

# JCPS Final CAP Planning

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
1	<b>Planning</b> <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	<b>Planning</b> 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		
3	<b>Planning</b> 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		
4	<b>Planning</b> 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		
5	<b>Planning</b> <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	<b>Planning</b> B1. Review the 2017-18 central office reorganization for effectiveness and make revisions as necessary	Dennes	10/01/18	10/01/20	Annually		
7	<b>Planning</b> B2. Add internal auditor position and Chief of Exceptional Childhood Education position as per the settlement agreement between KDE and JCPS	Adams	10/01/18	10/01/20	Single Action		
8	<b>Planning</b> 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 reality checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly		
9	<b>Planning</b> 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		
10	<b>Planning</b> B5. Develop and implement a system to ensure that schools are receiving the supports they need and are implementing the three pillars with fidelity	Horton	10/01/18	10/01/20	Monthly		
11	<b>Planning</b> <b>C. While Vision 2020 (3.2.1, 3.2.2, 3.2.3, 3.2.4) focuses on communication with external partners including parents and business community, communicating the daily actions of the work of departments and work groups within the organization must flow from strategic (current state) to the operational level (desired state), ultimately all the way to the seat of a student. Create a formalized plan that focuses on two-way communication including horizontal and vertical internal communication which is harmonized across all processes and work groups to support organization-wide goals. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., superintendent, cabinet members, assistant superintendents, middle level management, school administrators, teachers).</b>						
12	<b>Planning</b> 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		
13	<b>Planning</b> C2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly		
14	<b>Planning</b> C3. Develop, implement and monitor a system for schools to reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly		
15	<b>Planning</b> <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	<b>Planning</b> D1. Partner with KSBA to align and standardize policies and procedures	Dennes	10/01/18	10/01/20	Annually		
17	<b>Planning</b> 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		
18	<b>Planning</b> D3. Develop and implement a system for communicating policy changes to all stakeholders	Dennes	10/01/18	10/01/20	Annually		
19	<b>Planning</b> <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	<b>Planning</b> 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., reality checks, collaborative calibration visits, data reviews, etc.)	Horton, Coleman	10/01/18	10/01/20	Monthly		
21	<b>Planning</b> E2. Develop and implement an action plan that focuses school work on key strategies and pillars of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly		
22	<b>Planning</b> E3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly		

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23 <b>Planning</b>	<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 <b>Planning</b>	F1. Create and implement a task force made up of shareholders to review the student assignment plan	Horton	10/01/18	10/01/20	Monthly		
25 <b>Planning</b>	F2. Use the work of the task force to make recommendations to the board regarding modifications to the plan for the 2020-2021 school year	Horton	10/01/18	10/01/20	Single Action		

# JCPS Final CAP Operations

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
1	<b>Operational Support</b>						
2	<b>Operational Support</b>	A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding facility maintenance and replacement	Dennes	10/01/18	10/01/20	Monthly	
3	<b>Operational 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.					
4	<b>Operational Support</b>	B1. Develop, implement, and monitor a system actual ridership versus projections to analyze bus routes and make changes where feasible	Frantz	10/01/18	10/01/20	Semi-annually	
5	<b>Operational Support</b>	B2. Establish and implement a transportation leadership review process for prioritization of route changes	Frantz	10/01/18	10/01/20	Quarterly	
6	<b>Operational 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.					
7	<b>Operational Support</b>	C1. Develop, implement, and monitor process to determine which routes need additional bus monitors	Frantz	10/01/18	10/01/20	Monthly	
8	<b>Operational 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.					
9	<b>Operational Support</b>	D1. Explore the possibility of adding contract days to increase the professional development opportunities for drivers on de-escalation strategies	Dennes	10/01/18	10/01/20	Annually	
10	<b>Operational Support</b>	D2. Identify and implement strategies to train drivers in pupil management and de-escalation training during the current work year	Frantz	10/01/18	10/01/20	Monthly	
11	<b>Operational 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.					
12	<b>Operational Support</b>	E1. Research peer districts to determine best practices regarding assigning routes to drivers	Frantz	10/01/18	04/01/19	Single Action	
13	<b>Operational Support</b>	E2. Explore with the Teamsters Union the process to effectively assign routes	Dennes	10/01/18	10/01/20	Annually	
14	<b>Operational 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.					
15	<b>Operational Support</b>	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	
16	<b>Operational Support</b>	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	
17	<b>Operational Support</b>	F3. Share findings from review with Assistant Superintendent and Principals to improve consistency and hold Principals accountable for implementing recommended changes	Horton	10/01/18	10/01/20	Monthly	
18	<b>Operational Support</b>	F4. Establish and implement a process to gather and share stakeholder feedback regarding the implementation of the discipline policy for bus behavior	Frantz	10/01/18	10/01/20	Annually	
19	<b>Operational 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 begin transported.					

