

Kentucky Educational Collaborative For State Agency Children (KECSAC)
Eastern Kentucky University
Memorandum of Agreement
Overview

Legislation enacted by the Kentucky General Assembly in 1992 (SB260) and 1994 (HB826) established KECSAC and defined “state agency children” (SAC) and the role of school districts in the provision of services to these youth (KRS 158.135). Subsequent regulations provide the foundation for the Memorandum of Agreement (MOA) between KECSAC (administered by the Eastern Kentucky University, College of Education) and the school district providing educational services to state agency children.

Working in cooperation with the Kentucky Departments of Education (KDE); Juvenile Justice (DJJ); Behavioral Health, Developmental and Intellectual Disabilities (BHDID); Community Based Services (DCBS); and Local Education Agencies, KECSAC annually requires that each school district submit the following items as attachments for each program to this MOA:

- **ATTACHMENT 1** - A total budget for the education of state agency children in the treatment programs in project budget report MUNIS format.
- **ATTACHMENT 2** - A comprehensive annual budget for the state agency children educational program.
- **ATTACHMENT 3** - A completed Program Educational Calendar Worksheet.
- **ATTACHMENT 4** - A plan for making up any of the 210 instructional days due to inclement weather or other district planned events.
- **ATTACHMENT 5** - A completed SEEK Calculation Worksheet.
- **ATTACHMENT 6** – A current 2017-2018 Interagency Agreement between the school district and treatment program (not required for Department of Juvenile Justice programs).
- **ATTACHMENT 7** – A 2017-2018 Program Improvement Plan (PIP).
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2016-2017 Program Improvement Plan.
- **ATTACHMENT 9** - A Student Transition Plan (STP).

The MOA and attachments form the basis for the operation and distribution of State Agency Children’s Funds (SACF) for the delivery of education services to SAC.

State Agency Children as defined in KRS 158.135 are:

1. (a). Those children of school age committed to or in the custody of the Cabinet for Families and Children and placed, or financed by the cabinet, in a Cabinet for Families and Children operated or contracted institution, treatment center, facility, including those for therapeutic foster care and excluding those for nontherapeutic foster care; or
(b) Those children placed or financed by the Cabinet for Families and Children in a private facility pursuant to child care agreements including those for therapeutic foster care and excluding those for nontherapeutic foster care;
2. Those children of school age in home and community-based services provided as an alternative to intermediate care facility services for the mentally retarded; and
3. Those children committed to or in custody of Department of Juvenile Justice, and placed in a department operated or contracted facility or program.

The passage of SB260 in 1992 envisioned KECSAC as serving youth in state operated or contracted residential and day treatment programs. With the passage of HB826 in 1994, a diverse array of treatment programs were brought under the SAC definition. With the passage of HB117 in 1996, KECSAC services were extended to youth under the care of the Department of Juvenile Justice. For the purposes of this MOA and the operation of SAC education programs, the following definition of on-site education programs is provided:

Definition of On-Site Education Programs

An on-site state agency children education program exists when more than fifty percent (50%) of the eligible state agency children in the program are provided with educational services at the treatment program by a local school district on December 1st.

The educational programs that serve SAC must meet the special needs of students who, upon exiting a public or private treatment program in the Commonwealth, will return to a public school setting as well as those who will enter the work force or some other alternative program.

The original signed copy of the KECSAC MOA and attachments should be returned to the KECSAC office at Eastern Kentucky University, prior to September 15, 2017. KECSAC and University officials will affix final signatures to the documents and return a final signed MOA to the School District. The school district will not receive reimbursement until all required information is submitted to complete the MOA. A confirmation of receipt of the MOA will be sent to the school district by KECSAC. A final signed copy version will be returned to the school district after submission of completed MOA.

The local school district that contracts with KECSAC to provide educational services to SAC must provide an equal and equitable education to students in KECSAC programs. This includes equitable resources such as textbooks, teaching materials, technology materials, support and maintenance.

Please submit a complete signed MOA with ALL attachments **digitally** to:

Kristine Smith email address: Kristine.Smith@eku.edu

Or

Kaye Parker at Kaye.Parker@eku.edu

**KECSAC
Martin House
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475
Phone (859) 622-6552
Fax (859) 622-8051**

MEMORANDUM OF AGREEMENT
Kentucky Educational Collaborative For State Agency Children
Eastern Kentucky University
Fiscal Year 2018
(July 1, 2017 - June 30, 2018)

I. INTRODUCTION

This agreement is made and entered into this 1st day of July, 2017, by and between The Kentucky Educational Collaborative for State Agency Children (KECSAC), Eastern Kentucky University, (hereinafter called the FIRST PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky, and **Boone County School District**, (hereinafter called the SECOND PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky.

WHEREAS, the FIRST PARTY has been directed by the Justice Cabinet, Cabinet of Health and Family Services and Kentucky Department of Education (collectively referred to herein as "CABINETS") to provide collaborative educational services; and

WHEREAS, the FIRST PARTY has concluded that it would not be feasible to provide some of such services from its facilities; and

WHEREAS, the SECOND PARTY is available and would be qualified to provide a system which would meet the approval of the aforementioned cabinets; and

WHEREAS, the FIRST PARTY desires to avail itself of the services of the SECOND PARTY;

NOW, THEREFORE, it is mutually agreed by and between the parties as follows:

II. SCOPE OF WORK

The SECOND PARTY will provide to state agency children in **Children's Home of Northern Kentucky-Burlington Campus** a 210 day instructional program that includes a traditional instructional school calendar, or equivalent hours as approved by KDE as well as an extended school program which is in compliance with the Statutes and Regulations governing the CABINETS as they relate to state agency children in the Commonwealth of Kentucky. In addition to the terms and conditions described below, the SECOND PARTY also agrees to abide by all terms and conditions set forth under the Master Agreement between FIRST PARTY and the CABINETS.

III. PERIOD OF PERFORMANCE

Each Memorandum of Agreement is for a period of twelve months, beginning July 1, 2017, with an end date of June 30, 2018. The education program may continue for multiple years and each subsequent year will be dealt with separately and will require a new Memorandum of Agreement. Initiation and continuation of this agreement are contingent upon FIRST PARTY'S receipt of funding from the CABINETS.

