well as to ensure the safety of all students being transported.</b>								
20	Op Support	G1. Develop, implement, and monitor a system to provide information to drivers on targeted strategies to prevent and de-escalate behavior events based on individual student needs	DeFerrari	10/01/18	10/01/20	Monthly	●	Bus driver training has concluded for this school year and will resume next school year. the training schedule has not yet been developed.	Bus driver training has concluded for this school year and will resume next school year. The training scheduled is currently being developed. When it is shared staff members from C&C and the ECE department will train bus drivers on de-escalation techniques and one-pager information. (meeting agenda attached)	●
21	Op Support	G2. Create and communicate topics for drivers to be shared at the compound level to support driver learning	Robinson Stites	10/01/18	10/01/20	Monthly	●	EIC committee meetings will continue during 20-21 school year. Will also distribute Transportation newsletter when school resumes.	EIC committee meetings will continue during 20-21 school year. Will also distribute Transportation newsletter when school resumes. Coordinators actively assisting drivers to connect with District e-mail and Google platform.	●
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 will continue during 20-21 school year.	Behavior data review sessions will continue during 20-21 school year.(See attachments)	●
23	Op Support	<b>H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.</b>								

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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 concluded for this school year and will resume next school year. the training schedule has not yet been developed.	Bus driver training has concluded for this school year and will resume next school year. The training scheduled is currently being developed. When it is shared staff members from C&C and the ECE department will train bus drivers on de-escalation techniques and one-pager information. (meeting agenda attached)	●
25	Op Support	H2. Provide support to schools and transportation staff as they develop and implement behavior intervention plans for students	DeFerrari	10/01/18	10/01/20	Monthly	●	Bus driver training has concluded for this school year and will resume next school year. the training schedule has not yet been developed.	Bus driver training has concluded for this school year and will resume next school year. The training scheduled is currently being developed. When it is shared staff members from C&C and the ECE department will train bus drivers on de-escalation techniques and one-pager information. (meeting agenda attached)	●
26	Op Support	<b>I. It is recommended that JCPS review their bus monitor allocation to determine the number of staff required to ensure student safety.</b>								
27	Op Support	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Robinson Stites	10/01/18	10/01/20	Monthly	●	The ECE Department and Transportation Department met June 2, 2020 for Middle and High School projections. (Meeting notes attached) New routes will be evaluated when 20-21 school year begins	Transportation Department Meetings with the ECE Department will continue in mid-July. New routes will be evaluated when the 20-21 school year begins.	●
28	Op Support	<b>J. It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.</b>								
29	Op Support	J1. Develop, implement, and monitor a system to document bus (versus school) suspensions in Infinite Campus.	DeFerrari	10/01/18	10/01/20	Monthly	●	The team is currently drafting a calendar for next year's review. A draft calendar is attached.	The team met to discuss MTSS Training, ECE and SCM Training, and bus data review for the upcoming school year. The agenda is attached.	●
30	Op Support	J2. Develop, implement, and monitor audit protocol to ensure proper documentation of suspensions related to transportation	Renn	10/01/18	10/01/20	Annually	●	Status unchanged	Status unchanged	●
31	Op Support	J3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
32	Op Support	<b>K. It is recommended that periodic observations at the school should be done by JCPS transportation staff to review the loading and unloading procedures that impact student safety.</b>								
33	Op Support	K1. Develop and implement a schedule to conduct formal documented observations of loading and unloading procedures at schools	Robinson Stites	10/01/18	10/01/20	Monthly	●	Observation procedures will be reviewed with Compound Coordinators and their Assistants prior to the opening of the 20-21 school year.	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	●	Work continues finalizing plans for Grace M. James Academy transportation patterns for the 20-21 school year.	Communicated new traffic pattern for Male High School. Relocation of W.E.B. DuBois Academy and installation of a protective permissive turn lane device. (See attached e-mail and map)	●
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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●

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36	Op Support	<b>L. It is recommended that maintenance or construction projects that impact parking or traffic patterns at the school are communicated to Central Office transportation staff in a timely manner for appropriate action.</b>								
37	Op Support	L1. Develop, implement, and monitor a process to ensure that central office transportation is included in Operations planning meetings that impact traffic patterns at schools	Perkins	10/01/18	10/01/20	Monthly	●	Due to cancellation of in-person school and transition to NTI since April, there have been no changes to traffic-impacting construction projects since the last update in May. As we being planning for the reopening of school in August, intentional efforts to ensure communication between Transportation, Operations, and Central Office will be incorporated into our plan.	As planning continues for the reopening of school in August, Transportation Leadership has been included in the planning process to ensure effective procedures for transitioning kids from buses/cars into school buildings.	●
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	●	As we begin planning for the reopening of school in August, careful considerations will have to be given to ensure safe and secure procedures for transportation in accordance with health and wellness guidelines.	As the school year draws nearer, site-visits will be conducted as needed to review special transportation plans for bus-riders, car-riders, and walkers to ensure protocols for safety and security are clear and communicated.	●
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	●	Work continues finalizing plans for Grace M. James Academy transportation patterns for the 20-21 school year.	Communicated new traffic pattern for Male High School. Relocation of W.E.B. DuBois Academy and installation of a protective permissive turn lane device. (See attached e-mail and map)	●
40	Op Support	<b>M. It is recommended that a business continuity plan for transportation management be developed in the event the C. B. Young, Jr. Service Center facility becomes unusable. Likewise, a business continuity plan is needed for each bus compound and its fleet should that location become unusable.</b>								
41	Op Support	M1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
42	Op Support	M2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Completed	Completed	●
43	Op Support	M3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●
44	Op Support	<b>N. It is recommended that the district implement a process to ensure the proper segregation of duties when it comes to custodial care of the kitchen and the lunchroom that will consistently support the use of indirect cost. Reorganization of both custodial and food service staff to the Central Office and removing the supervisory capacity of the building principal regarding those positions may eliminate any confusion about job responsibilities.</b>								
45	Op Support	N1. Develop, implement, and monitor a system to ensure proper segregation of duties when it comes to custodial care of the kitchen and lunchroom	Bauscher	10/01/18	10/01/20	Monthly	●	This item is complete; monitoring and training will resume when in person school begins. Letters to close federal audit items are attached.	Since there has not been school we have not had the opportunity to observe SOD.  Our team has worked hard to continue to provide meals to students throughout the summer. See attachment.	●



Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
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	●	Due to number of responses and number of employees participating in paper training we are still evaluating results. We do know that some additional, targeted training will have to occur when employees return to work.	In response to the SOD training provided during school closure due to COVID-19 - 677 electronic responses (with several duplicates); 516 completed the quiz. We received 277 paper quizzes back for a total of 738 responses. The incorrect answer rate was 8.7%. We are working on BTS training agenda now and SOD will be covered in the agenda. A summary finding document is attached.	●
47	Op Support	N3. Share results of monitoring system of proper segregation of duties with Assistant Superintendents and reflect results in evaluations	Chief of Schools	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.	●
48	Op Support	<b>O. It is recommended that the district address the corrective action plan required due to the USDA audit in March 2017 as a high priority for the district</b>								
49	Op Support	O1. Develop, implement, and monitor a system to address the corrective action plan from USDA 2017 audit	Bauscher	10/01/18	10/01/20	Monthly	●	Current AR is closed. Next review will occur in 5 years. Letters attached.	Current AR is closed. Next review will occur in 5 years. Letters attached.	●
50	Op Support	O2. Share results of monitoring system for implementing corrective action plan strategies with Assistant Superintendents and reflect results in evaluations	Chief of Schools	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 May are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.	●
51	Op Support	P. It is recommended that the district develop a business continuity plan in the event the Central Kitchen facility becomes unusable.								
52	Op Support	P1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
53	Op Support	P2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Completed	Completed	●
54	Op Support	P3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●