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
20	<b>Operational Support</b>	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	
21	<b>Operational Support</b>	G2. Create and communicate topics for drivers to be shared at the compound level to support driver learning	Frantz	10/01/18	10/01/20	Monthly	
22	<b>Operational Support</b>	G3. Share results of monitoring process with Transportation administration and reflect in evaluations of drivers	Frantz	10/01/18	10/01/20	Monthly	
23	<b>Operational Support</b>	<b>H. It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.</b>					
24	<b>Operational Support</b>	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	
25	<b>Operational Support</b>	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	
26	<b>Operational Support</b>	<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	<b>Operational Support</b>	I.1 Develop, implement, and monitor process to determine which routes need additional bus monitors	Frantz	10/01/18	10/01/20	Monthly	
28	<b>Operational Support</b>	<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	<b>Operational Support</b>	J1. Develop, implement, and monitor a system to document bus (versus school) suspensions in Infinite Campus.	DeFerrari	10/01/18	10/01/20	Monthly	
30	<b>Operational Support</b>	J2. Develop, implement, and monitor audit protocol to ensure proper documentation of suspensions related to transportation	Renn	10/01/18	10/01/20	Annually	
31	<b>Operational Support</b>	J3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
32	<b>Operational Support</b>	<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	<b>Operational Support</b>	K1. Develop and implement a schedule to conduct formal documented observations of loading and unloading procedures at schools	Frantz, Self	10/01/18	10/01/20	Monthly	
34	<b>Operational Support</b>	K2. Create and implement feedback loop to share observed information and action plans with school personnel and assistant superintendents	Frantz, Self	10/01/18	10/01/20	Monthly	
35	<b>Operational Support</b>	K3. Share results of monitoring process of school level loading and unloading procedures with Principals and Assistant Superintendents and reflected in evaluations	Horton	10/01/18	10/01/20	Monthly	
36	<b>Operational Support</b>	<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	<b>Operational Support</b>	L1. Develop, implement, and monitor a process to ensure that central office transportation is included in Operations planning meetings that impact traffic patterns at schools	Raisor	10/01/18	10/01/20	Monthly	
38	<b>Operational Support</b>	L2. Conduct onsite plan reviews with transportation, safety & environmental and security to ensure organizational coherence	Raisor	10/01/18	10/01/20	Quarterly	
39	<b>Operational Support</b>	L3. Document and communicate necessary changes to transportation patterns, if any, with schools and key stakeholders	Frantz	10/01/18	10/01/20	Monthly	
40	<b>Operational Support</b>	<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>					

	Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
41	Operational 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		
42	Operational 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		
43	Operational Support	M3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually		
44	Operational Support	N. It is recommended that the district implement a process to ensure the proper segregation of duties when it comes to custodial care of the kitchen and the lunchroom that will consistently support the use of indirect cost. Reorganization of both custodial and food service staff to the Central Office and removing the supervisory capacity of the building principal regarding those positions may eliminate any confusion about job responsibilities.						
45	Operational 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		
46	Operational Support	N2. Establish and implement a feedback loop to determine if staff understand job responsibilities	Bauscher	10/01/18	10/01/20	Annually		
47	Operational Support	N3. Share results of monitoring system of proper segregation of duties with Assistant Superintendents and reflect results in evaluations	Horton	10/01/18	10/01/20	Monthly		
48	Operational Support	O. It is recommended that the district address the corrective action plan required due to the USDA audit in March 2017 as a high priority for the district						
49	Operational 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		
50	Operational Support	O2. Share results of monitoring system for implementing corrective action plan strategies with Assistant Superintendents and reflect results in evaluations	Horton	10/01/18	10/01/20	Monthly		
51	Operational Support	P. It is recommended that the district develop a business continuity plan in the event the Central Kitchen facility becomes unusable.						
52	Operational 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		
53	Operational 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		
54	Operational Support	P3. Establish and implement a review process for the business continuity plan	Dennes	03/01/19	10/01/20	Annually		

