

<p><b>Culture and Climate Goal: Without exception, ensure the security and safety of 100% of children enrolled in JED by May 25, 2011.</b></p>	
<p style="text-align: center;"><b>Deliverables</b></p>	<p style="text-align: center;"><b>Evidence of Implementation (in addition to direct observation)</b></p>
<p>1. Develop and implement a process for monitored sign-in, head count/attendance and sign-out that accounts for all children enrolled in JED.</p> <p><b>Person(s) Responsible: Lara, Glen</b></p>	<p>A. Written procedures (to be submitted to the working group by April 26<sup>th</sup>; any changes to that plan should be submitted to the working group in an ongoing manner)</p> <p>B. Daily sign-in and sign-out sheets with exact alignment between the two lists (sheets will be available to the working group on a bi-weekly basis)</p>
<p>2. Develop, train and assign JED staff to oversee student arrival and dismissal to ensure that parents and students comply with the established procedures, that all students are accounted for and that only approved caregivers pick up students.</p> <p><b>Person(s) Responsible: Lara</b></p>	<p>A. Daily schedule of staff assigned to implementing sign-in and sign out process</p> <p>B. Job descriptions that outline the roles and responsibilities of staff members who implement the sign-in and sign-out procedures</p>
<p>3. Notify JED parents of the sign-in and sign-out procedures by April 27, 2011, emphasizing that all parents are required to follow those established procedures. Remind caregivers of these procedures, updating as necessary, at least once a month or more frequently as the level of compliance indicates.</p> <p><b>Person(s) Responsible: Lara</b></p>	<p>A. Initial notification disseminated in at least two forms to be determined by JED leadership</p> <p>B. Ongoing notification on, at least, a monthly schedule</p>
<p>4. Evaluate effectiveness of sign-in and sign-out procedures on a weekly basis, highlighting the effectiveness of sign-in and sign-out procedures. As part of these evaluations, the JED director will highlight areas of strength and areas needing improvement and will include new actions to address those areas needing improvement.</p> <p><b>Person(s) Responsible: Lara</b></p>	<p>A. Weekly evaluations, recorded on a template developed and approved by the JED director that include observable areas of strength and areas that need improvement and actions</p> <p>B. Lapse in procedure reports recorded in all cases and kept on file</p> <p>C. Altered written procedures that reflect the actions developed to address areas in need of improvement</p>

<p>5. Develop and implement an emergency response plan that accounts for the current building structure, is updated immediately following any change to that structure, reflects at least one contingency plan and identifies parental notification procedures. <b>Person(s) Responsible: Glen</b></p>	<p>A. Emergency Response Plan B. Metrics on fire and evacuation drills to occur at least once monthly</p>
<p>6. Preliminary implementation of PBIS: With staff and student participation, establish rules, logical consequences and rewards so that all stakeholders can identify conduct expectations. Notify parents of the rules, logical consequences and rewards. <b>Person(s) Responsible: Lara</b></p>	<p>A. A basic behavior plan to include the rules, logical consequences and rewards and how they will be taught students B. At least one form of parent communication that describes the rules, logical consequences and rewards C. Behavior data that reflects the implementation of the rules, logical consequences and rewards</p>

<p><b>Management and Operations Goal: 100% of staff will have a clear idea of their individual roles and responsibilities to ensure that JED is a well-run program that can execute its vision, mission, values and program plan by May 25, 2011.</b></p>	
<p><b>Deliverables</b></p>	<p><b>Evidence of Implementation (in addition to direct observation)</b></p>
<p>7. Develop and provide all JED staff job descriptions that clearly outline the roles, responsibilities and daily tasks of the individual staff members. <b>Person(s) Responsible: Glen</b></p>	<p>A. Job descriptions for each position and named individual B. Organizational chart that reflects the above-named job descriptions and the relationship between the discrete roles</p>
<p>8. Ensure that each staff member is responsible for monitoring each identified area of the JED/Janney campus and/or group of students. <b>Person(s) Responsible: Glen</b></p>	<p>A. A map of areas to be regularly monitored or list of students to be regularly monitored</p>
<p>9. Review individual staff member function along job descriptions and</p>	<p>A. At least one review before May 25, 2011 to develop</p>

supervision of identified areas and/or groups of students. <b>Person(s) Responsible: Glen</b>	
10. Train identified staff in CPR and first aid so that at least 3 trained staff members are on site at all times, ensuring required certification and recertification timelines are met. <b>Person(s) Responsible: Lara</b>	A. Schedule of trained staff B. Evidence of certification C. Training schedule for initial certification and recertification
11. Ensure that all staff members, current and newly hired, have approved DC Police Department background checks and TB tests on file with JED and Janney prior to any interaction with students. <b>Person(s) Responsible: Lara</b>	A. File of approved background checks and TB tests that corresponds with current provided payroll

<b>Family and Community Outreach: Update the JED website with current information by May 25, 2011.</b>	
<b>Deliverables</b>	<b>Evidence of Implementation (in addition to direct observation)</b>
12. Update the website with current information to include contact information for all board members and JED leadership, current forms, the most recent monthly board minutes and newsletters from the last six months. <b>Person(s) Responsible: Glen</b>	A. Website contents B. Alternative form of communicating the same information such as the availability of printed documents

<p><b>Ongoing in all Categories: Develop an ongoing and forward-thinking action plan that builds on the deliverables of the above action plan and focuses on the programmatic, cultural, management, budget and outreach aspects of JED by June 30, 2011 to be implemented in school year 2011/12</b></p>	
<p><b>Deliverables</b> <i>Under Development</i></p>	<p><b>Evidence of Implementation (in addition to observation)</b> <i>Under Development</i></p>
<p><b>Including but not limited to...</b></p>	<p><b>Including but not limited to...</b></p>
<ol style="list-style-type: none"> <li>1. clear guidelines for homework help with communication to parents</li> <li>2. snack guidelines and communication to parents</li> <li>3. activities, including unstructured and structured choices, that reflect a differentiated approach to age, gender, interests, etc.</li> <li>4. PD schedule to include core projects such as PBIS and based on assessed needs/defined roles and responsibilities of staff</li> <li>5. Schedule of monthly board meetings and open public meetings</li> <li>6. Update board by-laws to reflect ideal practice and policies for membership election, terms, etc.</li> <li>7. Zero-based budget with per-student cost and growth estimates</li> <li>8. Employee evaluation system aligning with job descriptions and occurring at least 3 times per year</li> </ol>	<ol style="list-style-type: none"> <li>9. homework guidelines notice</li> <li>10. roles and responsibilities of homework help staff</li> <li>11. snack menu within guidelines</li> <li>12. activity schedule</li> <li>13. description of and management plans for “10 types” of children that grows when a unique “type” is confronted</li> <li>14. JED handbook of procedures and policies (one for staff and one for parents)</li> <li>15. Schedule of meetings</li> <li>16. By-laws and wide dissemination</li> <li>17. Line-item budget</li> <li>18. Evolving enrollment plan</li> <li>19. Triennial employees evaluations for all staff members</li> </ol>