# JCPS Final CAP Finance

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
1	<b>Financial</b>									
	<b>A. KDE recommends the board members consider any and all additional revenue sources (e.g., nickel equivalent tax, utility tax) to address critical facility needs.</b>									
2	<b>Financial</b>	A1. Facilitate an organization session for board members using KSBA training on revenue sources	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
3	<b>Financial</b>	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
4	<b>Financial</b>	A3. On-board new board member during orientation on revenue sources	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
5	<b>Financial</b>	A4. Organize ways in which board members can explore funding opportunities from peer districts and national organizations	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
6	<b>Financial</b>	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
7	<b>Financial</b>	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to June attached.	KSBA hours earned up through June attached.	●
8	<b>Financial</b>	A7. Host public meetings on a variety of finance topics (e.g., Finance Advisory Committee, Local Planning Committee, Community Forums)	Dennes	10/01/18	10/01/20	Semi-annually	●	ARMAC, ECE Advisory Committee and the Board Policy Committee met this month. See materials attached.	Whole School, Community Child Committee, Board Policy Committee, and Site Acquisition hearing held this month. See materials attached.	●
9	<b>Financial</b>	<b>B. KDE recommends Board member training regarding the use of restricted district funds for the acquisition and holding of vacant real property.</b>								
10	<b>Financial</b>	B1. Facilitate an organization session for board members using KSBA training on use of restricted district funds	Dennes	10/01/18	10/01/20	Annually	●	Completed	Completed	●
11	<b>Financial</b>	B2. On-board new board member during orientation on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
12	<b>Financial</b>	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually	●	KSBA hours earned up to June attached.	KSBA hours earned up through June attached.	●
13	<b>Financial</b>	B4 Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
14	<b>Financial</b>	<b>C. As required by Board Policy 04.3111, KDE recommends the board receives and approves a listing of invoices on the "Orders of the Treasurer Report" at monthly Board meetings.</b>								
15	<b>Financial</b>	C1. Develop and implement a process to ensure that the "Orders of the Treasurer Report" on every regular board agenda	Hardin	10/01/18	10/01/20	Monthly	●	Included in 6/23/20 Board meeting; June reports attached	Included in 7/21/20 Board meeting; July reports attached	●
16	<b>Financial</b>	<b>D. KDE recommends the district develop a process that ensures all principals allow SBDM council members to assist with setting budget priorities and ensure all council members receive the monthly financial reports for all school funds.</b>								
17	<b>Financial</b>	D1. Develop written procedures for SBDM Handbook	Stenton	10/01/18	10/01/20	Annually	●	Completed	Completed	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
18	<b>Financial</b>	D2. Develop and implement training for SBDM members on setting budget priorities and review of monthly financials	Stenton	10/01/18	10/01/20	Annually	●	Completed	Completed	●
19	<b>Financial</b>	D3. Monitor SBDM agendas and minutes for review of financials	Stenton	10/01/18	10/01/20	Monthly	●	Completed and evidence attached.	Completed and evidence is attached.	●
20	<b>Financial</b>	D4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
21	<b>Financial</b>	<b>E. KDE recommends the board review and approve long-term cell tower rental contracts to avoid the contracts lapsing and rentals continuing without Board approval and appropriate corporation signatures.</b>								
22	<b>Financial</b>	E1. Develop a system to monitor cell tower rental contracts	Hardin	10/01/18	10/01/20	Monthly	●	Review of cell tower rental contracts occurs monthly. Spreadsheet attached.	Review of cell tower rental contracts occurs monthly. Spreadsheet attached.	●
23	<b>Financial</b>	E2. Monitor contracts to avoid contract lapsing and rentals continuing without Board approval	Hardin	10/01/18	10/01/20	Monthly	●	Contracts are continuously monitored. Spreadsheet attached.	Contracts are continuously monitored. Spreadsheet attached.	●
24	<b>Financial</b>	<b>F.KDE recommends the Payroll Department create a process to confirm that the amount on the bank file as transmitted to and received by the bank matches the total of the payroll at the district end.</b>								
25	<b>Financial</b>	F1. Develop, implement, and monitor the two-level approval process to submit the payroll to the bank	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from May 15 attached as evidence.	Bank confirmation with Munis from June 12 attached as evidence.	●
26	<b>Financial</b>	F2. Develop, implement, and monitor a system to receive the bank email that confirms distribution of the funds	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from May 15 attached as evidence.	Bank confirmation with Munis from June 12 attached as evidence.	●
27	<b>Financial</b>	F3. Confirm the direct deposit amount withdrawn from the bank account matches the payroll posting to the general ledger	Hardin	10/01/18	10/01/20	Monthly	●	Bank confirmation with Munis from May 15 attached as evidence.	Bank confirmation with Munis from June 12 attached as evidence.	●
28	<b>Financial</b>	<b>G. Based upon the review of the expenditures within federal grants, KDE recommends the district perform a more in-depth review of the district's grants to ensure more equitable allocations to schools.</b>								
29	<b>Financial</b>	G1. Review and refine the grant allocation process to ensure equitable allocations to schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●
30	<b>Financial</b>	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	●	Completed	Completed	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
31	<b>Financial</b>	<b>H. According to fiscal management staff, many schools do not fully expend their state grant awards; therefore, the funds revert to districtwide control. KDE recommends the district establish a process to provide more thorough training and periodic reminders to principals regarding their remaining available funds from all sources.</b>								
32	<b>Financial</b>	H1. Analyze state grant awards to identify schools who need additional support in monitoring their expenditures	Hardin	10/01/18	10/01/20	Annually	●	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	<b>Financial</b>	H2. Establish and implement a process for more thorough training on state grant awards and timelines	Hardin	10/01/18	10/01/20	Annually	●	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.	●
34	<b>Financial</b>	H3. Develop, implement, monitor, and communicate state grant balances to schools and Assistant Superintendents	Hardin	10/01/18	10/01/20	Monthly	●	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.	●
35	<b>Financial</b>	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.	●
36	<b>Financial</b>	<b>I. KDE recommends the CAE investigate the presence of grant funds in school activity accounts.</b>								
37	<b>Financial</b>	I1. Develop, implement, and monitor a process to investigate the presence of grant funds in school activity accounts	Renn	10/01/18	10/01/20	Monthly	●	See results from April monitoring attached.	See results from May monitoring attached.	●
38	<b>Financial</b>	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	<b>Financial</b>	I3. Provide individual support/training for schools as needed based on findings	Hardin	10/01/18	10/01/20	Monthly	●	We continue to train on proper compliance with all Redbook rules. Evidence attached.	We continue to train on proper compliance with all Redbook rules. Trend analysis attached. We anticipate improving upon this trend during the new audit year.	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
40	Financial	I4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.	●
41	Financial	<b>J. KDE recommends the district separate pupil attendance and Redbook training functions from the internal auditing function, utilizing different individuals to maintain proper segregation of duties.</b>								
42	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.	We have continued to develop our training resources. Attached are the results of targeted, specialized Redbook training. We anticipate even better results this year, having worked very hard to overcome turnover of a third of our bookkeepers	●
44	Financial	J3. Provide individual support and training for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	Evidence of staff trained on Redbook is attached.	Evidence of our support trend is attached as we prepare to improve upon these results during the FY20 audit period.	●
45	Financial	J4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of principals	Chief of Schools	10/01/18	10/01/20	Monthly	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.	●
46	Financial	J5. Develop a quality control process to ensure job descriptions incorporate the training and compliance requirements	Adams	10/01/18	10/01/20	Annually	●	Several Job Descriptions from Academics and some from DEP are going to June 9 Board meeting. All have compliance requirements.	Several Job Descriptions from IT and Operations are going to June 23 Board meeting. All have compliance requirements. See attached.	●
47	Financial	<b>K. KDE recommends a process be established to review all outstanding checks past six months from the month of issue and addressed as appropriate.</b>								
48	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 attached. No checks older than six months.	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	<b>L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.</b>								
51	Financial	L1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
52	Financial	L2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, nutrition services, personnel management)	Dennes	01/01/19	03/01/19	Single Action	●	Completed	Completed	●

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
53 <b>Financial</b>	L3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●

# JCPS Final CAP Finance School

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
1	Financial - School <b>A. As evidenced by information gathered during school level interviews, communication is lacking from Central Office to school level personnel. Most Principals expressed the disadvantages of having Area Assistant Superintendents with 25 schools under each one. Communication is an area of much needed improvement. Transparency is a vital key to success and this is not observed in the JCPS network.</b>								
2	Financial - School A1. Develop, implement, and monitor a communication protocol including responsibility matrix and frequency in regards to each financial-school CAP action	Chief of Schools	10/01/18	10/01/20	Monthly	●	Completed--Matrix attached Draft Matrix for Fall 2020-2021 attached	Completed--Matrix attached Matrix for Fall 2020-2021 attached	●
3	Financial - School <b>B. It is recommended that all schools utilize one bank account for school activity funds. If a school changes banks, any outstanding checks should be voided, written off in the EPES system, and reissued under the new account if the recipient is known. Accounts that aren't being utilized, should not remain open for extended amounts of time.</b>								
4	Financial - School B1. Develop, implement, and monitor strict timelines and procedures for closing bank accounts	Hardin, Renn	10/01/18	10/01/20	Monthly	●	No new bank account was opened in April. See New Bank Account Analysis - April from the Monthly Monitoring Activities.	No new bank account was opened in May. See New Bank Account Analysis - May 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 May analysis of outstanding checks. See May 2020 Outstanding Check Review.	No exceptions noted from June analysis of outstanding checks. See June 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.	During Covid-19 and summer when school staff is not available for training, we are preparing for the new audit year. Attached is our baseline data trend upon which we aim to improve, complicated by over a third turnover in bookkeepers during the 2019-2020 year. We continue to monitor school bank account closings.	●
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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
8	Financial - School <b>C. To maintain accurate records of expenditures and authorization of expenditures, KDE recommends credit cards be safeguarded and kept under lock and key to protect against unauthorized use as outlined in Redbook procedures. A sign-in/sign-out sheet should also be maintained.</b>								
9	Financial - School C1. Review, implement, and monitor a process to ensure appropriate protocols for credit card management	Hardin	10/01/18	10/01/20	Monthly	●	Proper credit card procedures are trained consistently. Evidence attached.	During Covid-19 and summer when school staff is not available for training, we are preparing for the new audit year. Attached is our baseline data trend upon which we aim to improve, complicated by over a third turnover in bookkeepers during the 2019-2020 year. On the attachment, credit card-related findings showed a decrease from FY18 to FY19 of 80%. Our aim is to improve on this during the audits of FY20	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
10	Financial - School	C2. Review, implement, and monitor audit protocols to ensure Redbook rules regarding credit card management are implemented with fidelity	Renn	10/01/18	10/01/20	Monthly	●	See results from monthly monitoring of credit card logs for April review attached.	See results from monthly monitoring of credit card logs for May review attached.	●
11	Financial - School	C3. Provide individual support and training on credit card management for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	●	Proper credit card procedures are trained consistently. Evidence attached.	Proper credit card procedures have been trained consistently for years. This effort has resulted in credit card findings reducing by 80% from FY18 to FY19. After another year of consistent training, we anticipate the results of the FY20 audit and aim to improve upon our results in FY19.	●
12	Financial - School	C4. Share results of monitoring process of school level credit card system with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
13	Financial - School	<b>D. It is recommended that the district provide training to school level personnel for schools that receive funding through grants, so that someone at the school-level will have an in-depth understanding of the financial handling of grants and able to provide supporting documentation relating to the grant upon request during an external audit. The documentation surrounding grants may be maintained and controlled at the Central Office level; however, a basic understanding of the processes involved for the grant funded employees should exist at the school level. At least one member of the school personnel should be able to explain the procedures and policies that are in place to ensure grants are being properly allocated and accounted for per the constituents.</b>								
14	Financial - School	D1. Develop, implement, and monitor a process to regularly update financial services website to ensure grant procedures and guidelines are clearly stated	Hardin	10/01/18	10/01/20	Quarterly	●	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation.	Website monitored monthly and updated as needed. Training to be developed to include online help, face to face/classroom interaction and media presentation.	●
15	Financial - School	D2. Develop, implement, and monitor a grant management system at the school level	Hardin	10/01/18	10/01/20	Monthly	●	Process is in place to notify school support staff and principals of grant status for every grant at each school, allowing the principal information to review each grant. Evidence attached.	Process is in place to notify school support staff and principals of grant status for every grant at each school, allowing the principal information to review each grant. Evidence attached.	●
16	Financial - School	D3. Develop, implement, and monitor a training process on the proper controls for grant funding for school team (e.g., bookkeepers, secretaries, principal/designee)	Hardin	10/01/18	10/01/20	Annually	●	We are reviewing grant activities to determine if grant staff need additional training. Sessions are generally held at beginning of year and at interim times when specific training topics are needed.	We are reviewing grant activities to determine if grant staff need additional training. Sessions are generally held at beginning of year and at interim times when specific training topics are needed.	●
17	Financial - School	D4. Share results of monitoring process of school level grant management system with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●



Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
18	Financial - School <b>E. It is recommended that the assistant Principals and teachers receive annual training on Redbook activities that govern school activities as it is not merely enough to educate bookkeepers in this area.</b>  <b>For example, because multiple receipt forms begin in the classroom, it is important that teachers receive adequate training on multiple receipt procedures. Providing others with knowledge in this area will also help matters in the event a school bookkeeper should take leave unexpectedly, or during a replacement period if one leaves their place of employment.</b>								
19	Financial - School E1. Develop, implement, and monitor an on-line training module on Redbook procedures for teachers and Assistant Principals	Hardin	10/01/18	10/01/20	Monthly	●	The new sponsor training module is now live and a link is on our School Finance Resources website. The video is available both within and outside of the JCPS network so it is viewable by others who may be considering becoming a coach or sponsor.	We are excited about rolling out the new sponsor training module at all schools for their fall sports and fall field trip collections. In the meantime, we continue to train Principals and assist with Principal certification courses locally to start Principals off on the right foot.	●
20	Financial - School E2. Share results of monitoring process of Redbook compliance with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
21	Financial - School <b>F. Dates should not be crossed out in ink on a purchase request form since this leaves room for questioning the validity of the documents being examined.</b>								
22	Financial - School F1. Review, implement, and monitor a process to ensure proper management of school level purchase requests (e.g., dates should not be crossed out in ink)	Hardin	10/01/18	10/01/20	Monthly	●	Training continues on all Redbook topics including proper date corrections. See attached evidence.	As we prepare for a new audit year and reflect while school staff is not available to train, we feel confident that we will continue to see improvement in school level purchasing. Attached are the comparative results from FY18 to FY19 which showed disbursement findings decreasing by a third, and date corrections not listed as a common finding at all. We have been training staff consistently and with considerable effort for years and feel confident that the results for FY20 will be even better.	●
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 April review attached.	See results from monthly monitoring disbursement activities for May 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 evidence of training sessions.	We have not had individual schools identified for additional training. As we find schools that need additional support during the ensuing audit period, we stand ready to provide that support. Attached are the comparative audit results of the past two years, which we expect to improve upon.	●