# JCPS Final CAP Finance

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
1	Financial	<b>A. KDE recommends that the board members consider any and all additional revenue sources (e.g., nickel equivalent tax, utility tax) to address critical facility needs.</b>						
2	Financial	A1. Facilitate an organization session for board members using KSBA training on revenue sources	Dennes	10/01/18	10/01/20	Annually		
3	Financial	A2. Train board members on revenue sources	Hardin	10/01/18	10/01/20	Annually		
4	Financial	A3. On-board new board member during orientation on revenue sources	Hardin	10/01/18	10/01/20	Annually		
5	Financial	A4. Organize ways in which board members can explore funding opportunities from peer districts and national organizations	Dennes	10/01/18	10/01/20	Annually		
6	Financial	A5. Conduct work sessions providing overview to determine if additional revenue sources need to be explored	Hardin	10/01/18	10/01/20	Annually		
7	Financial	A6. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually		
8	Financial	A7. Host public meetings on a variety of finance topics (e.g., Finance Advisory Committee, Local Planning Committee, Community Forums)	Dennes	10/01/18	10/01/20	Semi-annually		
9	Financial	<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	Financial	B1. Facilitate an organization session for board members using KSBA training on use of restricted district funds	Dennes	10/01/18	10/01/20	Annually		
11	Financial	B2. On-board new board member during orientation on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually		
12	Financial	B3. Report board member training hours	Dennes	10/01/18	10/01/20	Semi-annually		
13	Financial	B4. Conduct work sessions providing overview on use of restricted district funds	Hardin	10/01/18	10/01/20	Annually		
14	Financial	<b>C. As required by board Policy 04.3111, KDE recommends that the board receives and approves a listing of invoices on the "Orders of the Treasurer Report" at monthly Board meetings.</b>						
15	Financial	C1. Develop and implement a process to ensure that the "Orders of the Treasurer Report" on every regular board agenda	Hardin	10/01/18	10/01/20	Monthly		
16	Financial	<b>D. KDE recommends that the district develop a process that ensures all Principals allow the SBDM council members to assist with setting the budget priorities and ensure that all council members receive the monthly financial reports for all school funds.</b>						
17	Financial	D1. Develop written procedures for SBDM Handbook	Stenton	10/01/18	10/01/20	Annually		
18	Financial	D2. Develop and implement training for SBDM members on setting budget priorities and review of monthly financials	Stenton	10/01/18	10/01/20	Annually		
19	Financial	D3. Monitor SBDM agendas and minutes for review of financials	Stenton	10/01/18	10/01/20	Monthly		

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20	<b>Financial</b>	D4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
21	<b>Financial</b>	<b>E. KDE recommends that 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	
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	
24	<b>Financial</b>	<b>F.KDE recommends that 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	
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	
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	
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	
30	<b>Financial</b>	G2. Develop and implement communication plan to share allocation process with schools	Hardin	10/01/18	10/01/20	Annually	
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 district-wide control. KDE recommends that 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	
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	
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	
35	<b>Financial</b>	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
36	<b>Financial</b>	<b>I. KDE recommends that 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	Hardin	10/01/18	10/01/20	Monthly	

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38	<b>Financial</b>	I2. Report findings to CFO, Assistant Superintendents, Principals, and bookkeepers	Hardin	10/01/18	10/01/20	Monthly	
39	<b>Financial</b>	I3. Provide individual support/training for schools as needed based on findings	Hardin	10/01/18	10/01/20	Monthly	
40	<b>Financial</b>	I4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
41	<b>Financial</b>	<b>J. KDE recommends that the district separates the pupil attendance and Redbook training functions from the internal auditing function, utilizing different individuals to maintain proper segregation of duties.</b>					
42	<b>Financial</b>	J1. Explore and implement process to separate attendance and Redbook training from internal audit functions	Hardin	10/01/18	01/01/19	Single Action	
43	<b>Financial</b>	J2. Develop, implement and monitor process to ensure school staff (including Principals) are trained on Redbook and attendance responsibilities	Hardin	10/01/18	10/01/20	Annually	
44	<b>Financial</b>	J3. Provide individual support and training for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	
45	<b>Financial</b>	J4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	
46	<b>Financial</b>	J5. Develop a quality control process to ensure job descriptions incorporate the training and compliance requirements	Adams	10/01/18	10/01/20	Annually	
47	<b>Financial</b>	<b>K. KDE recommends a process be established to review all outstanding checks past six months from the month of issue and addressed as appropriate.</b>					
48	<b>Financial</b>	K1. Develop, implement, and monitor a due diligence process for uncashed stale dated checks	Hardin	10/01/18	10/01/20	Monthly	
49	<b>Financial</b>	K2. Share results of monitoring process with the CFO and reflect in evaluation of the Director of Accounting	Hardin	10/01/18	10/01/20	Monthly	
50	<b>Financial</b>	<b>L. A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.</b>					
51	<b>Financial</b>	L1. Research other large districts and large corporations for best practices regarding business continuity plans	Dennes	10/01/18	01/01/19	Single Action	
52	<b>Financial</b>	L2. Write a formal business continuity plan for the district for critical operations (e.g., finance, operations, nutrition services, personnel management)	Dennes	01/01/19	03/01/19	Single Action	
53	<b>Financial</b>	L3. Establish and implement a review process for the business continuity plan.	Dennes	03/01/19	10/01/20	Annually	
54	<b>Financial - School</b>	<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>					