IV. DUTIES OF THE FIRST PARTY

1. The FIRST PARTY will provide the services of the Director of KECSAC or other KECSAC personnel to facilitate the distribution of the funds as described herein.
2. The FIRST PARTY will provide for all of the normal administrative requirements as established by the CABINETS.

V. DUTIES OF THE SECOND PARTY – School District

1. The SECOND PARTY will provide the services of a school administrator as the overall school district program(s) director, or a substitute acceptable to both parties.
2. Time and effort sheets will be maintained by the school administrator for staff providing services for each program under this Agreement. All wages and fringe benefits required hereunder will be provided within the terms of funding in this Agreement.
3. Personnel assigned by the school district to the education program will be afforded all of the amenities of **School District** faculty and/or staff. Such project personnel will be employees of the SECOND PARTY with selection dismissal, and all other employment decisions the responsibility of the SECOND PARTY.
4. Normal SECOND PARTY accounting procedures will be employed and records will be made available for inspection at the request of the FIRST PARTY for a period of up to five years beyond the termination date of a program.
5. The SECOND PARTY shall sign and return the Memorandum of Agreement, including all attachments, to the FIRST PARTY within ninety (90) days of issuance or no later than September 15. The FIRST PARTY may decrease funding by quarterly increments for noncompliance with the submission deadline. If the Memorandum of Agreement is submitted but is incomplete, the FIRST PARTY has the authority to hold reimbursement for expenses until a completed Memorandum of Agreement is submitted to the FIRST PARTY.
6. The SECOND PARTY shall maintain an inventory of all items purchased with KECSAC funds. All items purchased with KECSAC funds remain the property of FIRST PARTY.
7. The SECOND PARTY shall notify the FIRST PARTY in writing, no less than 30 days in advance, when a state agency program will be closed.
8. The SECOND PARTY agrees to return all purchased items to the FIRST PARTY within 30 days of the closing date of a program.
9. The SECOND PARTY shall submit a new application for funds should an existing KECSAC program move to the SECOND PARTY'S district and if the SECOND PARTY is seeking funding for any activities or items not specified herein.
10. The SECOND PARTY shall immediately notify FIRST PARTY in writing of any problems, complaints or allegations relating to the use or administration of KECSAC funds or any program supported, in whole or part, by KECSAC funds. SECOND PARTY shall send such notification to FIRST PARTY at:

KECSAC
Martin House
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

11. The parties recognize that FIRST PARTY is an agency of the state and as such is vested with sovereign immunity, and nothing in this agreement shall be construed as a waiver of such immunity. SECOND PARTY agrees, to the extent permitted by law, to indemnify and hold harmless the FIRST PARTY from any and all liability, loss or damage that FIRST PARTY may suffer resulting from the acts or omissions of SECOND PARTY'S employees or agents relating to this Agreement.

VI. COSTS AND PAYMENTS

1. On a quarterly cost reimbursement basis, the FIRST PARTY will request that payments be made by Kentucky Department of Education to the SECOND PARTY the cost, not to exceed approved requested funds, for direct labor, supplies, subcontracts, and incidental expenses necessary for the execution of the work. The SECOND PARTY will bill the FIRST PARTY in MUNIS **project budget report** format quarterly for expenditures as actual expenses are incurred (*as requested*). The budget is attached as ATTACHMENT 1 and incorporated herein by reference. New Memorandum of Agreements with an updated annual budget will be completed each year for each program.
2. The SECOND PARTY will provide documentation, in MUNIS format, that itemizes all funds that the SAC education program generates including KECSAC and SEEK funds. Any KECSAC funds not expended by June 30th of the current fiscal year will be deducted from the program's next fiscal year allocation amount.
3. The SECOND PARTY agrees that if an education program closes during the year, the SECOND PARTY will be reimbursed up to 25% of the allocated amount if the program closed on or before September 30th, up to 50% if the program closed on or before December 31st and up to 75% if the program closed on or before April 30th.
4. If an education program receives the full amount of allotted funds and that education program closes without having spent all of the funds, the SECOND PARTY agrees to return any unspent funds.

VII. RENEWAL

The parties hereby understand that each education program may be renewed for additional periods under these terms as may be mutually agreed upon in writing.

VIII. CABINETS

The SECOND PARTY will comply with all provisions of the CABINETS included in the attachments to this Memorandum of Agreement and all applicable provisions of the Master Agreement between the CABINETS and FIRST PARTY.

IX. ENDORSEMENTS

Both parties have executed this Agreement by duly authorized officers.

X. PROGRAM GUIDELINES

KRS 605.110 requires that children maintained in a facility or program operated, contracted or financed by the CABINETS shall as far as possible, maintain a common school education.

In this regard, SECOND PARTY'S educational administrative staff, supervisors and teachers:

1. Shall meet Kentucky educational certification requirements and be evaluated in accordance with local school district policy.

2. Shall complete a formal or informal academic assessment of the educational needs of all SAC, and vocational needs of SAC aged fourteen (14) and up or in eighth grade and above, within the first 30 days after admission to an on-site program.
3. Shall, at on-site education programs, provide the treatment program director an opportunity to interview prospective new teachers for the on-site state agency education program when filling a teacher vacancy. At on-site education programs, the treatment program director shall provide the local school district with interview results regarding the applicants' suitability for teaching in the on-site state agency education program.
4. Shall designate a school administrator who will be the instructional leader of the state agency children educational program(s). School administrators shall attend two statewide meetings of the State Agency Children School Administrators Association (SACSAA) scheduled by the FIRST PARTY with the advice of the KECSAC Interagency Advisory Group and SACSAA. The SACSAA meetings are scheduled as follows:

Fall Statewide Meeting: September 8, 2017

Spring Statewide Meeting: March 2, 2018

5. Shall ensure school administrators attend additional meetings upon thirty (30) days written notification from the FIRST PARTY or the CABINETS.
6. Shall be responsible to ensure school administrators complete and timely submit information upon request from the CABINETS and/or the FIRST PARTY.
7. Shall ensure the school administrator, or a designee, participates in treatment planning conferences and team meetings for state agency children in programs they serve.
8. Shall comply with all policies of the CABINETS relative to the care and treatment of state agency children.
9. Shall, at on-site education programs, provide a professional development plan for all certified staff working in state agency children programs. All educators new to a state agency children's education program shall attend the "*New Educators Training*," which is scheduled for **August 30, 2017**. 505 KAR 1:080 recommends that three (3) non-instructional days per year be used for professional development designed for state agency children teachers.
10. Shall, at on-site education programs, maintain average teacher pupil ratios not to exceed: No more than ten (10) students to one (1) teacher without a classroom aide; and no more than fifteen (15) students to one (1) teacher with a classroom aide; and shall comply with 505 KAR 1:080 relating to students with educational disabilities. This ratio must be maintained during the regular and extended school calendar.
11. Shall provide the state required days of direct educational services for each state agency child. Students enrolled in a KECSAC program are also required to attend an extended school program for an annual total of 210 instructional days which is in compliance with 505 KAR 1:080. A minimum of four hours of direct instruction is required for each of the extended school days.
12. Shall develop, in coordination with the Individual Treatment Plan (ITP) for each state agency child, an Individual Plan of Instruction (IPI) or for youth determined to have an educational disability, an Individual Educational Plan as governed by 505 KAR 1:080.
13. Shall recognize state agency children status as it relates to the administration and testing of the GED®.
14. Shall administer to state agency children the same assessments administered to other public school youth and shall be included in the accountability as specified in Inclusion of Special Populations in the State-Required Assessment and Accountability Programs 703 KAR 5:070.

15. Shall, at on-site education programs, develop portfolios consistent with the content requirements of the state's assessment program. Shall send the state agency child's portfolio to the receiving school as part of the education records when youth transition from a program.
16. Shall request of sending school the educational records for all state agency children. Upon receipt of the school records, the SECOND PARTY shall notify within five (5) days the sending school of the state agency child's enrollment. Upon receipt of the school records, the state agency program shall notify the sending school district office of the pupil personnel director that the child is now in school attendance and not a drop out.
17. Shall ensure that the educational records of state agency children be forwarded to the receiving schools within five (5) school days following the release of the youth from the program.
18. Shall prepare an Educational Passport as required by KRS 158.137 and 605.110(3)(e).
19. Shall comply with all provisions of KRS Chapters 158, 161, 610, 635, 640, 645, 505 KAR 1:080, 922 KAR 1:300 and 922 KAR 1:305.
20. Shall maintain a **current** copy of the "Child Caring Facility License" issued by the State of Kentucky documenting the license capacity and type of program for **each** non-state operated or non-state contracted program for which the SECOND PARTY is requesting funding or otherwise have filed for a renewal sufficiently in advance of the expiration of any license.
21. Shall submit to the FIRST PARTY, a total educational budget in project budget report MUNIS format for **each** program providing education to state agency children as **Attachment 1** and a comprehensive annual budget as **Attachment 2**, attached hereto and incorporated herein by reference.
22. Shall provide to all state agency children an extended school calendar of two hundred and thirty (230) days with two hundred and ten (210) instructional days in accordance to 505 KAR 1:080. An Educational Calendar Worksheet outlining the two hundred and thirty (230) days shall be submitted as **Attachment 3**, incorporated herein by reference, with the annual Memorandum of Agreement. The calendar must include the legislatively required number of instructional days, or the equivalent hours, as approved by KDE, and thirty-three (33) KECSAC extended days. It is recommended that In addition, shall attach a copy of its plan to make up days missed due to adverse weather or other district planned activities as **Attachment 4**, incorporated herein by reference.
23. Shall submit the SEEK Calculation Worksheet as **Attachment 5**. Such SEEK Calculation Worksheet, as may be amended, is attached as **Attachment 5**, hereto and incorporated herein by reference.
24. Shall submit and maintain a current copy of the Interagency Agreement between the SECOND PARTY and the facility, or documentation explaining why such interagency agreement is not required. If the program is a Mental Health Day Treatment facility, a current copy of the Interagency Agreement between the education program and the approved service provider is required, including a copy of the current service provider's contract. Such Interagency Agreement, as may be amended, is attached as **Attachment 6**, hereto and incorporated herein by reference.
25. Shall attach a copy of the Program Improvement Plan (PIP) developed using state assessment data, KECSAC Program Reviews and any other surveys or data collected by individual programs. The implementation and assessment of the PIP is solely the responsibility of the SECOND PARTY. Such Program Improvement Plan, as may be amended, is attached as **Attachment 7**, hereto and incorporated herein by reference.
26. Shall attach a copy of the Implementation and Impact Check based upon the submitted 2016-2017 Program Improvement Plan for the education program. Such Implementation and Impact Check, as may be amended, is attached as **Attachment 8**, hereto and incorporated herein by reference.

ATTACHMENT 1

Kentucky Educational Collaborative For State Agency Children Budget For 2018 Fiscal Year July 1, 2017 - June 30, 2018

The total educational budget must be submitted in project budget report MUNIS format. The State Agency Children's Fund and SEEK must be included in the MUNIS report which is submitted with this MOA.

If a program does not receive SEEK funds a memo must be submitted stating that the state agency children are taught at the local school district.



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BOONE COUNTY BOARD OF EDUCATION
CDIP EXPENDITURE REPORT

P 1
papjr10

PROJECT NUMBER: 103D
STATE CODE:
CFDA NUMBER:
GRANT AMOUNT:

KY EDUC COLAB FOR ST AGENCY CHIL201
THROUGH AUG 2017
KATHY REUTMAN

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* * * * *				E X P E N D I T U R E S		* * * * *		PROJECT TO DATE	AVAILABLE BUDGET
			MONTH TO DATE	QUARTER TO DATE	YEAR TO DATE	TO DATE	YEAR TO DATE	TO DATE	TO DATE	TO DATE		
0110 CERTIFIED PERMANENT SALARY	0	42492.61	1793.77	1793.77	1793.77	1793.77	1793.77	1793.77	1793.77	1793.77	40698.84	
0113 OTHER CERTIFIED SALARIES	0	.00	3582.60	3582.60	3582.60	3582.60	3582.60	3582.60	3582.60	3582.60	-3582.60	
0222 EMPLOYER MEDICARE CONTRIBUTION	0	676.25	77.96	77.96	77.96	77.96	77.96	77.96	77.96	77.96	598.29	
0231 KTRS EMPLOYER CONTRIBUTION	0	1399.14	161.29	161.29	161.29	161.29	161.29	161.29	161.29	161.29	1237.85	
3200 RESTRICTED STATE REVENUE	0	-44568.00	.00	.00	.00	.00	.00	.00	.00	.00	-44568.00	
TOTAL KY EDUC COLAB FOR ST AGENCY CHIL201	0	.00	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	-5615.62	
TOTAL REVENUES	0	-44568.00	.00	.00	.00	.00	.00	.00	.00	.00	-44568.00	
TOTAL EXPENSES	0	44568.00	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	38952.38	
GRAND TOTALS	0	.00	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	5615.62	-5615.62	

AUTHORIZED SIGNATURE: Kathy Reutman

DATE: 9/6/17

ATTACHMENT 2
Comprehensive Budget For 2018 Fiscal Year
July 1, 2017 - June 30, 2018

All budget information must be complete and accurate for each KECSAC program within the school district. The proposed budget was tentatively approved by the school board on the ____ 11th ____ day of May _____, 2017 _____ and approved as to form and classification by the school district's finance officer on the 11th _____ day of May _____, 2017 _____.

The following budget is adopted for **PROGRAM'S NAME** for Fiscal Year 2018 and the amounts stated are appropriated for the purposes indicated.

Federal Programs Allocation FY18	
Title I, Part A	\$ 20,536
Title I Part D, Subpart 2 Neglected & Delinquent	\$
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 st Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$
IDEA B Preschool	\$
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
Total	\$20,536

State Programs Allocation FY18	
General/District Funds	\$72,156
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$44,568
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$116,724

ATTACHMENT 3

2017-2018 School Calendar for Boone County Schools and Boone Bridges

175 Instructional Days/34 Extended Days/245 Total Days

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Inst. Days	Extended Days	Non-Inst Days	Vac Days	Total Days
July 2017	7/3	7/4	7/5	7/6	7/7	7/10	7/11	7/12	7/13	7/14	7/17	7/18	7/19	7/20	7/21	7/24	7/25	7/26	7/27	7/28	0	19	1	0	20
Aug		8/1	8/2	8/3	8/4	8/7	8/8	8/9	8/10	8/11	8/14	8/15	8/16	8/17	8/19	8/21	8/22	8/23	8/24	8/25	12	0	2	0	14
Sept					9/1	9/4	9/5	9/6	9/7	9/8	9/11	9/12	9/13	9/14	9/15	9/18	9/19	9/20	9/21	9/22	20	0	1	0	21
Oct	10/2	10/3	10/4	10/5	10/6	10/9	10/10	10/11	10/12	10/13	10/16	10/17	10/18	10/19	10/20	10/23	10/24	10/25	10/26	10/27	20	0	2	0	22
Nov			11/1	11/2	11/3	11/6	11/7	11/8	11/9	11/10	11/13	11/14	11/15	11/16	11/17	11/20	11/21	11/22	11/23	11/24	19	0	1	2	22
Dec					12/1	12/4	12/5	12/6	12/7	12/8	12/11	12/12	12/13	12/14	12/15	12/18	12/19	12/20	12/21	12/22	13	0	1	7	21
Jan 2018	1/1	1/2	1/3	1/4	1/5	1/8	1/9	1/10	1/11	1/12	1/15	1/16	1/17	1/18	1/19	1/22	1/23	1/24	1/25	1/26	20	0	2	1	23
Feb				2/1	2/2	2/5	2/6	2/7	2/8	2/9	2/12	2/13	2/14	2/15	2/16	2/19	2/20	2/21	2/22	2/23	19	0	1	0	20
Mar				3/1	3/2	3/5	3/6	3/7	3/8	3/9	3/12	3/13	3/14	3/15	3/16	3/19	3/20	3/21	3/22	3/23		20	0	1	22
April	4/2	4/3	4/4	4/5	4/6	4/9	4/10	4/11	4/12	4/13	4/16	4/17	4/18	4/19	4/20	4/23	4/24	4/25	4/26	4/27	16	0	0	5	21
May		5/1	5/2	5/3	5/4	5/7	5/8	5/9	5/10	5/11	5/14	5/15	5/16	5/17	5/18	5/21	5/22	5/23	5/24	5/25	16	0	3	4	23
June					6/1	6/4	6/5	6/6	6/7	6/8	6/11	6/12	6/13	6/14	6/15	6/18	6/19	6/20	6/21	6/22	0	15	0	1	16
Total Days MUST Equal 230 or More:																					175	34	15	21	245

Instructions: Please fill out the calendar by using the following letters to indicate the type of day for the program. The calendar must include the required number of instructional days, or the equivalent hours, as approved by KDE and thirty-three (33) KECSAC extended days.

A=Administrative Days/No School

I=Instructional (177 Days or Equivalent Hours)

E=Extended KECSAC (33 Days)

ATTACHMENT 4

Make Up Day Plan

Include a plan with your MOA for making up any of the 210 instructional days, or the equivalent hours, as approved by KDE, missed due to inclement weather or other district planned events.

Programs will be asked to:

- Have a schedule that is consistent with the contracted school district.
- Be responsible for meeting the KDE approved educational calendar and the extended educational calendar days necessary to meet the 210 educational days required by 505 KAR 1:080. A minimum of four (4) hours of direct instruction is required for each of the extended school days. “Banked” time may not be used to fulfill the extended days. Students enrolled in a KECSAC program are required to attend the extended school days.
- Follow the inclement weather schedule with the contracted school district.
- Take a proactive approach and plan for additional instructional days and plan for at least ten (10) of those days for inclement weather. For example, a day treatment cannot open for an instructional day when a school district has closed due to inclement weather; however, professional development for teachers can be coordinated and planned for those unexpected days in order to meet the 210 instructional days.
- Submit the school district approved inclement weather plan with the approved KDE school calendar email (Attachment 3).