Primary Column	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
26	Financial - School	<b>G. It is recommended that all audit findings, including those at the school level, be rectified annually, so that the issues are not repeated in consecutive years.</b>								
27	Financial - School	G1. Develop, implement, and monitor to ensure that all school level audit findings are addressed	Renn	10/01/18	10/01/20	Annually	●	See Findings Database Listing as of 06/14/2020  Also attached Summary of exception count monitoring tool created to track and identify repeat exceptions.  Two school had observations in disbursements testing for the same issue in more than 1 month. Communication will sent to Principal and Bookkeeper notifying them of the repeat exceptions when they return from summer break.	See Findings Database Listing as of 06/27/2020  Also attached Summary of exception count monitoring tool created to track and identify repeat exceptions.  Four schools had observations in disbursements testing for the same issue in more than 1 month. Communication will sent to Principal and Bookkeeper notifying them of the repeat exceptions when they return from summer break.	●
28	Financial - School	G2. Share results of monitoring responses to school level audit findings with Assistant Superintendents and reflected in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
29	Financial - School	<b>H. It is recommended that school level findings in the independent external audit be reported to the board by individual school and not just in summary form.</b>								
30	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly	●	See Findings Database Listing as of 6/14/2020	See Findings Database Listing as of 6/27/2020	●
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 June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
1	<b>Personnel Management</b>	<b>A. It is recommended that the Superintendent develop and implement a process to ensure that all Central Office employees are evaluated based on the duties described in their job descriptions.</b>								
2	<b>Personnel Management</b>	A1. Develop, implement, and monitor a process to ensure that job descriptions for central office employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Both Academics and DEP have Job Descriptions going to the June 9 meeting (attached).	IT Org Charts and Job Descriptions went to the June 23 meeting (attached).	●
3	<b>Personnel Management</b>	A2. Develop and implement a process to ensure all Central Office employees are evaluated based on job description meeting the appropriate timelines	Adams	10/01/18	10/01/20	Annually	●	Administrators in Job Family II and IV have evaluations being completed.  Currently evals are being completed and Chiefs are reviewing. After this review, the Chief of Staff is reviewing and those with errors must be corrected. The Google sheet for recording has been distributed and then all evals will be submitted to Employee Relations for recording and filing. Agenda attached with details.	All administrators Grade 8 and above were reviewed by Chief of Staff and all are completed.  Preparations are underway for beginning of year meetings and PGP work.  Supervisors recorded summative conferences on district google form attached.	●
4	<b>Personnel Management</b>	A3. Monitor the process and hold supervisors accountable for implementing the process as reflected in their evaluation	Adams	10/01/18	10/01/20	Annually	●	Administrators in Job Family II and IV have evaluations being completed.  Currently evals are being completed and Chiefs are reviewing. After this review, the Chief of Staff is reviewing and those with errors must be corrected. The Google sheet for recording has been distributed and then all evals will be submitted to Employee Relations for recording and filing. Agenda attached with details.	All administrators Grade 8 and above were reviewed by Chief of Staff and all are completed.  Preparations are underway for beginning of year meetings and PGP work.	●
5	<b>Personnel Management</b>	<b>B. It is recommend that the Superintendent ensure that Supervisors (e.g., Cabinet members, Area Assistant Superintendents) are accurately evaluating their employees based on the duties described in their job descriptions</b>								
6	<b>Personnel Management</b>	B1. Develop, implement, and monitor a process to ensure that job descriptions for school level employees are up to date, accurate, and accessible	Adams	10/01/18	10/01/20	Quarterly	●	Academics has Job descriptions going to June 9 Board Meeting (attached).	IT Org Charts and Job Descriptions went to the June 23 meeting (attached).	●
7	<b>Personnel Management</b>	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	●	School supervisors are completing those summative evaluations that are required this year. Directions have been sent about the process for submission. The Consultants of Employee Relations are receiving, reviewing, recording and sending to the records room for filing.	All administrators Grade 8 and above were reviewed by Chief of Staff and all are completed.  Preparations are underway for beginning of year meetings and PGP work.	●
8	<b>Personnel Management</b>	B3. Monitor the process and hold supervisors responsible for implementing the process as reflected in their evaluation	Chief of Schools	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through July are included on this sheet which is attached to this row.	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
9	<b>Personnel Management</b>	<b>C. It is recommended the HR department develop feedback mechanisms within its operating systems that will provide constructive data and information for continuous process improvement.</b>								
10	<b>Personnel Management</b>	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	●	Survey results from May are attached. Supervisors received division reports to discuss with staff.	Survey results from June are attached. Supervisors received division reports to discuss with staff.	●
11	<b>Personnel Management</b>	C2. Explore ways to improve two-way communication between HR and applicants	Adams	10/01/18	10/01/20	Monthly	●	The online professional leave request system has been implemented and being used.	Personnel Services has developed a new on boarding system to use during the Pandemic that is nearly 100% electronic. Currently, we still have to take fingerprints in person. However, the KSP is changing their process and all new hires will have to go to one of their facilities to complete that. We have not been given a date, but they have implied it will be mid-fall.	●
12	<b>Personnel Management</b>	<b>D. It is recommended that employee files be routinely audited for complete information.</b>								
13	<b>Personnel Management</b>	D1. Develop, implement, and monitor process for routinely auditing employee files to ensure information is complete and up-to date	Adams	10/01/18	10/01/20	Monthly	●	This is still on hold due to the current state of emergency concerning Covid-19. When employees return, this project will resume.	This is still on hold due to the current state of emergency concerning Covid-19. When employees return, this project will resume.	●
14	<b>Personnel Management</b>	D2. Monitor the process and hold supervisors/employees responsible for implementing the process as reflected in their evaluation	Adams	10/01/18	10/01/20	Annually	●	This is still on hold due to the current state of emergency concerning Covid-19. When employees return, the process will resume.	This is still on hold due to the current state of emergency concerning Covid-19. When employees return, this project will resume.	●
15	<b>Personnel Management</b>	<b>E. The HR department has no business continuity plan in the event the VanHoose building is no longer available due to a disaster.</b>								
16	<b>Personnel Management</b>	E1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	●	Completed	Completed	●
17	<b>Personnel Management</b>	E2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, personnel management, nutrition services)	Dennes	01/01/19	03/01/19	Single Action	●	Completed	Completed	●
18	<b>Personnel Management</b>	E3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	●	Completed	Completed	●
19	<b>Personnel Management</b>	<b>F. It is recommended that Central Office should provide opportunities for employees out in schools to participate in special events they hold in the main office.</b>								
20	<b>Personnel Management</b>	F1. Identify special events of interest to employees	Adams	10/01/18	10/01/20	Quarterly	●	Completed, but process continues	Completed, but process continues	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
21	<b>Personnel Management</b>	F2. Schedule events to ensure that additional opportunities are provided outside the traditional work day and at accessible location(s) for employees to participate	Adams	10/01/18	10/01/20	Monthly	●	Completed, but process continues	Completed, but process continues	●
22	<b>Personnel Management</b>	F3. Develop and implement a communication plan to enhance employee participation	Adams	10/01/18	10/01/20	Monthly	●	Chiefs continue to notify staff to complete the form.  All board committees are advertised on KSBA and the district calendar. Instructions are given to chiefs weekly at the pre-cabinet meeting to ensure that advertisements are made. (See checklists for Committees).	Chiefs continue to notify staff to complete the form.  All board committees are advertised on KSBA and the district calendar. Instructions are given to chiefs weekly at the pre-cabinet meeting to ensure that advertisements are made. (See checklists for Committees).	●

# JCPS Final CAP Instruction Management

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 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)	Chief of Schools Coleman	10/01/18	10/01/20	Monthly	●	<p>During the NTI period, schools continued to work on the three pillars and key strategies of Vision 2020.</p> <p>Despite the very unique spring semester, 9802 of our 15,387 students in grades 5, 8 and 12 (63.7%) completed defenses. Attached is a link to our JCPS Backpack Data Dashboard that shows the % defenses completed by school.</p> <p>In addition, three schools piloted the Implicit Bias module that all schools will complete during the upcoming school year.</p>	<p>We are continuing our work on the three pillars through our summer league programming. The Summer League ENRICH launched on Monday, June 22 with approximately 120 Adventures and 100 more still to be launched.</p> <p>Beginning July 6, 3-week CTE camps will launch for 9th graders. These include a wide variety of experiences, with synchronous (live) classes 2 times each week for students along with lots of asynchronous learning experiences.</p> <p>Summer League EMPOWER begins July 6th as well. This portion of the Summer League is for students who could benefit from additional support in reading and/or math. Each teacher has been assigned a caseload of 12 students and will work with them throughout the next four weeks using ExactPath, an adaptive program that customizes learning paths for students based on their MAP scores as well as on-going performance.</p> <p>More information can be found at our website: <a href="https://sites.google.com/jefferson.kyschools.us/summer-learning/home">https://sites.google.com/jefferson.kyschools.us/summer-learning/home</a></p>	●
4	Instruction Management	A3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Chief of Schools	10/01/18	10/01/20	Monthly	●	<p>Planning is currently underway to review and revise the Collaborative Calibration Visits (CCV) to align with the Comprehensive System Reviews. Each Asst. Superintendent and Ex. Admin are being interviewed to identify best practices to continue and embed in the 20-21 CCVs.</p> <p>The agenda for Instructional Cabinet for July 13th includes a review of CSR findings and a draft of a revised CCV process.</p>	<p>Planning continues to align the CSR and CCV process within a coherent framework of district level support systems. Attached is a draft slide deck for the July 13th instructional cabinet meeting.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
5	<p><b>Instruction Management</b></p> <p>B. While valid processes and protocols have been created around curriculum, instruction and assessment, they have not been consistently implemented with fidelity system-wide to ensure sustainability and repeatability that would result in continuous improvement.</p> <p>Along with inconsistent implementation, also lacking is a consistent process for measuring the effectiveness of policies/procedures to create change in policy and practice. Create a system with actionable, time-bound steps and person(s) responsible (e.g., 30/60/90 day plans) to monitor implementation of processes and measure their effectiveness at all levels.</p>								
6	<p>Instruction Management</p> <p>B1. Develop, implement, and monitor a district-wide protocol to ensure curriculum, instruction and assessment frameworks are implemented with fidelity</p>	Coleman, Chief of Schools	10/01/18	10/01/20	Monthly	●	<p>Planning is underway to review and ensure the effective implementation of district protocols. These include a consistent protocol for standard deconstruction, unit development and assessment design. In addition, we will be revisiting the Quality Work Protocol and the TNTP Assignment Review Protocols. See July 13 IC draft agenda: <a href="https://docs.google.com/document/d/1Zwar0coiHTgUB-MFreQ-91cTFUj911nDiAUAVGzjV4/edit?usp=sharing">https://docs.google.com/document/d/1Zwar0coiHTgUB-MFreQ-91cTFUj911nDiAUAVGzjV4/edit?usp=sharing</a>. In addition, the Summer League kicks off this week and invitations have been sent to families for the targeted math and reading portion of the program. Currently 2,900 students have registered. Outreach efforts will continue in order increase the number of registered students.</p> <p>More information can be found on the JCPS website: <a href="https://sites.google.com/jefferson.kyschools.us/summer-learning/home">https://sites.google.com/jefferson.kyschools.us/summer-learning/home</a></p>	Continuing to plan for the effective implementation of district curriculum, instructional and assessment frameworks through the use of specific protocols. Discussion with assistant superintendents will take place during the July 13 Instructional Cabinet meeting. At that time, we will determine next steps. See draft agenda linked in June progress notes.	●
7	<p>Instruction Management</p> <p>B2. Review data metrics and actions from Vision 2020/CDIP regularly at school, Assistant Superintendent and Cabinet levels to ensure execution of district actions and accountability at all levels (e.g., school weekly reflections, monthly vital signs checks, cabinet data reviews, etc.)</p>	Chief of Schools, Coleman, Dossett	10/01/18	10/01/20	Monthly	●	<p>The school support tracking system report shows 1,747 hours of district support to schools/ achievement areas for May. Attached are the number of hours by school.</p>	<p>The school support tracking system report shows 264 hours of district support to schools/ achievement areas for June. Attached are the number of hours by school.</p>	●