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55	<b>Financial - School</b>	A1. Develop, implement, and monitor a communication protocol including responsibility matrix and frequency in regards to each financial-school CAP action	Horton	10/01/18	10/01/20	Monthly	
56	<b>Financial - School</b>	<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>					
57	<b>Financial - School</b>	B1. Develop, implement, and monitor strict timelines and procedures for closing bank accounts	Hardin, Renn	10/01/18	10/01/20	Monthly	
58	<b>Financial - School</b>	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	
59	<b>Financial - School</b>	B3. Train and communicate to all bookkeepers, school secretaries, and Principals the requirement for a single bank account	Hardin, Renn	10/01/18	10/01/20	Annually	
60	<b>Financial - School</b>	B4. Share results of monitoring process of school level bank account closing procedures with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
61	<b>Financial - School</b>	<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>					
62	<b>Financial - School</b>	C1. Review, implement, and monitor a process to ensure appropriate protocols for credit card management	Hardin	10/01/18	10/01/20	Monthly	
63	<b>Financial - School</b>	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	
64	<b>Financial - School</b>	C3. Provide individual support and training on credit card management for schools based on audit findings	Hardin	10/01/18	10/01/20	Monthly	
65	<b>Financial - School</b>	C4. Share results of monitoring process of school level credit card system with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
66	<b>Financial - School</b>	<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>					

Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
67	<b>Financial - School</b>	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	
68	<b>Financial - School</b>	D2. Develop, implement, and monitor a grant management system at the school level	Hardin	10/01/18	10/01/20	Monthly	
69	<b>Financial - School</b>	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	
70	<b>Financial - School</b>	D4. Share results of monitoring process of school level grant management system with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
71	<b>Financial - School</b>	<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>					
72	<b>Financial - School</b>	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	
73	<b>Financial - School</b>	E2. Share results of monitoring process of Redbook compliance with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
74	<b>Financial - School</b>	<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>					
75	<b>Financial - School</b>	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	
76	<b>Financial - School</b>	F2. Develop and implement audit protocols for school level purchase requests	Renn	10/01/18	10/01/20	Quarterly	
77	<b>Financial - School</b>	F3. Provide individual support and training on school level purchase requests for schools based on findings	Hardin	10/01/18	10/01/20	Monthly	
78	<b>Financial - School</b>	F4. Share results of monitoring process of school level purchase requests with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
79	<b>Financial - School</b>	<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>					
80	<b>Financial - School</b>	G1. Develop, implement, and monitor to ensure that all school level audit findings are addressed	Hardin	10/01/18	10/01/20	Annually	

	Area	KDE Recommendation & JCPS Action Step	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
81	Financial - School	G2. Share results of monitoring responses to school level audit findings with Assistant Superintendents and reflected in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly		
82	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>						
83	Financial - School	H1. Develop, implement, and monitor a process to manage school level audit findings	Renn	10/01/18	10/01/20	Quarterly		
84	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		

# JCPS Final CAP Personnel Management

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
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>	Adams	10/01/18	10/01/20	Quarterly		
3	<b>Personnel Management</b>	Adams	10/01/18	10/01/20	Annually		
4	<b>Personnel Management</b>	Dennes	10/01/18	10/01/20	Annually		
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>	Adams	10/01/18	10/01/20	Quarterly		
7	<b>Personnel Management</b>	Adams	10/01/18	10/01/20	Annually		
8	<b>Personnel Management</b>	Horton	10/01/18	10/01/20	Annually		
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>	Adams	10/01/18	10/01/20	Monthly		
11	<b>Personnel Management</b>	Adams	10/01/18	10/01/20	Monthly		
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>	Adams	10/01/18	10/01/20	Monthly		
14	<b>Personnel Management</b>	Adams	10/01/18	10/01/20	Annually		
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>	Dennes	10/01/18	01/01/19	Single Action		
17	<b>Personnel Management</b>	Dennes	01/01/19	03/01/19	Single Action		
18	<b>Personnel Management</b>	Dennes	03/01/19	10/01/20	Annually		
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>	Adams	10/01/18	10/01/20	Quarterly		
21	<b>Personnel Management</b>	Adams	10/01/18	10/01/20	Monthly		
22	<b>Personnel Management</b>	Adams	10/01/18	10/01/20	Monthly		