ATTACHMENT 4

Make Up Day Plan

Boone County Burlington Campus NKCH program will:

- Have a school day and calendar schedule consistent with the KDE approved educational calendar for the Boone County Schools.
- Provide a KDE approved educational calendar of 175 instructional days and 34 additional extended educational days to meet the 210 educational days required by 505 KAR 1:080.
- Follow the inclement weather schedule of the Boone County Schools.
- Make-Up days for those days missed due to inclement weather or other emergency closures will follow the Boone County Schools make-up dates. This plan is as follows for the 2017-2018 school year:
 - o Ten Make-up Instructional days for the 2017-2018 school year would be made up at the end of the school calendar. These date may include: 5/25,5/28, 5/29, 5/30, 5/31,6/1,6/4,6/5,6/7,6/8.
 - o For each Instructional day to be made up the Extended Day schedule would be pushed back each day until 6/8 for the 2017-2018 school year.

Inclement Weather Plan

Inclement Weather Information

Unpredictable winter weather may necessitate Boone County Schools to alter daily schedules or routines within the district. To be prepared please make sure your child's school has up-to-date phone numbers and emergency contacts for your family. Also, have child-care arrangements already in place should the need arise to close school early, delay or cancel school.

Decision process

Boone County Schools have a great team working tirelessly to make decisions on closing or delaying school, always keeping the safety of our students as the top priority. As early as 3:00a.m., if snow, freezing rain, sleet or other dangerous precipitation presents our Director of Transportation and Deputy Superintendent Chief Operations Officer set out to inspect the road conditions. They drive designated routes, Checking the roadways that are typically the most dangerous when snow covered. The team considers safe travel not only on streets but sidewalks, parking lots, and driveways. Other conditions to consider include the outside temperature, wind chill factor and the amount of precipitation fallen or falling. The Chief Operating Officer contacts the county public works department to check on road clearing progress. Once enough information is gathered and shared with the Superintendent the team focuses on one question: Would you feel safe transporting students in a school bus in the current or predicted conditions?

Whenever travel is affected by winter weather the District has four choices:

- Cancel school
- Delay opening
- Early dismissal
- Open on schedule

The team attempts to make a decision by 5:00 a.m. There are times when a decision is not clear-cut, for instance in cases of a snow storm happening right at the time of assessment.

Getting the word out

Once a decision is made, the notification process begins. We get the word out as quickly as possible, through our phone notification system, news media outlets, district social media outlets and the district's webpage. Since the phone system has thousands of households to call, it can take 45 minutes to an hour for all the messages to go out. Please note that this information is general in nature and you should always refer to your child's school protocol for school closings and delays.

In the meantime, visit the following to check the district's status:

- Website: www.boone.kyschools.us
- Facebook: www.facebook.com/TheBooneCountySchools
- Twitter: [@Boone County](https://twitter.com/BooneCounty)

If school is canceled:

Schools will not be open for regular business.

All afternoon and evening activities, including night school, are canceled as well.

However, if conditions improve and after-school activities can safely be held, an announcement will be made.

If school is delayed:

All schools start either one or two hours later than normal. Buses may run their regular routes or an altered route depending on weather and road conditions at the time; just add one or two hours to the regularly scheduled pick up times depending on the length of the delay.

School dismissal times remain the same, and afternoon and evening activities continue as usual unless weather conditions deteriorate throughout the day.

Decisions about making up the time missed will be made on a case-by-case basis in accordance with state guidelines.

If schools dismiss early:

The decision will be made as early as possible to allow families time to make arrangements.

Children in the morning preschool sessions who ride the bus will be taken home at the regular time, and afternoon preschool sessions are canceled.

Decisions about making up the time missed will be made on a case-by-case basis in accordance with state guidelines.

Although students may get excited for an unanticipated day off from school, they will have to make up missed days before school ends for the year. However, the Board of Education does have the authority to adjust the school year calendar by reducing student days as long as the calendar meets all KDE requirements for attendance. The Boone County Schools will always make decisions to ensure the safety of our students and staff to the best of our ability.

ATTACHMENT-5
State Agency Children SEEK Calculation Worksheet
2017-2018 School Year

All programs must submit a completed worksheet even if the program does not receive SEEK funds. The school district receives SEEK funds for those state agency children that are taught at the local on-site programs. Do not leave any category blank. Insert \$0 for categories with no dollars or NA if a category is not applicable.

School District: <u>Boone County Schools</u>		School Code: _____
Name of Treatment Program: <u>Children's Home of Northern Kentucky</u>		
A.	Projected 2017-2018 School Year Average Daily Attendance (ADA)	<u>18,788.00</u>
B.	Projected Base SEEK \$3,981 x ADA	\$ <u>74,795,028.00</u>
C.	Projected At-Risk Add-on \$3,981 x 0.15 x ADA for residential & group home youth*	\$ <u>4,291,717.00</u>
D.	December 1, 2016 Child Count: Severe (Low) <u>433</u> Moderate <u>1,332</u> Speech (High) <u>646</u>	
D1.	Projected Low Incidence Add-On ¹ \$3,981 x 2.35 = \$9,355.35 x 12-1-16 Child Count	\$ <u>4,050,866.55</u>
D2.	Projected Moderate Incidence Add-On ² \$3,981 x 1.17 = \$4,657.77 x 12-1-16 Child Count	\$ <u>6,204,149.64</u>
D3.	Projected High Incidence Add-On ³ \$3,981 x 0.24 = \$955.44 x 12-1-16 Child Count	\$ <u>617,214.24</u>
E.	Total Projected SEEK for 2017-2018 School Year	\$ <u>89,958,975.43</u>
F.	SEEK Funds to be provided by Kentucky Department of Education State Ratio ** <u>586.00%</u> x Total Projected SEEK (Line E)	\$ <u>527,159,596.02</u>

* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.

** To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.

¹Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury;

²Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay;

³High Incident Disability, 0.24 weight - Communication Disorders of Speech or Language.

NOTE: THESE CALCULATIONS ARE CONTINGENT ON THE FINAL APPROVAL OF THE STATE BUDGET

ATTACHMENT 6
2017-2018 Interagency Agreement between School District
And Treatment Program

A current Interagency Agreement between **School District** and each contracted program for Cabinet for Health and Family Services should be attached and returned with the MOA. A sample copy of an interagency agreement can be found at www.kecsac.eku.edu, under Documents.