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 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>Over 17,000 NTI surveys have been completed by parents, students, and staff. Highlights from the surveys will be presented to the board at the June 23rd board meeting (see attached ppt). In addition, 1 pagers in the areas of curriculum, communication, technology and health/wellness have been developed and shared with key personnel.</p> <p>In addition, there is a district pandemic response team (PRT) currently working on re-opening plans. Part of the team's work is to research other district/state plans and governmental agency guidance.</p> <p>The cabinet continues to research articles on remote learning and how to plan for school opening in the fall.</p>	<p>Highlights from the surveys in the areas of curriculum, communication, technology and health/wellness have been developed and shared with the Pandemic Response team (see attached).</p> <p>In addition, there is a district pandemic response team (PRT) currently working on re-opening plans. Part of the team's work is to research other district/state plans and governmental agency guidance. JCPS is currently surveying staff regarding returning to work - <a href="https://www.surveymonkey.com/r/JCPSStaffSurvey">https://www.surveymonkey.com/r/JCPSStaffSurvey</a>.</p> <p>The cabinet continues to 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 work on the new strategic plan. Here is a link to our current trello board - <a href="https://trello.com/b/Mk44VaFk/master-jcps-new-strategic-plan">https://trello.com/b/Mk44VaFk/master-jcps-new-strategic-plan</a></p> <p>The agenda from the June 3rd meeting is attached. Next steps include taking a deeper dive into the 3 proposed areas during July/early August.</p>	<p>The strategic plan core team is continuing its work on the following: 1)develop a tuning protocol for the next 3 meetings 2)refine each of the areas: Learners &amp; Learning, Collaboration &amp; Competencies, Structures &amp; Supports 3)Begin outlining what an Advisory team meeting (August-September timeline)</p>	●
11 Instruction Management	C2. Provide support for the effective implementation of Vision 2020/CDIP based on the results of the monitoring process.	Coleman, Chief of Schools	10/01/18	10/01/20	Monthly	●	<p>Central Office leadership is planning for the upcoming school year. The creation of a virtual school is underway to serve students PreK-12 whose families may not feel comfortable with a physical return. We are planning intentionally to ensure effective implementation of pillars and systems in the virtual environment. The first meeting of the virtual school planning team is scheduled for 6.17.20. In addition, the Summer League kicks off on 6.22.20. One portion, "Extend," is open to all rising first through twelfth graders. The second portion, beginning July 6, will provide targeted literacy and numeracy support for students scoring below the 60th percentile in math and/or reading according to winter MAP results. All summer learning opportunities can be found here: <a href="https://sites.google.com/jefferson.kyschools.us/summer-learning/home">https://sites.google.com/jefferson.kyschools.us/summer-learning/home</a>. Finally, a summary of NTI work will be shared with the board at their June 23rd board meeting (see attached ppt).</p>	<p>The JCPS Pandemic Response Team meets twice a week to discuss progress in planning for the upcoming school year. Subcommittees are focused on three options: 1. in person school, 2. virtual school, and 3. NTI 2.0. Additional work includes conducting a staff survey, community feedback sessions, and meetings with the calendar committee. Attached is the latest agenda.</p>	●



Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
12 Instruction Management	C3. Ensure that the evaluation system is aligned with the district's goals and action plan	Coleman, Chief of Schools, Adams	10/01/18	10/01/20	Monthly	●	Administrators in Job Family II and IV have evaluations being completed.  Currently evals are being completed and Chiefs are reviewing. After this review, the Chief of Staff is reviewing and those with errors must be corrected. The Google sheet for recording has been distributed and then all evals will be submitted to Employee Relations for recording and filing (see attached email).	All administrators Grade 8 and above were reviewed by Chief of Staff and all are completed.  Preparations are underway for beginning of year meetings and PGP work.	●
13									

# JCPS Final CTE CAP

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
1	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding career and technical education</b>								
2	<b>CTE</b> A1. Establish and implement a process to ensure that all board policy and procedures regarding career and technical education are sent to the Commissioner for review	Dennes	10/01/18	10/01/20	Monthly	●	The log through June 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 July 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	<b>CTE</b> A2. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Rogers	10/01/18	10/01/20	Monthly	●	OTR Team is building the OTR Process Map. The TEDS Automation Process is complete. A Process for the Process Map system is completed and attached. The OTR team is building a monitoring tool which will combine all core functions, processes, and work guidelines into one tool.  Under the leadership of the Assistant Superintendent of High Schools with the direction of the Executive Administrator of High Schools and the Director of Transition Readiness OTR will develop strategies to expand pathway participation specific to students of color.	OTR Team is building the OTR Process Map. The TEDS Automation Process is complete. A Process for the Process Map system is completed and attached. The OTR team is building a monitoring tool which will combine all core functions, processes, and work guidelines into one tool.  Under the leadership of the Assistant Superintendent of High Schools with the direction of the Executive Administrator of High Schools and the Director of Transition Readiness OTR will develop strategies to expand pathway participation specific to students of color.	●
4	<b>CTE</b> B. Inaccuracies in federal and state data reporting indicates noncompliance with Perkins, KRS 157.069, and College and Career Readiness Accountability, pursuant to KRS 158.6453. Areas of specific concern include discrepancies apparent in the TEDS data, student transcripts and schedules, student credit, and attendance data.								
5	<b>CTE</b> B1. Develop, implement and monitor a system to ensure compliance with data reporting requirements with Perkins, KRS157.069 and Transition Readiness Accountability pursuant to KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); >Build of 20-21 Pathway Tables for TEDS Automation process; >Communication to schools regarding update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records >Reminder of new pathways being added to TEDS; >Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●
6	<b>CTE</b> B2. Review organizational structure and job responsibilities at central office to best support needs of schools	Rogers	10/01/18	10/01/20	Annually	●	Completed	Completed	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
7	CTE	B3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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 mid-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
8	CTE	<b>C Inaccuracies in documentation of career pathways indicate pathways were incomplete, invalid, and inaccurate or were not followed, which indicates noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453. Documentation reviewed include master schedules, student transcripts and student schedules.</b>								
9	CTE	C1. Develop, implement, and monitor a protocol for pathway modifications based on industry data and advisory meetings to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Annually	●	OTR has drafted a formal protocol document for this process that will become part of the formal monitoring system (attached). This is part of the process mapping from the Pathway Management section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	Process for SBDM Pathway Review and Process to Add, Modify, and/or Close a Pathway are a part of the CTE Process Map and timeline.	●
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	●	A draft of the Process to monitor master schedules and CPT forms has been added to the OTR Process Map and attached.	Process for Monitoring Schedules added to the JCPS HS/CTE Process Timeline and Tracking smartsheet.	●
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	●	A process detailing the course code audit process has been added to the OTR Process Map and is attached to this row.	Process for Course Audit added to the JCPS HS/CTE Process Timeline and Tracking smartsheet	●
12	CTE	C4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
13	CTE	<b>D. School level CTE staff are not identified and/or identified staff do not have the knowledge and/or authority to implement the CTE program with fidelity, creating a system that provokes noncompliance with Perkins, KRS 157.069, and Accountability pursuant to KRS 158.6453, in the ways described immediately above. Evidence includes school and district level interviews as well as TEDS reports.</b>								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
14	CTE	D1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); >Build of 20-21 Pathway Tables for TEDS Automation process; >Communication to schools regrading update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records >Reminder of new pathways being added to TEDS; >Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●
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	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); >Build of 20-21 Pathway Tables for TEDS Automation process; >Communication to schools regrading update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records >Reminder of new pathways being added to TEDS; >Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●
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	●	OTR has drafted a formal protocol document for this process that will become part of the formal monitoring system (attached). This is part of the process mapping from the Pathway Management section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	OTR has drafted a formal protocol document for this process that will become part of the formal monitoring system (attached). Per the Transition Readiness Pathway Management Time/Task Calendar this is task has been completed for July: >DMRT enters approved request in KDE's TEDS System and monitors TEDS for KDE approval	●
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	●	A process detailing the course code audit process has been added to the OTR Process Map and is attached to this row.	Process for Monitoring Schedules added to the JCPS HS/CTE Process Timeline and Tracking smartsheet.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
18	CTE	D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	●	OTR has developed a draft Advisory Protocol document that will become part of the process monitoring system (attached). This is part of the process mapping from the Pathway Management section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	OTR has developed a draft Advisory Protocol document that will become part of the process monitoring system (attached). Per the Transition Readiness Time/Task Calendar there are several items for July in progress and upcoming (see attached word doc).	●
19	CTE	D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	●	OTR has developed a Protocol document for budget & finance that will become part of the process monitoring system (attached). This is part of the process mapping from the Budget & Finance section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	OTR has developed a Protocol document for budget & finance that will become part of the process monitoring system (attached). This is part of the process mapping from the Budget & Finance section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	●
20	CTE	D7. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
21	CTE	<b>E. The District CCR Coordinator should create a process that ensures that the benefits and the value of CTE are clearly communicated to all school leadership and become part of the district's culture.</b>								
22	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	●	CTE has a presence during the weekly principals meeting hosted by the High School Office. The High School Office includes CTE topics and highlights in the weekly newsletter distributed to all high school administration.	CTE has a presence during the weekly principals meeting hosted by the High School Office. The High School Office includes CTE topics and highlights in the weekly newsletter distributed to all high school administration.	●
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	●	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 a poll 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 a poll is attached.	●
24	CTE	<b>F. The District CCR Coordinator should collaborate with school leadership to ensure that all school staff understand the opportunities that CTE programs provide for all students. This message should also be shared regularly with students and parents.</b>								
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 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 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	●	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.  New information is being added with input from other departments in JCPS as well as community partners.	The Academies of Louisville has a dedicated playlist on the JCPS YouTube Channel. The latest video highlights the Iroquois summer learning opportunity for the culinary program.	●