# JCPS Final CAP Instruction Management

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
1	<b>Instruction Management</b> 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	<b>Instruction Management</b> 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		
3	<b>Instruction Management</b> A2. Develop and implement an action plan that focuses school work on key strategies of Vision 2020 (e.g. Backpack of Success Skills, Racial Equity Policy, Culture & Climate)	Horton	10/01/18	10/01/20	Monthly		
4	<b>Instruction Management</b> A3. Develop, implement and monitor a system for schools to regularly reflect on their progress in implementing the three pillars and provide support based on those reflections	Horton	10/01/18	10/01/20	Monthly		
5	<b>Instruction Management</b> B. While valid processes and protocols have been created around curriculum, instruction and assessment, they have not been consistently implemented with fidelity system-wide to ensure sustainability and repeatability that would result in continuous improvement.  Along with inconsistent implementation, also lacking is a consistent process for measuring the effectiveness of policies/procedures to create change in policy and practice. Create a system with actionable, time-bound steps and person(s) responsible (e.g., 30/60/90 day plans) to monitor implementation of processes and measure their effectiveness at all levels.						
6	<b>Instruction Management</b> B1. Develop, implement, and monitor a district-wide protocol to ensure curriculum, instruction and assessment frameworks are implemented with fidelity	Coleman, Horton	10/01/18	10/01/20	Monthly		
7	<b>Instruction Management</b> 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 reality checks, cabinet data reviews, etc.)	Horton, Coleman, Dossett	10/01/18	10/01/20	Monthly		
8	<b>Instruction Management</b> 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		
9	<b>Instruction Management</b> 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	<b>Instruction Management</b> C1. Develop and implement a monitoring process to ensure execution of Vision 2020/CDIP	Dossett	10/01/18	10/01/20	Monthly		
11	<b>Instruction Management</b> C2. Provide support for the effective implementation of Vision 2020/CDIP based on the results of the monitoring process	Coleman, Horton	10/01/18	10/01/20	Monthly		
12	<b>Instruction Management</b> C3. Ensure that the evaluation system is aligned with the district's goals and action plan	Coleman, Horton, Dennes	10/01/18	10/01/20	Monthly		

# JCPS Final CTE CAP

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct. 2018 Progress Notes
1	<b>CTE</b>	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding career and technical education</b>					
2	<b>CTE</b>	A1. Establish and implement a process to ensure that all board policy and procedures regarding career and technical education are sent to the Commissioner for review	Dennes	10/01/18	10/01/20	Monthly	
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	
4	<b>CTE</b>	<b>B. Inaccuracies in federal and state data reporting indicates noncompliance with Perkins, KRS 157.069, and College and Career Readiness Accountability, pursuant to KRS 158.6453. Areas of specific concern include discrepancies apparent in the TEDS data, student transcripts and schedules, student credit, and attendance data.</b>					
5	<b>CTE</b>	B1. Develop, implement and monitor a system to ensure compliance with data reporting requirements with Perkins, KRS 157.069 and Transition Readiness Accountability pursuant to KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	
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	
7	<b>CTE</b>	B3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Quarterly	
8	<b>CTE</b>	<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	<b>CTE</b>	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	
10	<b>CTE</b>	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	
11	<b>CTE</b>	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	10/01/18	10/01/20	Annually	
12	<b>CTE</b>	C4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Annually	
13	<b>CTE</b>	<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>					
14	<b>CTE</b>	D1. Develop, implement, and monitor a system to ensure two staff members per high school are identified, trained, and involved in the TEDS data review process	Rogers	10/01/18	10/01/20	Monthly	
15	<b>CTE</b>	D2. Develop, implement, and monitor a system to ensure staff are adequately knowledgeable with the CTE program to demonstrate compliance with data reporting requirements with Perkins, KRS 157.069 and Transition Readiness Accountability pursuant to KRS 157.069 and KRS 158.6455	Rogers	10/01/18	10/01/20	Quarterly	
16	<b>CTE</b>	D3. Develop, implement, and monitor a protocol for pathway modifications to be reviewed by CTE Department before going to KDE	Rogers	10/01/18	10/01/20	Semi-annually	