Mental Health Day Treatment programs are required to comply with the KECSAC Mental Health Day Treatment Program Standards of Practice.

DJJ Interagency Agreements are provided to us by DJJ and do not need to be included with the MOA.



Interagency Agreement

This Interagency Agreement is intended to form the basis for a cooperative relationship between **Children's Home of Northern Kentucky**, located at 4836 Idlewild Road, Burlington, KY 41005, as a provider of residential services and the **Boone County Board of Education**, located at 8330 US Highway 42, Florence, KY 41042, as the agency responsible for the provision of school services.

It is the mutual goal and intention of each of the agencies named above to maintain the needs of each youth as a priority in the fulfillment of this Interagency Agreement. This Agreement is to foster the provision of coordinated, high quality school and residential services. It is not meant as a way to inhibit either agency in meeting their respective goals, but rather to foster a collaborative approach to services for youth on the part of both agencies.

Children's Home of Northern Kentucky, as the residential services provider, in order to meet the intent of this Agreement, hereby agrees to:

1. Provide Boone County Schools (BCS) prior, timely notice to the admission of a student from Children's Home of Northern Kentucky (CHNK). In emergency cases, BCS will be notified the same day that CHNK is notified of the placement of the student for residential services.
2. Provide BCS with all pertinent student records, information, and passport as permitted prior to requesting admittance of the student. BCS will be informed of disciplinary actions taken by prior school systems as made known to CHNK prior to placement, or any other prior activity of the student that would require BCS preparation to help assure the safety of all. This information is to be used by BCS to arrange for needed services and not to serve as a basis for denial of educational services.
3. Notify BCS of regularly or specially scheduled meetings for case reviews, and offer sufficient notice and opportunities for district and/or school staff participation in relation to educational issues.
4. Assure that a system of ongoing communication is maintained between the staff of CHNK and BCS on a regularly scheduled basis, which is mutually determined, based on the needs of each student and adjustments to program planning based on students' needs.
5. Provide timely notification to BCS of CHNK staff meetings relative to educational services or concerns.
6. Assure that any incident which occurs in the residential setting that may affect the student's behavior, performance, and/or success in the school setting will be communicated to the appropriate BCS staff prior of the student's return to school.
7. Determine a mutually agreeable method for dealing with the resolution of crisis behaviors that may occur in the school setting.



Interagency Agreement

8. Inform BCS of any medications that are expected to be administered at school and any changes in the student's prescription.
9. Assure that each student's health and hygiene are maintained, and notification is made to BCS of any student condition that may affect student behavior or performance.
10. Agree to a method of resolution of issues or disputes not covered by this Agreement.
11. Notify BCS of student progress and/or success – academic and behavioral – to assist in the positive self-development of individual students.

The Boone County Board of Education, as the agency responsible for the provision of school services, in order to meet the intent of this Agreement, hereby agrees to:

1. Provide educational services for all school-aged Children's Home of Northern Kentucky (CHNK) residents consistent with the students' mutually agreed upon identified educational needs.
2. Notify CHNK staff of staff development opportunities and offer CHNK staff the opportunity to attend.
3. Attend CHNK meetings relative to individual education services.
4. Provide timely notification to CHNK staff of BCS meetings scheduled relative to the design or review of educational services for individual students.
5. Collaborate with CHNK administration in the design, implementation, and/or revision of behavioral interventions in students' educational and residential settings, and facilitate the consistent application of such interventions for residential program purposes when appropriate.
6. Cooperate with CHNK staff in the development and application of a mutually agreed upon method for dealing with crisis behaviors.
7. Develop and maintain an ongoing system of timely communication with CHNK on a schedule that is appropriate to the needs of each student.
8. Notify CHNK of any incident occurring at school of a disciplinary nature or otherwise likely to affect student behavior upon returning to CHNK.
9. Notify the CHNK staff of student progress and/or success – academic and behavioral – to assist in the positive self-development of individual students.



Interagency Agreement

10. Notify CHNK of any student health or hygiene condition that is in need of attention.
11. Agree to a method for the resolution of issues or disputes not covered by this Agreement.
12. Provide instructional goals and objectives for the education of State Agency Children.

Commitment to the points in this Agreement signifies each agency's effort towards professional collaboration for the provision of quality residential and educational services to each school-aged individual for whom we share responsibility. This agreement shall be in effect from **July 1, 2017 to June 30, 2018**, at which time there will be a review by each agency for any needed amendments.

Children's Home of Northern Kentucky

Boone County Board of Education

[Signature] 5.2.17
Signature Date

CEO
Title

[Signature] 5/11/17
Signature Date

Superintendent of Schools
Title

ATTACHMENT 7

Program Improvement Plan

Per the Kentucky Board of Education (April 6, 2005), all KECSAC programs are required to submit an updated Program Improvement Plan for the academic year. This plan should be based on CATS data, KECSAC program improvement visits and other surveys or data collected by individual programs. In addition, the Program Improvement Plan should be specific to the individual program and address the educational needs of state agency children.

KECSAC PROGRAM IMPROVEMENT PLAN

for School Year 2017-2018

ACTION COMPONENT (x): ☐ Academic Performance ☐ Learning Environment ☒ Efficiency

STANDARD (x): ☐ Curriculum ☐ Culture ☒ Leadership

☐ Assessment ☐ Support ☒ Resources/Organization

☐ Instruction ☐ Professional Development ☒ Planning

District Name: Boone County Component Manager: Kathy Reutman Preliminary (X) ☒ Revised (X) ☐