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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	●	OTR has developed a Summer camp experience targeted students with a persistence to graduate score greater than 10 as part of the Backpack League community outreach to help connect at risk incoming 9th graders to a career pathway interest and provide them the materials and the support of a positive interaction with a group of high school teachers with the goal that they will be encouraged to be engaged in their high school career and they will realize the opportunities they will have through their high school career by being engaged in Career and Technical Education.	Developing information on equitable access to CTE programming for principal review during summer training. This information will also serve as the foundation of our needs assessment planning for 2022.	●
28	CTE	F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
29	CTE	<b>G. Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.</b>								
30	CTE	G1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); >Build of 20-21 Pathway Tables for TEDS Automation process; >Communication to schools regrading update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records >Reminder of new pathways being added to TEDS; >Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
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	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); >Build of 20-21 Pathway Tables for TEDS Automation process; >Communication to schools regrading update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records >Reminder of new pathways being added to TEDS; >Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●
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 OTR will be taking a deep dive into the racial equity data of the career pathways in JCPS to find the disparities and be part of the solution in connecting students of color to expanded career pathway opportunities. The Executive Administrator of High Schools and the Director of Transition Readiness will charge this work and together form strategies to build pathway participation across the board for students of color. This information will be shared with school leadership and instructional leads will work with with teachers teams to carry out the strategies which will engage student groups.	Under the leadership of the Assistant Superintendent of High Schools OTR will be taking a deep dive into the racial equity data of the career pathways in JCPS to find the disparities and be part of the solution in connecting students of color to expanded career pathway opportunities. The Executive Administrator of High Schools and the Director of Transition Readiness will charge this work and together form strategies to build pathway participation across the board for students of color. This information will be shared with school leadership and instructional leads will work with with teachers teams to carry out the strategies which will engage student groups.	●
33	CTE	G4. Share results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
34	CTE	<b>H. Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.</b>								
35	CTE	H1. Develop, implement and monitor a process that allows central office CTE staff access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly	●	System in place, ongoing. Login data is attached.	System in place, ongoing. Login data is attached.	●
36	CTE	H2. Develop, implement and monitor a process that allows school leadership access to the career and technical data system, TEDS	Rogers	10/01/18	10/01/20	Monthly	●	System in place, ongoing. Login data is attached.	System in place, ongoing. Login data is attached.	●
37	CTE	H3. Develop, implement and monitor a process for checking logins into TEDS and communicate results with Principals and Assistant Superintendent	Rogers	10/01/18	10/01/20	Monthly	●	System in place, ongoing. Login data is attached.	System in place, ongoing. Login data is attached.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
38	CTE	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
39	CTE	<b>I. Establish a process to ensure that all district staff explore opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning.</b>								
40	CTE	I1. Develop, implement, and monitor a process to ensure that district staff create opportunities for integrating core academic curriculum and CTE curriculum to promote connections in student learning (e.g., shared professional learning opportunities)	Smith/Rogers	10/01/18	10/01/20	Monthly	●	The High School Summer Camp 2020 Event will be launched in July 2020. The purpose of the work is multifaceted. First, this opportunity allows students to find success in a non-threatening, entertaining learning experience. Second, it develops relationships with students across the district and develops positive relationships with adults. The synchronous work will allow for live question and answer sessions along with the opportunity to develop relationships in a "safe" environment for the student. Finally, it allows students to explore CTE pathways to enhance the opportunity of choice in their post secondary possibilities. An additional benefit of this event allows for the Core and CTE teachers to collaborate in the planning and teaching process. The outcome of this work will be far reaching as these teachers develop relationships and use this opportunity to increase collaboration in the 2020-2021 school year. A professional development session prepared the teachers for this experience. Student surveys were sent to engage students in the process. Additionally, after the initial emails went out, a personal call was made to each of the over 200 students invited to the camp to ensure they received the email AND to answer any questions they may have. OTR has collaborated with the Backpack League to provide the students the needed materials for the camp. The benefits of this work will be far reaching for both the adults and students involved.	The High School Summer Camp 2020 Event will be launched in July 2020. The purpose of the work is multifaceted. First, this opportunity allows students to find success in a non-threatening, entertaining learning experience. Second, it develops relationships with students across the district and develops positive relationships with adults. The synchronous work will allow for live question and answer sessions along with the opportunity to develop relationships in a "safe" environment for the student. Finally, it allows students to explore CTE pathways to enhance the opportunity of choice in their post secondary possibilities. An additional benefit of this event allows for the Core and CTE teachers to collaborate in the planning and teaching process. The outcome of this work will be far reaching as these teachers develop relationships and use this opportunity to increase collaboration in the 2020-2021 school year. A professional development session prepared the teachers for this experience. Student surveys were sent to engage students in the process. Additionally, after the initial emails went out, a personal call was made to each of the over 200 students invited to the camp to ensure they received the email AND to answer any questions they may have. OTR has collaborated with the Backpack League to provide the students the needed materials for the camp. The benefits of this work will be far reaching for both the adults and students involved.	●
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	●	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 a poll 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 a poll is attached.	●
42	CTE	<b>J. Create written processes that address data collection and accuracy, finance, reviews of program standards by both the district and schools, and student testing.</b>								



Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
43	CTE	J1. Develop, implement, and monitor written processes that address data collection and accuracy by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); >Build of 20-21 Pathway Tables for TEDS Automation process; >Communication to schools regrading update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records >Reminder of new pathways being added to TEDS; >Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●
44	CTE	J2. Develop, implement, and monitor written processes that address finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	OTR has developed a Protocol document for budget & finance that will become part of the process monitoring system (attached). This is part of the process mapping from the Budget & Finance section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	OTR has developed a Protocol document for budget & finance that will become part of the process monitoring system (attached). This is part of the process mapping from the Budget & Finance section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	●
45	CTE	J3. Develop, implement, and monitor written processes that address reviews of program standards by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	●	The pathway lever chart houses program standards, common formative assessments, dual credit, etc. This tool is being utilized to align pathways and to monitor program standards. See attachment.	The pathway lever chart houses program standards, common formative assessments, dual credit, etc. This tool is being utilized to align pathways and to monitor program standards. See attachment.	●
46	CTE	J4. Develop, implement, and monitor written processes that address CTE testing by both the district and schools	Thompson	10/01/18	10/01/20	Semi-annually	●	No allegations for Transition Readiness were reported for June as of 6-12-2020.	No allegations for Transition Readiness were reported for July as of 7-6-2020.	●
47	CTE	J5. Provide individual support and training for schools based on data reviews	Thompson	10/01/18	10/01/20	Monthly	●	Final reminder to submit seating charts sent to BACs on 5-27-20 in Testing Unit Weekly bulletin for ACT, Industry Certs, etc.	Reminder sent HS principals participating in CTE EOP to submit coordinator's name to S.Craig, KDE.  Notification sent to HS principals to submit 2020-21 ACT Test Coord. name to Testing Unit. Upcoming training information will be shared with coordinators.	●
48	CTE	J6. Results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
49	CTE	K. All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.								

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
50	CTE	K1. Develop, implement and monitor a system to train all high school counselors on CTE to ensure that they understand CTE pathway scheduling requirements	Rogers/Royster	10/01/18	10/01/20	Quarterly	●	We have requested dedicated time on the middle and high school counselor training agendas for the coming school year. This time, even brief, is important to keeping CTE top of mind.  We do plan to shift much of our training to video, on-demand formats. So the plan for 20-21 counselor training during their regular meeting will be more highlights and time for counselors to ask clarifying questions.	In addition to being on all upcoming High School Counselor training agendas, we will be presenting a CTE-focused presentation at the Counselor Virtual Conference in July. This training will focus on equitable access to CTE programming with highlights of labor market information, enrollment trends, and readiness indicators.	●
51	CTE	K2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness of training efforts	Rogers/Royster	10/01/18	10/01/20	Annually	●	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 a poll 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 a poll is attached.	●
52	CTE	K3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals and/or counselors as appropriate	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
53	CTE	<b>L. Create a process that ensures advisory councils meet the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development.</b>								
54	CTE	L1. Develop, implement and monitor a process that ensures advisory councils meet the meeting requirement of twice a year and the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development	Rogers	10/01/18	10/01/20	Semi-annually	●	OTR has developed a draft Advisory Protocol document that will become part of the process monitoring system (attached). This is part of the process mapping from the Pathway Management section of the Transition Readiness Time/Task Calendar that is housed and managed in SmartSheet.	OTR has developed a draft Advisory Protocol document that will become part of the process monitoring system (attached). Per the Transition Readiness Time/Task Calendar there are several items for July in progress and upcoming (see attached word doc).	●
55	CTE	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	●	OTR Team is scheduled for a final TEDS Automation training with Kiley Whitaker on June 30th where we will review the written documentation on the TEDS automation process to ensure all processes are properly handed over to JCPS and all checks and balances to ensure data accuracy are in place. The TEDS Data Processing Protocol has been completed and is attached and is now incorporated into the TEDS Data Management system of processes in the Transition Readiness Time/Task Calendar that is housed in SmartSheet. The budget and finance protocol has been drafted and is in the process of being incorporated into the Transition Readiness Time/Task Calendar in SmartSheet. The JCPS Perkins V Grant Application has been approved by KDE.	OTR Team will continue to work with Kiley Whitaker during the 20-21 school year to build and train on the new TEDS automation system. Per the TEDS Data Processing Protocol and the TR Time/Task Calendar these are the items that will be addressed in July: > Accountability Data review (if applicable); > Build of 20-21 Pathway Tables for TEDS Automation process; > Communication to schools regrading update underclassmen industry cert exams earned over the summer - last chance to update 19-20 TEDS records > Reminder of new pathways being added to TEDS; > Establishing new TEDS Teams The JCPS Perkins V Grant Application has been approved by KDE the official award notification will not be released until mid-August. School budgets are in the process of being built but we cannot release until we have the final allocation. A communication will be sent to CTE Team Lead for budget when funds are available.	●

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
56	CTE	L3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Chief of Schools	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 mid-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
57	CTE	<b>M. District CTE leadership should ensure that the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data from the High School Feedback reports are addressed at all schools with fidelity.</b>								
58	CTE	M1. Develop, implement, and monitor a system that ensures the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data on students who graduate (e.g., High School Feedback Reports, National Student Clearinghouse) are addressed at all high schools with fidelity	Rogers/Royster	10/01/18	10/01/20	Annually	●	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.	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.	●
60	CTE	<b>N. Establish a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings.</b>								
61	CTE	N1. Develop, implement, and monitor a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings	Rogers	10/01/18	10/01/20	Annually	●	Attached is a sample data protocol referenced in the SBDM approval process.	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	●	All CTE training concludes with either a SLIDO poll or exit slip as a check for understanding and request for further assistance.	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	Chief of Schools	10/01/18	10/01/20	Annually	●	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●