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct. 2018 Progress Notes
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	
18	CTE	D5. Develop, implement, and monitor a process to ensure effective implementation of advisory councils	Rogers	10/01/18	10/01/20	Monthly	
19	CTE	D6. Develop, implement, and monitor a check and balance system between approval and purchasing	Rogers	10/01/18	10/01/20	Monthly	
20	CTE	D7. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
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	
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	
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	
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	
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	
28	CTE	F4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
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	
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	
32	CTE	G3. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	
33	CTE	G4. Share results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
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	
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	
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	
38	CTE	H4. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct. 2018 Progress Notes
39	<b>CTE</b>	<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	<b>CTE</b>	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)	Coleman	10/01/18	10/01/20	Monthly	
41	<b>CTE</b>	I2. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around integrating CTE and core academic curriculum	Coleman	10/01/18	10/01/20	Annually	
42	<b>CTE</b>	<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>					
43	<b>CTE</b>	J1. Develop, implement, and monitor written processes that address data collection and accuracy by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	
44	<b>CTE</b>	J2. Develop, implement, and monitor written processes that addresses finance by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	
45	<b>CTE</b>	J3. Develop, implement, and monitor written processes that address reviews of program standards by both the district and schools	Rogers	10/01/18	10/01/20	Monthly	
46	<b>CTE</b>	J4. Develop, implement, and monitor written processes that address CTE testing by both the district and schools	Rogers	10/01/18	10/01/20	Semi-annually	
47	<b>CTE</b>	J5. Provide individual support and training for schools based on data reviews	Rogers	10/01/18	10/01/20	Monthly	
48	<b>CTE</b>	J6. Results of monitoring process will be shared with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
49	<b>CTE</b>	<b>K. All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.</b>					
50	<b>CTE</b>	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	10/01/18	10/01/20	Quarterly	
51	<b>CTE</b>	K2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness of training efforts	Rogers	10/01/18	10/01/20	Annually	
52	<b>CTE</b>	K3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals and/or counselors as appropriate	Horton	10/01/18	10/01/20	Monthly	
53	<b>CTE</b>	<b>L. Create a process that ensures advisory councils meet the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development.</b>					
54	<b>CTE</b>	L1. Develop, implement and monitor a process that ensures advisory councils meet the meeting requirement of twice a year and the member requirements outlined in the Perkins Act and are an integral part of the decision making process in pathway development	Rogers	10/01/18	10/01/20	Semi-annually	
55	<b>CTE</b>	L2. Communicate results of monitoring process with Principals and Assistant Superintendents	Rogers	10/01/18	10/01/20	Semi-annually	
56	<b>CTE</b>	L3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Semi-annually	
57	<b>CTE</b>	<b>M. District CTE leadership should ensure that the interests of students and the needs identified through Labor Market Information (LMI), specific needs identified by business and industry partners and specific data from the High School Feedback reports are addressed at all schools with fidelity.</b>					

Area	KDE Recommendations and JCPS Actions	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct. 2018 Progress Notes
58	<b>CTE</b>	M1. Develop, implement, and monitor a system that ensures 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 on students who graduate (e.g., High School Feedback Reports, National Student Clearinghouse) are addressed at all high schools with fidelity	Rogers	10/01/18	10/01/20	Annually	
59	<b>CTE</b>	M2. Develop, implement, and analyze a feedback system from school staff to determine success of graduates	Rogers	10/01/18	10/01/20	Annually	
60	<b>CTE</b>	<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	<b>CTE</b>	N1. Develop, implement, and monitor a system by which the district CCR Director, school leadership and SBDM Councils are provided with all data and training necessary to make informed decisions relative to determining appropriate CTE course and pathway offerings	Rogers	10/01/18	10/01/20	Annually	
62	<b>CTE</b>	N2. Develop, implement, and analyze a feedback system from school staff to determine effectiveness training efforts	Rogers	10/01/18	10/01/20	Annually	
63	<b>CTE</b>	N3. Share results of monitoring process with Assistant Superintendents and reflect in evaluations of Principals	Horton	10/01/18	10/01/20	Annually	

# JCPS Final CAP SCM

Area	KDE Recommendations and JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct. 2018 Progress Notes
1	<b>SCM</b>	<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	
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	
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	
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	
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	
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	
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	
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	
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	
12	<b>SCM</b>	B7. Share results of monitoring process with Assistant Superintendents and reflect in annual evaluations of Principals	Horton	10/01/18	10/01/20	Monthly	
13	<b>SCM</b>	B8. Share results of monitoring systems with assistant superintendents to hold staff accountable for following required procedures	Horton	10/01/18	10/01/20	Monthly	