Program Name: Boone Bridges Date: August 2016

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}	Implementation & Impact Check
(How was our past student performance weak?) CHNK placed students, due to the nature of their placements were not consistently able to achieve/accrue credits toward graduation. Students have resisted school attendance and participation and have pursued negative behaviors, reducing their opportunities for school success and completion. Assessment was not consistent during the 2016-2017 school year. NEEDS: 1. Refinement and assignment of processes to review student progress toward graduation including – credit accrual aligned to accessible career pathway. All	(How will our future student performance be stronger?) GOAL 1. (NOTE: School Policy and Procedure for student evaluation and placement will follow Boone County Schools district-wide procedures. Procedures specific to Boone Bridges will be addressed in these goals.) Formalize the hierarchy of events for all students upon placement at CHNK to include: a) Enrollment in Boone County Schools b) Assessment to determine individual student placement, including: 1. Reading and math achievement 2. Credits accrued toward graduation; credits needed for graduation	

students need a structure plan based on academic and social needs assessment, credit accrual to date and ability to transition into tiered levels of academic instruction in HS or MS. 2. Development of a well-defined transition processes and supports (personnel, services) based on individual needs assessment to permit smooth academic transition from the point of entry at CHNK to appropriate educational placement within 10 days. 3. Continuous monitoring for individual student progress for academic transition, academic progress, social/emotional progress, attendance and full participation in school curriculum/instruction with consistency for all students placed in a blended instructional program at the CHNK.	3. Student learning supports needed 4. Student learning strengths • Each student will be assessed on STAR within 2 days of his enrollment at CHNK c) Participation by multiple stakeholders including student d) Minutes of the regularly scheduled meeting for each student including: enrollment, assessment, placement, regularly scheduled assessment and evaluation for continuous improvement e) Written, timely, challenging and equitable outcomes for each student contained in the Individual Student Learning Plan GOAL 2: By December 2017, provide a written, evaluated and formally accepted policies and aligned support practices that ensure effective administration, high expectations and equitable services for all student participants including: a) Development of written policies and procedures to include: 1. Governance 2. Mission/purpose and Direction 3. Curriculum and Instruction, traditional and blended 4. Student expectations 5. Student support services to include counseling, assessment, referral, educational and career planning	
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	6. Staff supervision 7. Staff evaluation per Boone County Certified Evaluation Plan 8. Data collection/analysis for informed decision making 9. Extended Learning Opportunities to include after-school activities 10.
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Causes of the Need	Objectives for Reaching the Goal	I&I Check
(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?) Students, although living at CHNK, frequently were not enrolled or placed in appropriate school sites in a timely matter, based on their individual needs. Student data (assessments, record review, etc.) were often missing or late in following the student reducing opportunities for optimum school program placement, reducing their immediate chances success and changes. Need for increased timely (within 24 hours) enrollment upon placement at CHNK.	(What will be different in our program so that we will have stronger student performance?) A. Continue Quality Assurance oversight committee including multiple stakeholders (CHNK, Boone County schools – student services, representation from Conner HS, Conner MS, ACE, Psychological Services, Pupil Personnel Services, special education as well as student advocate representation) to meet on a monthly basis to refine and write school policy and procedure and receive student updates. B. Use flowchart for student assessment, evaluation, placement and monitoring.	

Evidence of the Causes	Measures of Objectives	I&I Check
(What data showed that the causes were really happening in our program?) Student enrollment and turnover data at CHNK and enrollment in Boone County Schools	(What data will show that we are reaching the objective? What data will show that our student performance is improving?) Evidence of Goals will include:	

	A. By August 2017, a calendar will be published and distributed to stakeholder for regularly scheduled meetings. B. By April 2018, evidence of minutes from monthly oversight committee will be available. C. By December 2017, a written policy manual will be available for review.	
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Strategies/Activities {activity or sequence of activities to achieve objective(s)}

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source
Goal 1	Monthly meeting of stakeholders to define student need and placement flowchart	Students will be placed in need level placement according to district policy and student assessment	Kathy Reutman	August 2016	On-going	\$0	NA
Goal 2	Formalize and revise school, interagency and transition procedures	Students and Boone County Schools and CHNK staff will adhere to procedures aligned with state guidelines, thereby providing students with individual student plans	Kathy Reutman	August 2017	On-going	\$0	

		based on their unique needs.							
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KECSAC PROGRAM IMPROVEMENT PLAN

for School Year 2017-2018

ACTION COMPONENT (x): (x) Academic Performance () Learning Environment () Efficiency
 STANDARD (x): (x) Curriculum () Culture () Leadership
 (x) Assessment () Support () Resources/Organization
 (x) Instruction () Professional Development () Planning

District Name: Boone County Component Manager: Kathy Reutman Preliminary (X) X
 Program Name: Boone Bridges Date: August 2016 Revised (X) _____

Priority Need {Data-Driven} (How was our past student performance weak?)	Goal {Addresses the Priority Need} (How will our future student performance be stronger?)	I&I Check
NEED 1: Students entering Boone County Schools with residential placement at CHNK are deficient in appropriate credit accrual towards high school graduation through a comprehensive high school diploma or district diploma. Students in this situation are at-risk for not completing high school.	GOAL 1 Academic Performance On-going, all course assignments and related supports for students in the Boone Bridges program will reflect enrollment and support in courses without duplication which count directly toward high school completion through comprehensive or district diploma.	
NEED 2: Students entering Boone County Schools with residential placement at CHNK are generally deficient in reading and mathematics skill development on an individual basis resulting in incomplete credit accrual in ELA courses and Algebra 1 and Algebra 2.	GOAL 2 Academic Performance Boone Bridges student achievement on the 2018 state assessment result (KPREP, KPREP End-of-Course, ACT) will report: 1. 80% of students scoring above novice in Reading, English II, Algebra II, Language Mechanics, Writing (KPREP) and above the CR Benchmark on ACT English, mathematics and Reading.	

Causes of the Need	Objectives for Reaching the Goal	I&I Check
(What was happening in our program that allowed weak student performance, i.e., which elements of the SIS were not fully developed and implemented?) The vast majority of students entering Boone County Schools with a CHNK residence have been in transient school situations with gaps in both academic achievement, attendance, academic progress and credit completion. Students come to the Boone County Schools lacking a foundation of courses that complete a career pathway. Students have made multiple attempts at high school courses, such as Algebra 1 and 2 and lack completion when placed in regular direction instruction classes. Students enter Boone Bridges with a lack of foundational skills in reading and mathematics due to low attendance, behavior difficulties, transience and other learning barriers.	(What will be different in our program so that we will have stronger student performance?) GOAL 1 Academic Performance The student assessment and evaluation committee (director, school counselors, teachers, school psychologists, CHNK personnel) will meet each semester to thoroughly review each individual student's needs based on individual assessment of learning levels, historical data including school transcripts (when available), and career pathway interests without duplication. The Assessment/Placement committee will place students in school courses which enhance progress toward high school graduation. Course assignments will also permit course make-up, acceleration and course completion options through blended and/or virtual learning opportunities. GOAL 2 Academic Performance Boone Bridges will implement a teacher guided virtual learning platform for all students with course assignment based on individual student need support with direct instruction as needed.	