# JCPS Final CAP IDEA

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
1	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Special Education</b>								
2	<b>IDEA</b> A1. Establish and implement a process to ensure that all board policy and procedures regarding Special Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log through June is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	The log through July is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	●
3	<b>IDEA</b> A2. Develop and implement a process whereby KDE staff will have access to all Special Education staff meetings and trainings	Chevalier	10/01/18	10/01/20	Monthly	●	The ECE Living Calendar provides access to KDE regarding all Special Education staff meetings and trainings (see attachment for link).	The ECE Living Calendar provides access to KDE regarding all Special Education staff meetings and trainings (see attachment for link).	●
4	<b>IDEA</b> A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Chevalier	10/01/18	10/01/20	Monthly	●	JCPS/KDE CAP collaboration/update meeting June 2, 2020. See attached agenda. Next meeting scheduled for July 7, 2020.	JCPS/KDE CAP collaboration/update meeting scheduled for July 7, 2020. See attached agenda.	●
5	<b>IDEA</b> A4. Establish and monitor a process for reviewing the implementation of IDEA and its implementing regulations.	Chevalier	10/01/18	10/01/20	Monthly	●	The ECE Department continues to collaborate with Accountability, Research, and Systems Improvement to revise our record review process including meaningful reporting to stakeholders. Current work is focused on developing a data report template to share with Asst. Sups for the upcoming school year (see attached). Our goal is to provide a Records Review overview for each Zone Assistant Supe/EA to have 3 times per year for their schools.	The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. Attached meeting agenda for June 22, 2020.	●
6	<b>IDEA</b> A5. Review organizational charts to ensure necessary support structure in place to implement special education services and the Final CAP with fidelity	Chevalier	10/01/18	10/01/20	Annually	●	The Board of Education approved the new organizational chart and job descriptions on April 21, 2020. Currently, the majority of the positions have been filled. Assistant Directors have been named for ES, MS, and HS. Every zone has a specialist and supervisors (two vacancies).	The revised organizational chart is complete. ECE staff are in the process of hiring for vacancies. Attached re-org.	●
7	<b>IDEA</b> <b>B. (IDEA #1) The district lacks clear, district-wide processes and coordinated systems of accurate collection, reporting, and utilization of student level behavior data. There is a clear disconnection between the collection of the data and its use for implementing a district-wide approach to student discipline, including the behavior supports necessary for successful implementation. Without appropriate positive behavior supports to address behaviors that impede learning, the district does not meet the standard required under 707 KAR 1:320, Section 5(2)(a).</b>								
8	<b>IDEA</b> B1. Develop and implement a monitoring and evaluation process to ensure execution of behavior data entry and analysis protocols	DeFerrari	10/01/18	10/01/20	Monthly	●	The last Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting, SCM Department Meeting and Arrest/ Citation Documentation Review Meeting has occurred. Data Fidelity Cleanup emails have been sent to principals for clean up for the conclusion of the year. The sample email is included.	All data cleanup for the year is completed. The Safe Schools Data Verification has been submitted for the 20-21 school year. Email attached A DRAFT schedule is currently being created for data review for the 20-21 school year.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
9	IDEA	B2. Provide support for the effective implementation of behavior data entry protocol based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly	●	The last Arrest, Restraint and Seclusion Data Fidelity Tracking Meeting, SCM Department Meeting and Arrest/ Citation Documentation Review Meeting has occurred. Data Fidelity Cleanup emails have been sent to principals for clean up for the conclusion of the year. The sample email is included.	All data cleanup for the year is completed. The Safe Schools Data Verification has been submitted for the 20-21 school year. Email Attached. A DRAFT schedule is currently being created for data review for the 20-21 school year.	●
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 team has created a series of summer trainings. These include a PBIS Overview, Restorative Practices Overview, De-escalation, and a Restorative Practices google classroom for schools who will be trained in restorative practices next summer. MTSS summer training opportunities are attached.	The trainings created by the MTSS Behavior team continue to be available for JCPS employees to participate in. In addition, schools have been encouraged to participate in PBIS trainings being facilitated by KDE. Flyers for KDE trainings are attached.	●
11	IDEA	B4. Develop, implement, monitor, and act on special education indicator data (e.g., 4, 9,10) and significant disproportionality to decrease removals at the school level	Chief of Schools Chevalier DeFerrari	10/01/18	10/01/20	Monthly	●	Indicators 4, 10 and 13 Corrective Action Plans implementation in progress. Quarterly reports for the Indicators have been submitted to KDE. ECE and Culture & Climate staff continue to refine systems for monitoring suspensions. ECE staff and the Culture & Climate team are in final stages of reviewing data for the year for end of year reporting. The Annual Determination letter was shared with Cabinet on 6-8-20 and next steps were brainstormed.	End of year ECE student removal data for all zones has been collected and will be shared with ECE zone teams to assist in conducting a root cause analysis and in developing a plan to decrease removals at the school level. ( EOY data for high school attached)	●
12	IDEA	B5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
13	IDEA	<b>C. (IDEA # 4)The continuum of educational settings in JCPS does not meet the standards established in the Individuals with Disabilities Education Act and is insufficient under 707 KAR 1:350.</b>								
14	IDEA	C1. Develop, implement, and monitor a process to assess student needs in relation to the number of seats available for therapeutic settings and intensive behavioral support	Chevalier	10/01/18	10/01/20	Monthly	●	The student supports team met May 19 and June 2 to discuss student needs/supports as related to continuum of settings and intensive behavioral support. Agendas attached.	Due to the summer break, the student supports team has not met since June 2. The team developed a database of students for the zone leads as the ECE department transitions to the new organizational chart on July 1. School support database email 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	●	The student supports team met May 19 and June 2 to discuss student needs/supports as related to continuum of settings and intensive behavioral support. Agendas attached on line 14.	Due to the summer break, the student supports team has not met since June 2. The team developed a database of students for the zone leads as the ECE department transitions to the new organizational chart on July 1. School support database email 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. Agendas attached.	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. See attached schedule.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 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. The ECE Department in collaboration with GLEC is developing ARC Chair Training for the 2020-21 school year to be included in the Diverse Learners Institute scheduled for July 20-23 and July 27-30. Listing of topics attached.	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16).	●
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 months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted.	Continuum of services is reviewed through record reviews, and follow-up trainings will continue with staff once the 20-21 school year begins. During the month of July (July 20-23, 27-30) ECE and GLEC will be providing virtual PD for all ECE staff. The schedule is attached to C3 (line 16). Attached meeting agenda for Record Reviews for June 22, 2020.	●
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 (agenda attached).	The ECE Assistant Director continued to monitor the process for the upcoming school year. The ECE Program Manager confirmed all students have a placement for the 2020-21 school year. The student support team developed a database of students to follow up on in 2020-21. The ECE Zone teams will continue to monitor students. Student support database email 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	●	Remains unchanged from May. 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.	The waivers for 2019-20 are resolved and there are no waivers starting the 2020-21 school year. As students transitioned to the next grade level, waiver needs were resolved. Each waiver included a statement for future planning. Example of waiver attached.	●
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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
22	IDEA	<b>D. (IDEA # 6) Educational placement decisions for students with disabilities are made to override the decisions made during the Admissions and Release Committee (ARC) process in violation of 707 KAR 1:320</b>								
23	IDEA	D1. Conduct professional development for ARC Chairpersons that will focus on the ARC process and protocols and the chairperson's role and role of each ARC member (including decision making authority) to ensure decisions are made in accordance with the Least Restrict Environment provision	Chevalier	10/01/18	10/01/20	Annually	●	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.	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16).	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
24	<b>IDEA</b> 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 months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted. See C5 line 18.	The Record Review process is used to monitor ARC decision making process. The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. In addition, The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16). Attached meeting agenda for Record Reviews for June 22, 2020.	●
25	<b>IDEA</b> 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 months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted attached to C5 on line 18.	The Record Review process is used to monitor ARC decision making process. The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. In addition, the ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16). Attached meeting agenda for Record Reviews for June 22, 2020.	●
26	<b>IDEA</b> 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 months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted attached to C5 on line 18.	The Record Review process is used to monitor ARC decision making process. The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. In addition, the ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16). Attached meeting agenda for Record Reviews for June 22, 2020.	●
27	<b>IDEA</b> 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 months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted attached to C5 on line 18.	The Record Review process is used to monitor ARC decision making process. The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. In addition, the ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16). Attached meeting agenda for Record Reviews for June 22, 2020.	●

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28	<b>IDEA</b>	<b>E. (IDEA #7) The district lacks a system to ensure that referrals for special education services (Child Find) are handled both consistently and in a timely fashion, in violation of 707 KAR 1:300 and IDEA</b>								
29	<b>IDEA</b>	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 for 2019-20.	●
30	<b>IDEA</b>	E2. Implement a monitoring system that includes a process for notifying the Lead Psychologist (school psychologist, if appropriate) when a student transfers schools during the initial evaluation process	Chevalier	10/01/18	10/01/20	Monthly	●	YTD there have been 4,313 Assessment Alerts submitted. The current data from 5/12/2020 to 6/10/2020 show 433 submissions.	Assessment alerts completed for the 19-20 school year, will resume for the 20-21 school year.	●
31	<b>IDEA</b>	E3. Develop a process to review discipline data to ensure referrals are being made and acted upon with fidelity	Chevalier	10/01/18	10/01/20	Monthly	●	Activity continues with daily emails sent to principals when non-disabled students reach thresholds of removals. Example of the email sent in June 2020 attached.	Daily emails sent to principals when non-disabled students reach thresholds of removals have ceased for the 2019-20 school year. They will resume when the 2020-21 school year resumes. Example of the email sent in June 2020 attached.	●
32	<b>IDEA</b>	<b>F. (IDEA # 5) The district lacks a system to ensure disciplinary removals are consistent with the requirements of IDEA and 707 KAR 1:340, Sections 13 and 14. Interviews and observations indicate there is a lack of clarity as to the requirements under IDEA for disciplinary removals and resulting in inconsistency across the district.</b>								
33	<b>IDEA</b>	F1. Provide regular training to school administrators on documenting removals and understanding the FBA, BIP, and manifestation determination, and the ARC decision making process.	DeFerrari	10/01/18	10/01/20	Annually	●	FBA,BIP and manifestation determination training's have concluded for the year. Training will resume for administrators next school year. The administrators training schedule has not yet been developed.	FBA,BIP and manifestation determination training's have concluded for the year. Training will resume for administrators next school year. The administrators training schedule has not yet been developed.	●
34	<b>IDEA</b>	F2. Conduct regular checks (e.g., due process file reviews) at schools for implementation and provide support and guidance in the target areas based on findings from the checks	DeFerrari	10/01/18	10/01/20	Monthly	●	Team is currently working on folders to be submitted to KDE for review. Email from KDE requesting information for specific files attached.	The record review team is currently being trained to conduct approximately 300 record reviews. (email attached)	●
35	<b>IDEA</b>	F3. Develop and implement a process to assess alternative placements and make adjustments as needed based on the findings (e.g., facilities, procedure changes, data review, etc.)	DeFerrari	10/01/18	10/01/20	Monthly	●	ECE Behavior Team meetings are continuing to occur (agenda attached) 6.24.20 Attached the updated DRAFT of the SSBiH that aligns with IDEA and district ECE procedures for alternative placements. KC	ECE Behavior Team meetings have ended for the year. Zone team meetings will resume after all team members return to work in mid July. A sample agenda is attached.	●
36	<b>IDEA</b>	<b>G. (IDEA # 8) Special transportation is not provided for all students with disabilities, but rather students are assigned to schools based on the structure and availability of transportation, in violation of 707 KAR 1:290, Section 5 and IDEA. Additionally, students attending the Kentucky School for the Deaf (KSD) are not provided door-to-door transportation, but are instead required to meet at a central location Kentucky School for the Deaf (KSD), but are instead required to meet at a central location where they are then transported to KSD, in violation of IDEA.</b>								
37	<b>IDEA</b>	G1. Develop, implement, and monitor a process by which ARCs are trained on special transportation services	Chevalier	10/01/18	10/01/20	Annually	●	Action item completed, annual process.	Action item completed, annual process.	●



Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
38	IDEA	G2. Ensure that special transportation is available at all schools if students' IEPs require this service	Perkins Stites	10/01/18	10/01/20	Monthly	●	The ECE Department and Transportation team work collaboratively for the 2020-21 projections. (See attached 6.2.20 e-mail) Additional requests for transportation will be addressed on an individual basis. Next meeting date TBD.	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. (See attached routing progress sheet)	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 worked 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. (See attached PowerPoint presentations)	Bus driver training has concluded for this school year and will resume next school year. The training scheduled is currently being developed. When it is shared staff members from C&C and the ECE department will train bus drivers on de-escalation techniques and one-pager information. (meeting agenda attached)	●
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	<b>H. (IDEA # 8)The student assignment plan does not appropriately contemplate the needs of students with disabilities resulting in inequitable placements that do not provide students with access to appropriate staff (e.g. mental health professionals), sometimes require excessive bus rides, limit a student's ability to participate in extracurricular activities, and stifle the ability of families to engage with their child's school. As a result, the district is in violation of 707 KAR 1:320, Section 9 for failing to provide related services to each child with a disability.</b>								
43	IDEA	H1. Develop and implement a system to ensure that related services are available to the extent necessary to implement the IEP	Chevalier	10/01/18	10/01/20	Monthly	●	During the months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted attached to C5 on line 18.	The Record Review process is used to monitor ARC decision making process for related services. The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. In addition, the ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to C3 (line 16). Attached meeting agenda for Record Reviews for June 22, 2020.	●
44	IDEA	H2. Review the roles and responsibilities of staff who support ECE students (e.g., consulting teachers, school psychologists, counselors) and assess the need for additional staff to provide required related services	Chevalier	10/01/18	10/01/20	Annually	●	Completed	Action item completed.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
45	<b>IDEA</b> H3. Review the current professional development plan to determine if additional resources are needed to provide adequate follow-up and coaching for ECE teachers in regards to supplemental aids and supports, related services, and program modifications/supports for personnel	Chevalier	10/01/18	10/01/20	Annually	●	ECE staff continue to plan the ECE Diverse Learners Institute. The dates are July 20-23 and July 27-30. Based on feedback from ECE teachers and ECE Imp. Coaches, additional days were added since the Institute will be all virtual. Session topics include IEP, FBA/BIP, ARC Chair training, Alternate Assessment, Related Services and evidence-based practices for instruction and behavior. DLI session list is attached. The Summer PD planning meeting agenda for 6-8-10 is also attached.	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. Session topics include IEP, FBA/BIP, ARC Chair training, Alternate Assessment, Related Services and evidence-based practices for instruction and behavior. DLI schedule is attached.	●
46	<b>IDEA</b> H4. Design and implement professional development for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation	Chevalier	10/01/18	10/01/20	Annually	●	ECE staff continue to plan the ECE Diverse Learners Institute. The dates are July 20-23 and July 27-30. Based on feedback from ECE teachers and ECE Imp. Coaches, additional days were added since the Institute will be all virtual. Session topics include IEP, FBA/BIP, ARC Chair training, Alternate Assessment, Related Services and evidence-based practices for instruction and behavior. DLI session list is attached and Summer PD planning meeting agenda are attached to H4 line 45.	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. Session topics include IEP, FBA/BIP, ARC Chair training, Alternate Assessment, Related Services and evidence-based practices for instruction and behavior. DLI schedule is attached to H3 (line 46).	●
47	<b>IDEA</b> H5. Review ARC process for determining if students need counseling on their IEPs as a related service and identify the appropriate service provider: mental health specialist or guidance counselor	Chevalier	10/01/18	10/01/20	Monthly	●	June 11, 2020 the related service report for counseling was generated to reveal 234 students with services on their IEPs which is a 2% increase from May's number of 229. Training on related services will address counseling considerations for ARC chairs and teachers. Additional training will be scheduled for the related service providers in the fall.	No change since June due to summer break. June 11, 2020 the related service report for counseling was generated to reveal 234 students with services on their IEPs which is a 2% increase from May's number of 229. Training on related services will address counseling considerations for ARC chairs and teachers. The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. Session topics include ARC Chair training, Related Services, and use of Assistive Technology. DLI schedule is attached to H3 (line 46).	●
48	<b>IDEA</b> H6. Determine which students are being under-served according to their individual needs and assess whether additional staff or assistive technology devices are needed.	Chevalier	10/01/18	10/01/20	Monthly	●	Training on related services will address counseling considerations for ARC chairs and teachers. Additional training will be scheduled for the related service providers in the fall based on review of related service report data (attached H5, line 47).	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. Session topics include ARC Chair training, Related Services, and use of Assistive Technology. DLI schedule is attached to H3 (line 46).	●
49	<b>IDEA</b> H7. Develop and implement a system to ensure that students with disabilities have equal opportunities for ongoing participation in the same programs/activities that are available to students without disabilities	Chevalier	10/01/18	10/01/20	Monthly	●	Training on related services will address counseling considerations for ARC chairs and teachers. Additional training will be scheduled for the related service providers in the fall based on review of related service report data (attached H5, line 47).	The ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. Session topics include ARC Chair training and Related Services including Counseling. DLI schedule is attached to H3 (line 46).	●
50	<b>IDEA</b> H8. Collaborate with district departments to increase parent engagement (e.g., JCPS West Louisville Satellite Office)	Chevalier	10/01/18	10/01/20	Monthly	●	ECE staff conducted the ECE Advisory Meeting on June 3. Parents, community agencies and local universities shared information and provided feedback to the ECE department. The ECE advisory meeting agenda is attached.	ECE staff continues to participate in the Family and Community Engagement (FACE) meetings. The last meeting was June 4 (agenda attached). The ECE team has encouraged families to complete the KDE annual parent involvement survey.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 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 months of April and May, the Supervisors of ECE Implementation supported the ECE Implementation Coaches/ARC Chairs. To assist with this a Master ARC Meeting report was created. Individual coaching provided to the Implementation Coaches/ARC Chairs as needed. A copy of the report attached with student identifying information redacted attached to C5 on line 18.	The Record Review process is used to monitor ARC decision making process and IEP. The Record Review process is continuing to be updated and refined based on the results from previous reviews and comparison files. All district level ECE staff will be trained on the new process for the 20-21 school year. Data from the Record Reviews will be shared within the zone teams at their monthly meetings for the 20-21 school year. In addition, the ECE Diverse Learners Institute is scheduled for July 20-23 and July 27-30. ARC Chair training is on the DLI schedule. The schedule is attached to H3 (line 46). Attached meeting agenda for Record Reviews for June 22, 2020.	●
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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
53	IDEA <b>I. (IDEA #10) The regional special education cooperative located in the district is unable to provide support and technical assistance to the district due to conflicting roles of cooperative employees. The cooperative's funds through IDE are not accountable for and appear to be mingled with other district funds. This is in violation of IDEA.</b>								
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 <b>J. IDEA (Issue 2): Significant Disproportionality/Comprehensive Coordinated Early Intervening Services</b>								
56	IDEA J1. Conduct root cause analysis upon identification of significant disproportionality by a team of diverse stakeholders including gen-ed and special ed staff	Smith	10/01/18	10/01/20	Annually	●	Action item completed	Action item completed	●
57	IDEA J2. Develop, implement, and monitor a CCEIS plan based on the root cause analysis with appropriate student level documentation (e.g., tracking in Infinite Campus)	Smith	10/01/18	10/01/20	Monthly	●	Action item completed. Attached is the June 2020 EOY strategy review and progress report.	EOY report complete. There is scheduled training for level/zone assistant superintendents and their resource teacher teams.	●
58	IDEA J3. Develop a budget to support the CCEIS plan	Smith	10/01/18	10/01/20	Annually	●	Action item completed. Todd Elder submitted GMAP budget June, 2020	Action item completed. Todd Elder submitted GMAP budget June, 2020	●
59	IDEA J4. Train administrators to follow the requirements of the IDEA when responding to behavioral infractions of students with disabilities	DeFerrari	10/01/18	10/01/20	Annually	●	FBA,BIP and manifestation determination training's have concluded for the year. Training will resume for administrators next school year. The administrators training schedule has not yet been developed.	FBA,BIP and manifestation determination training's have concluded for the year. Training will resume for administrators next school year. The administrators training schedule has not yet been developed.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 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	●	The process to review discipline data ended when the school year ended. All discipline data will be reviewed to ensure resolutions are made in accordance with IDEA when the school year resumes. The district is reviewing behavior data using the safe schools report. In addition, a cross-departmental team is meeting on 6/16/2020 to discuss additional quality control procedures based on KDE feedback.	The review of discipline data will resume upon the start of the 2020-21 school year. All discipline data will be reviewed by the zone teams to ensure resolutions are made in accordance with idea. (Sample meeting agenda 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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●
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	●	Action item completed. This item helped inform the final JCPS submission for CCEIS for the 2019-2020 End of Year Progress Update. See email attached.	Action item completed. This item helped inform the final JCPS submission for CCEIS for the 2019-2020 End of Year Progress Update. See email attached.	●
63	IDEA	<b>K. IDEA (Issue 3): Positive Behavioral Interventions and Supports</b>								
64	IDEA	K1. Develop, implement, and monitor a district-wide plan to ensure effective implementation of positive behavioral systems and interventions in all schools for all students with special consideration for Tier II, III, and specially designed instruction	DeFerrari	10/01/18	10/01/20	Monthly	●	The MTSS Behavior team has created a series of summer trainings. These include a PBIS Overview, Restorative Practices Overview, De-escalation, and a Restorative Practices google classroom for schools who will be trained in restorative practices next summer. MTSS summer training opportunities are attached.	The trainings created by the MTSS Behavior team continue to be available for JCPS employees to participate in. In addition, schools have been encouraged to participate in PBIS trainings being facilitated by KDE. Flyers for KDE trainings are attached.	●
65	IDEA	K2. Develop, implement, and monitor a Multi-Tiered Student Support Action Plan which utilizes a combination of staffing, programming, hands-on toolkits, and training designed to proactively address behaviors that negatively impact student learning	DeFerrari	10/01/18	10/01/20	Monthly	●	MTSS Engagement team created five summer professional development opportunities that focus on the use of high yield practices for distance learning. See summer PD choice board attached. The PD links can also be found the Engagement website. <a href="https://sites.google.com/jefferson.kyschools.us/mtssengagement">https://sites.google.com/jefferson.kyschools.us/mtssengagement</a>	The five professional development opportunities created by the MTSS Engagement team that focus on distance learning. Below is the link to one of the trainings called Concept Mapping. <a href="https://forms.gle/oXpQhD22ee4qRnVd7">https://forms.gle/oXpQhD22ee4qRnVd7</a>	●
66	IDEA	K3. Provide district-wide support for the effective implementation of positive behavioral systems and Tier II and Tier III interventions in all schools based on the results of the monitoring and evaluation process	DeFerrari	10/01/18	10/01/20	Monthly	●	The BCBA's have created a training in Functions of Behavior to present to the school counselors in the district. Powerpoint is attached.	MTSS Behavior created a Restorative Practices training for the school counselors' conference with an emphasis on the SEL and trauma aspects of restorative work. Powerpoint is 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	●	The MTSS team created a training powerpoint with script that will be shared with assistant superintendents, principals, and other school administrators. The training guide elaborates on the new version of the MTSS school-based implementation plan. Attached are the powerpoint and training outline.	The new MTSS Implementation Plan will be shared with Assistant Superintendents via zoom conference calls during the week of July 13, 2020. The conference calls will be tailored to each zone and each assistant superintendent. The newly revised MTSS Implementation Plan and training outline were attached in June 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	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
69	<b>IDEA</b>	<b>L. IDEA (Issue 9): Physical Restraint and Seclusion</b>								
70	<b>IDEA</b>	L1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	DeFerrari	10/01/18	10/01/20	Monthly	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year. A virtual bus driver de-escalation training video was created and will be shared during the bus driver training classes.	SCM Theory trainings have continued via online platform. Staff needing recertification through October have now received their online modules. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●
71	<b>IDEA</b>	L2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	DeFerrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●
72	<b>IDEA</b>	L3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	DeFerrari	10/01/18	10/01/20	Monthly	●	Any school missing a debrief, the principal received an email to correct this issue. Sample email attached.	20-21 SCM Department Meetings have been scheduled for Arrest, Restraint and Seclusion Data Tracking.	9
73	<b>IDEA</b>	L4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	DeFerrari	10/01/18	10/01/20	Monthly	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year.	SCM Theory trainings have continued via online platform. Staff needing recertification through October have now received their online modules. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●
74	<b>IDEA</b>	L5. Design, implement, and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM.	DeFerrari	10/01/18	10/01/20	Annually	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year.	SCM Theory trainings have continued via online platform. Staff needing recertification through October have now received their online modules. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●
75	<b>IDEA</b>	L6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	DeFerrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	A 20-21 SCM training survey has been created and will be released once training's are able to resume.	●
76	<b>IDEA</b>	L7. Inform all staff of a student's IEP and BIP as appropriate and hold staff accountable for implementation of strategies and interventions	DeFerrari	10/01/18	10/01/20	Monthly	●	Email to administrators to update "one pagers" will resume at the start of next school year. (sample email attached)	Email to administrators to update "one pagers" will resume at the start of next school year. (sample email was attached in June)	●
77	<b>IDEA</b>	L8. Share results of monitoring systems with Assistant Superintendents to hold staff accountable for following required procedures	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●