# JCPS Final CAP IDEA

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
1	<b>IDEA</b>						
	<b>A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Special Education</b>						
2	IDEA	A1. Establish and implement a process to ensure that all board policy and procedures regarding Special Education are sent to the Commissioner for review if change will impact the Final CAP	Dennes	10/01/18	10/01/20	Monthly	
3	IDEA	A2. Develop and implement a process whereby KDE staff will have access to all Special Education staff meetings and trainings	Coleman	10/01/18	10/01/20	Monthly	
4	IDEA	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	
5	IDEA	A4. Establish and monitor a process for reviewing the implementation of IDEA and its implementing regulations	Coleman	10/01/18	10/01/20	Monthly	
6	IDEA	A5. Review organizational charts to ensure necessary support structure in place to implement special education services and the Final CAP with fidelity	Coleman	10/01/18	10/01/20	Annually	
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	IDEA	B1. Develop and implement a monitoring and evaluation process to ensure execution of behavior data entry and analysis protocols	DeFerrari	10/01/18	10/01/20	Monthly	
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	
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	
11	IDEA	B4. Develop, implement, monitor, and act on special education indicator data (e.g., 4, 9,10) and significant disproportionality to decrease removals at the school level	Horton	10/01/18	10/01/20	Monthly	
12	IDEA	B5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals	Horton	10/01/18	10/01/20	Monthly	
13	<b>IDEA</b>						
	<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	Hooper	10/01/18	10/01/20	Monthly	
15	IDEA	C2. Establish and implement a continuum of education settings based on special education population needs	Hooper	10/01/18	10/01/20	Semi-annually	
16	IDEA	C3. Develop, implement, and monitor a system of training for ARC Chairs, and other relevant school and district staff on the educational continuum of services which begins with the least restrictive setting (general education classroom) to the most restrictive educational setting (residential placement)	Hooper	10/01/18	10/01/20	Annually	
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	Hooper	10/01/18	10/01/20	Monthly	
18	IDEA	C5. Conduct regular checks at schools for understanding and use of the continuum of services and provide professional learning based on findings from checks	Hooper	10/01/18	10/01/20	Monthly	
19	IDEA	C6. Conduct regular checks with the placement specialists, ARC chairs, and principals to determine if there are delays in placements	Hooper	10/01/18	10/01/20	Monthly	
20	IDEA	C7. Develop and implement a process to ensure the class size/caseload waiver process will be followed	Hooper	10/01/18	10/01/20	Monthly	
21	IDEA	C8. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	
22	<b>IDEA</b>						
	<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>						

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
23	<b>IDEA</b> D1. Conduct professional development for ARC Chairpersons that will focus on the ARC process and protocols and the chairperson's role and role of each ARC member (including decision making authority) to ensure decisions are made in accordance with the Least Restrict Environment provision	Hooper	10/01/18	10/01/20	Annually		
24	D2. Conduct ARCs with the goal of consensus in decision making and if consensus cannot be reached, parents are informed of dispute resolution under IDEA, and parent input is documented	Hooper	10/01/18	10/01/20	Monthly		
25	<b>IDEA</b> D3. Conduct regular checks at schools for implementation (including reviews of due process folders where appropriate)	Hooper	10/01/18	10/01/20	Monthly		
26	<b>IDEA</b> D4. Provide coaching on-site and follow-up will be provided for ARC chairpersons to ensure proper functioning ARC meetings	Hooper	10/01/18	10/01/20	Monthly		
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	Hooper	10/01/18	10/01/20	Monthly		
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	Hooper	10/01/18	10/01/20	Annually		
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	Hooper	10/01/18	10/01/20	Monthly		
31	<b>IDEA</b> E3. Develop a process to review discipline data to ensure referrals are being made and acted upon with fidelity	Hooper	10/01/18	10/01/20	Monthly		
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		
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		
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		
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	Hooper	10/01/18	10/01/20	Annually		
38	<b>IDEA</b> G2. Ensure that special transportation is available at all schools if students' IEPs require this service	Frantz	10/01/18	10/01/20	Monthly		
39	<b>IDEA</b> G3. Review the length and duration of bus rides and refine existing routes if needed	Frantz	10/01/18	10/01/20	Monthly		
40	<b>IDEA</b> G4. Develop and implement creative solutions when there are systemic behavior issues on buses (e.g., rival gangs)	Frantz	10/01/18	10/01/20	Monthly		
41	<b>IDEA</b> G5. Review system to ensure that students attending the Kentucky School for the Deaf (KSD) continue to be provided door-to-door transportation	Frantz	10/01/18	10/01/20	Annually		
42	<b>IDEA</b> <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	<b>IDEA</b> H1. Develop and implement a system to ensure that related services are available to the extent necessary to implement the IEP	Hooper	10/01/18	10/01/20	Monthly		

