

KDERecommendations_April2018

Area	KDE Recommendation
1	Planning KRS 160.290 outlines the general roles and responsibilities of Board Members. However, interviews revealed there is involvement of Board Members in day-to-day management and operations of the district. A board protocol for ensuring proper training and alignment of responsibilities and roles of members must be enacted and monitored for improvement of board effectiveness.
2	Planning 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).
3	Planning 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).
4	Planning 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).
5	Planning 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.
6	Planning 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.
7	Operational Support 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.
8	Operational Support It is recommended that the district consider the addition of bus monitors for the routes that have students with greater than average ride times.
9	Operational Support 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.
10	Operational Support 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.
11	Operational Support 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.
12	Operational Support 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.
13	Operational Support It is recommended that JCPS review the policy of allowing children whose behavior issues have escalated to be put on buses.
14	Operational Support It is recommended that JCPS review their bus monitor allocation to determine the number of staff required to ensure student safety.
15	Operational Support It is recommended that the district clarify and communicate to school administrators the proper procedure for documenting 'bus' suspension versus 'school' suspension.
16	Operational Support 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.
17	Operational Support 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.
18	Operational Support 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.
19	Financial 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.
20	Financial KDE recommends board member training regarding the use of restricted district funds for the acquisition and holding of vacant real property.
21	Financial 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.
22	Financial 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.
23	Financial 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.
24	Financial 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.
25	Financial 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.
26	Financial 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.
27	Financial KDE recommends that the CAE investigate the presence of grant funds in school activity accounts.
28	Financial 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.
29	Financial KDE recommends a process be established to review all outstanding checks past six months from the month of issue and addressed as appropriate.
30	Financial A business continuity plan for Financial Management should be developed in the event the VanHoose building becomes unusable.
31	Financial - School 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.
32	Financial - School 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.

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33	Financial - School	To maintain accurate records of expenditures and authorization of expenditures, KOE 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.
34	Financial - School	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.
35	Financial - School	It is recommended that the assistant principals and teachers receive annual training on Redbook activities that govern school activities as it is not merely enough to educate bookkeepers in this area. For example, because multiple receipt forms begin in the classroom, it is important that teachers receive adequate training on multiple receipt procedures. Providing others with knowledge in this area will also help matters in the event a school bookkeeper should take leave unexpectedly, or during a replacement period if one leaves their place of employment.
36	Financial - School	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.
37	Financial - School	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.
38	Financial - School	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.
39	Personnel Management	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.
40	Personnel Management	It is recommended 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
41	Personnel Management	It is recommended the HR department develop feedback mechanisms within its operating systems that will provide constructive data and information for continuous process improvement.
42	Personnel Management	It is recommended that employee files be routinely audited for complete information.
43	Personnel Management	The HR department has no business continuity plan in the event the VanHoose building is no longer available due to a disaster.
44	Personnel Management	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.
45	Instruction Management	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).
46	Instruction Management	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.
47	Instruction Management	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.
48	CTE	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.
49	CTE	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.
50	CTE	Establish a process that ensures all CTE coordinators are trained in TEDS and Perkins requirements.
51	CTE	Establish a process that allows Pathway Specialist and school leadership access to the career and technical data system, TEDS.
52	CTE	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.
53	CTE	Create written processes that address data collection and accuracy, finance, reviews of program standards by both the district and schools, and student testing.
54	CTE	All high school counselors should be trained on Career and Technical Education to ensure they understand CTE pathway scheduling requirements.
55	CTE	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.
56	CTE	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.
57	CTE	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.