# JCPS Final CAP SCM

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
1	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding physical restraint or seclusion (safe crisis management)</b>								
2	<b>SCM</b> A1. Establish and implement a process to ensure that all board policy and procedures regarding physical restraint or seclusion (safe crisis management) are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	●	The log through June is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Emails to KDE for policy and procedure approval are attached.	The log through July is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Emails to KDE for policy and procedure approval are attached.	●
3	<b>SCM</b> A2. Develop and implement a process whereby KDE staff will have access to all safe crisis management staff meetings and trainings	Coleman	10/01/18	10/01/20	Monthly	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year.	SCM Theory trainings have been sent to staff through October. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●
4	<b>SCM</b> A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Coleman	10/01/18	10/01/20	Monthly	●	Information shared during the 5.27.20 KDE SCM monitoring visit will be shared during the next Superintendent SCM Cabinet Meeting on 6.29.20.	SCM updates were shared during the 6.29.2020 Superintendent's Cabinet Meeting.	●
5	<b>SCM</b> <b>B. There is a significant lack of understanding throughout the district regarding 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools. As a result of this lack of understanding, the district maintains policies and procedures regarding physical restraint and seclusion that are inconsistent with the regulation (e.g. school resource officers not trained in positive behavioral supports and interventions). Interviews and observations indicate the prevalence of physical restraints such as mechanical, prone or supine restraints as well as unnecessary use of physical restraint and seclusion where the student's behavior did not pose an imminent danger of physical harm to self or others, in direct violation of 704 KAR 7:160.</b>								
6	<b>SCM</b> B1. Design, implement, and monitor a system of professional development for school personnel on Physical Restraint and Seclusion in Public Schools	Deferrari	10/01/18	10/01/20	Monthly	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year. A virtual bus driver de-escalation training video was created and will be shared during the bus driver training classes.	SCM Theory trainings have continued via online platform. Staff needing recertification through October have now received their online modules. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●
7	<b>SCM</b> B2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	Deferrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	Status is unchanged.	●
8	<b>SCM</b> B3. Design, implement, and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	Deferrari	10/01/18	10/01/20	Monthly	●	Any school missing a debrief, the principal received an email to correct this issue. Sample email attached.	20-21 SCM Department Meetings have been scheduled for Arrest, Restraint and Seclusion Data Tracking.	●
9	<b>SCM</b> B4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	Deferrari	10/01/18	10/01/20	Monthly	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year.	SCM Theory trainings have continued via online platform. Staff needing recertification through October have now received their online modules. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status	
10	<b>SCM</b>	B5. Design, implement, and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM.	Deferrari	10/01/18	10/01/20	Annually	●	SCM Theory trainings have continued via online platform. Staff needing recertification through September have now received their online modules. A virtual physical training review is in the process of being created and will be released to all JCPS SCM trained staff prior to the start of the 20-21 school year.	SCM Theory trainings have continued via online platform. Staff needing recertification through October have now received their online modules. The Part II virtual training presented by JCPS SCM Instructors is in the final stages and will be released in the coming weeks.	●
11	<b>SCM</b>	B6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	Deferrari	10/01/18	10/01/20	Annually	●	Status is unchanged.	A 20-21 SCM training survey has been created and will be released once training's are able to resume.	●
12	<b>SCM</b>	B7. Share results of monitoring process with Assistant Superintendents and reflect in annual evaluations of Principals	Chief of Schools	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-June are included on this sheet which is attached to this row.	CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.	●

# JCPS Final CAP Early Childhood

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	KBE June 2020 Status	June 2020 Progress Notes	July 2020 Progress Notes	KBE Aug 2020 Status
1	<b>ECH</b>	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Early Childhood</b>							
2	ECH	A1. Establish and implement a process to ensure that all board policy and procedures regarding Early Childhood Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	● The log through June is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	The log through July is included in the link "Phone Log with KDE", which documents meetings with KDE to approve policies and procedures.  Email discussions regarding considerations attached.	●
3	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 5-13-2020 Associate Principal Meeting Agenda 5-15-2020 EC Core Leadership Team Meeting 5-27-2020	Agendas are attached for the following meetings that have been held: EC Core Leadership Team Meeting 6-10-20 EC Association Principal Meeting 6-12-20 EC Core Leadership Team Meeting 6-24-20	●
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	● Leadership Team members participated in the Anderson RTC Early Childhood NTI support webcast sessions on Helping Families Understand Social/Emotional, Purposeful Play, Using Story Book, Getting Outdoors and Learning, and Integrating NTI for Families for Preschool Students.  CAP Smartsheet review was completed during the month of May. There were no KDE comments requiring JCPS EC response.	KDE Preschool Performance Report was submitted to KDE.  The Early Childhood Program will follow district guidance in the use of KDE COVID-19 documents to establish procedures and practices for the JCPS Early Childhood Preschool Program 20-21 school year. Upcoming guidance from the KDE Preschool department and the ECERS guidance will be used by the Early Childhood Program to make programmatic decisions for school reopening and maintaining program quality.  CAP Smartsheet review was completed during the month of June. There were no KDE comments requiring JCPS EC response.	●
5	<b>ECH</b>	<b>B. Implement KDE recommendations from the consolidated monitoring visit</b>							



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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>EC Special Services Leaders and Resource Teachers have participated in numerous KDE training sessions:  Special Superintendent's Webcast, SDI in an NTI State, Meaningful Progress Monitoring, Accommodations and Modifications During NTI, SDI for MSD, Supporting Behavior During NTI, UDL to Prepare for the Start of School, Navigating the COVID-19 Crisis, "COVID-19" to Students with Disabilities</p> <p>Information on delivering ARC paperwork through encrypted emails was shared with the Associate Principals and EC School Counselors.</p> <p>EC is collaborating with ECE on the Diverse Learners Virtual Institute 2020. Resource teachers are collaborating with preparation and delivery of sessions relevant to Early Childhood staff.</p> <p>Virtual RTI Screening Calendar SY19-20 was completed May 2020. Referrals were completed and ARCs are being held to review information for a suspected disability for 17 students in Tution Based Classrooms.</p> <p>Data as of 6/1/2020 indicates that all EC Students have up-to-date IEPs to begin the SY20/21.</p> <p>The VIPS contract will be reviewed by the JCPS Board of Education in an upcoming meeting. Communication regarding LRE was shared with all Early Childhood employees through the Peek of the Week- Week of June 1.</p>	<p>Early Childhood draft GLEC Communication Plan was shared briefly with Associate Principals on 6/12/20. Team members have been identified for the planned ongoing collaboration between GLEC and the EC and ECE departments.</p> <p>EC is collaborating with ECE on the Diverse Learners Virtual Institute 2020. Resource teachers are collaborating with preparation and delivery of sessions relevant to Early Childhood staff.</p> <p>Early Childhood IEP Follow- Up Training (6 1.5-hour sessions) will be offered in July 2020.</p>	●

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7 ECH	B2. Develop, implement, and monitor a system to ensure that the early childhood program operates in compliance with administrative regulations in the areas of facilities, safety, health, and student information	Averette	10/01/18	10/01/20	Monthly	●	<p>Final Health and Safety Walkthrough compliance overall rating of 98% for all Early Childhood school locations, which reflects the intentionality of ensuring all classrooms have healthy and safe environments for student learning.</p> <p>School administrators continued to focus their ILT work on the expectations of EC Leadership Teams. Dawson Orman Impact Planner DuValle Impact Planner Maupin Impact Planner McFerran/Riverport Impact Planner NCES Impact Planner Unseid Impact Planner Westport Impact Planner</p> <p>For the month of May, 20 playground inspections were completed by the operations team. The regular inspection schedule was maintained during the NTI period to monitor playgrounds for vandalism. As of the end of May, 234 out of 236 (99.2%) of playground inspections have yielded zero unresolved compliance issues. May concludes the 2019-20 playground inspection cycle.</p> <p>Child Development and Education committees met to review and improve current procedures related to curriculum, assessment, classroom quality, safety, etc. Revisions will be completed in June and July in preparation for the 2020-2021 school year.</p>	<p>EC Summer PD: Online PD opportunities in five strands (Best Practices, Socio-Emotional, IECE Essentials, Engaging Families and Tech Innovation) are being offered in June and July for all Early Childhood certified and classified staff.</p> <p>For the month of June, which begins the 2020-2021 inspection cycle, 16 playground inspections were completed by the operations team.</p> <p>Child Development and Education committees met to review and improve current procedures related to curriculum, assessment, classroom quality, safety, etc. Revisions will be completed in June and July in preparation for the 2020-2021 school year.</p> <p>OVEC Full Utilization agreement is being drafted through collaboration between JCPS Early Childhood and OVEC Head Start staff.</p> <p>JCPS Early Childhood and administrators from Health Services department collaborated on refinements to Infinite Campus protocols for processing student health information.</p>	●
8 ECH	B3. Share results of monitoring process with supervisors and reflect in evaluations of early childhood staff and administrators	Coleman, Chief of Schools	10/01/18	10/01/20	Monthly	●	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-June are included on this sheet which is attached to this row.</p>	<p>CAP monitoring tool is in use. The Google sheet is attached with a running list of items. Assistant Superintendents are alerted when an item is added and they follow up and document the situation on the same Google sheet. Items through mid-July are included on this sheet which is attached to this row.</p>	●