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
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	Hooper	10/01/18	10/01/20	Annually	
45	IDEA	H3. Review the current professional development plan to determine if additional resources are needed to provide adequate follow-up and coaching for ECE teachers in regards to supplemental aids and supports, related services, and program modifications/supports for personnel	Hooper	10/01/18	10/01/20	Annually	
46	IDEA	H4. Design and implement professional development for ARC chairpersons in the related services provision: counseling, mental health services, speech/language services, assistive technology, transportation	Hooper	10/01/18	10/01/20	Annually	
47	IDEA	H5. Review ARC process for determining if students need counseling on their IEPs as a related service and identify the appropriate service provider: mental health specialist or guidance counselor	Hooper	10/01/18	10/01/20	Monthly	
48	IDEA	H6. Determine which students are being under-served according to their individual needs and assess whether additional staff or assistive technology devices are needed.	Hooper	10/01/18	10/01/20	Monthly	
49	IDEA	H7. Develop and implement a system to ensure that students with disabilities have equal opportunities for ongoing participation in the same programs/activities that are available to students without disabilities	Hooper	10/01/18	10/01/20	Monthly	
50	IDEA	H8. Collaborate with district departments to increase parent engagement (e.g., JCPS West Louisville Satellite Office)	Hooper	10/01/18	10/01/20	Monthly	
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	Hooper	10/01/18	10/01/20	Monthly	
52	IDEA	H10. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in annual evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	
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	Hooper	10/01/18	10/01/20	Single Action	
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	Coleman	10/01/18	10/01/20	Annually	
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)	Coleman	10/01/18	10/01/20	Monthly	
58	IDEA	J3. Develop a budget to support the CCEIS plan	Coleman	10/01/18	10/01/20	Annually	
59	IDEA	J4. Train administrators to follow the requirements of the IDEA when responding to behavioral infractions of students with disabilities	DeFerrari, Hooper	10/01/18	10/01/20	Annually	
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	
61	IDEA	J6. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	
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	
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	
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	
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	
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	

Area	Finding/Action Steps	Person(s) Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
68	IDEA	K5. Share results of monitoring process (e.g., data, actions, results) with Assistant Superintendents and reflect in evaluations of principals and other relevant staff	Horton	10/01/18	10/01/20	Monthly	
69	<b>IDEA</b>	<b>L. IDEA (Issue 9): Physical Restraint and Seclusion</b>					
70	IDEA	L1. Design, implement, and monitor a system of regular professional development for school personnel on Physical Restraint and Seclusion in Public Schools	DeFerrari	10/01/18	10/01/20	Monthly	
71	IDEA	L2. Design, implement, and monitor a system to review district policies and procedures to ensure that they are aligned with 704 KAR 7:160	DeFerrari	10/01/18	10/01/20	Annually	
72	IDEA	L3. Design, implement and monitor a system to review data on Physical Restraint or Seclusion (including debriefing sessions after each)	DeFerrari	10/01/18	10/01/20	Monthly	
73	IDEA	L4. Design, implement, and monitor a system to ensure that each school has a minimum team of five SCM trained team members	DeFerrari	10/01/18	10/01/20	Monthly	
74	IDEA	L5. Design implement and monitor a system where SROs and security personnel are trained on positive behavior supports and interventions and protocols for involvement with SCM	DeFerrari	10/01/18	10/01/20	Annually	
75	IDEA	L6. Develop, implement, and analyze a feedback system from district and school staff to determine effectiveness of efforts around SCM training and district support	DeFerrari	10/01/18	10/01/20	Annually	
76	IDEA	L7. Inform all staff of a student's IEP and BIP as appropriate and hold staff accountable for implementation of strategies and interventions	DeFerrari	10/01/18	10/01/20	Monthly	
77	IDEA	L8. Share results of monitoring systems with Assistant Superintendents to hold staff accountable for following required procedures	Horton	10/01/18	10/01/20	Monthly	

# JCPS Final CAP Early Childhood

Area	KDE Recommendation & JCPS Action	Person Responsible	Start Date	End Date	Review Cycle	Status	Oct 2018 Progress Notes
1	<b>Early Childhood</b> A. Provide KDE any change proposed by JCPS to a board policy or administrative procedure regarding Early Childhood						
2	<b>Early Childhood</b> 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		
3	<b>Early Childhood</b> A2. Develop and implement a process whereby KDE staff will have access to all Early Childhood staff meetings	Smith	10/01/18	10/01/20	Monthly		
4	<b>Early Childhood</b> A3. Establish and implement a process for reviewing procedures and practices based on KDE monitoring visits and technical assistance	Smith	10/01/18	10/01/20	Monthly		
5	<b>Early Childhood</b> B. Implement KDE recommendations from the consolidated monitoring visit						
6	<b>Early Childhood</b> B1. Develop, implement, and monitor a system to ensure that children with disabilities collaborate with non-disabled peers as much as possible	Smith	10/01/18	10/01/20	Monthly		
7	<b>Early Childhood</b> 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	Smith	10/01/18	10/01/20	Monthly		
8	<b>Early Childhood</b> B3. Share results of monitoring process with supervisors and reflect in evaluations of early childhood staff and administrators	Coleman, Horton	10/01/18	10/01/20	Monthly		