Evidence of the Causes (What data showed that the causes were really happening in our program?)	Measures of Objectives	I&I Check
Need 1: A review of entering students transcripts from 2015-2016, reveal most students have school backgrounds with courses – both complete and incomplete from multiple schools. The credit accrual for students reveal many gaps in ELA and math with few students completing Algebra 1 in a timely manner. The review reveals gaps in credit accrual towards high school graduation and age appropriate advancement. Need 2: There is a lack of consistent academic assessment data in reading and mathematics from student residents of CHNK enrolling in Boone County Schools. Data to date has relied on age level of students rather than academic achieve assessed from screening information consistent with that used in Boone County (eg. STAR, KPREP, ACT, KPREP End-of-Course)	Academic Performance Upon enrollment, the Assessment/Placement Committee will review student's academic performance as documented on placement meeting form. Upon enrollment, all students will have received ongoing school counseling/career coaching support services to assist them in mapping a graduation/transition plan and enrollment in courses designed to meet their graduation goal and career pathway needs. Upon enrollment, all students will have access to virtual learning courses which support their graduation goal and career pathway needs. By October 2017 and ongoing, all students will provided with access to tutoring support services to assist in the development of reading and mathematics skills needed to complete high school courses needed to meet graduation requirements.	

Strategies/Activities {activity or sequence of activities to achieve objective(s)}

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source
Goal 1	Establish Assessment/Placement Committee	Individual plans will be developed for all students based on their unique needs within 10 days of placement at CHNK	Kathy Reutman Boone County Schools teachers, school psychologist, CHS, CMS, ACE staff	August 2016	On-going	\$0	N/A
Goal 2	Establish school counseling schedules for each student	Students will take ownership of their education, commitment to credit completion, credit recovery and graduation plan	Teachers CHNK Therapy Team	August 2016	On-going	Teacher salary/benefits @ \$44,568 = KECSAC BCS teacher & para @ \$62,156	KECSAC Boone County Schools
Goal 3	Establish course access opportunities including: virtual access, blended learning and traditional direct instruction options for all students consistent with Individual Plans	Students will access a full academic course load based on middle or high school expectations. Students will have the opportunity for course acceleration and recovery and dual credit options as provided all students	Teachers	August 2016	On-going	Teacher Salaries	KECSAC Boone County Schools- General Funds Title I Support
Goal 4	Establish daily tutoring time to support student need for academic assistance	Additional learning support time will support students in course completion and preparedness for classes, enhancing student success and self-esteem	CHNK team trained by BCH Teacher	August 2016	On-going	\$0	N/A
Goal 5	Establish time for PBL (Project Based Learning) based on student interests	Student will be provided daily opportunities for hands on learning based on their strengths and interests	Teacher and CHNK team	August 2017	On-going	\$0	

for School Year 2017/2018

District Name: Boone County Component Manager: Kathy Reutman Preliminary (X) ☒

Program Name: Boone Bridges Date: August 2016 Revised (X) ☐

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}	I&I Check
NEED 1: Launching a new program requires staff development in four areas: 1. Policies and Procedures 2. Blended and Virtual Learning Strategies 3. Instructional needs: reading, mathematics and behavioral strategies to support student achievement 4. Behavioral and Character Development strategies through PBIS, Sanctuary and My Life My Power programming	GOAL 1 Learning Environment All staff, CHNK and BCS, will review and participate as stakeholders in the shared development of written policies and procedures for the Boone Bridges program. All staff will participate in staff development for the implementation of blended and virtual learning strategies to assist students in course completion for the goal of high school graduation. All staff will participate in staff development targeting evidence based strategies for reading and mathematics support for MS and HS students.	

	All staff will participate in staff development for the full implementation of PBIS, safe school training and new teacher KECSAC training.	
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Causes of the Need	Objectives for Reaching the Goal	I&I Check
(What was happening in our program that allowed weak student performance, i.e., which elements of the SSI were not fully developed and implemented?) Boone Bridges is a program new to the Boone County Schools and staff will need additional support in working in an environment which deals with a transient population and a population that requires unique support systems to reach their potential. Boone Bridges will utilize a blended and virtual platform for course instruction and teachers will need additional training to make the most of this structure. School staff will need additional professional development and ongoing support systems to assist students who have struggles in reading and mathematics and who demonstrate behavioral patterns inconsistent with traditional schooling.	(What will be different in our program so that we will have stronger student performance?) The program will provide multiple professional development training for staff including but not limited to: • Plato software application training for blended and virtual learning • New teacher training through KECSAC • PBIS implementation training; safety training • Transition to school support training • Assessment training • Classroom Management • Functional Behavior Assessment • Youth Mental Health First Aid • Trauma Informed Care • Project-based learning training • Sanctuary Using a variety of training platforms: • Professional Learning Communities • Classified Academy • Blended Professional development	

Evidence of the Causes		Measures of Objectives	I&I Check
New program implementation – new teachers and staff support		Calendar and training rosters	

Strategies/Activities (activity or sequence of activities to achieve objective(s))

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source
Learning Environments/Program Implementations	Publish schedule for trainings	All staff will be trained	K. Reutman	September 2017	September 2017	\$0	BCS- for subs
	Schedule substitutes as needed for full staff participation in trainings	All staff/students will utilize consistent procedures	K. Reutman and staff	August 2016	On-going	\$0	
	Establish procedures to provide safe, targeted learning environments						
	Teachers will participate in PLC (Professional Learning Community) work with either CHS, CMS or ACE	All teachers	K. Reutman	August 2017	On-going	\$0	

ATTACHMENT 8

Implementation and Impact Check

As part of the Program Improvement Planning process, KECSAC is requiring each program to complete an Implementation and Impact Check Report based upon the submitted 2016-2017 Program Improvement Plan. The report should include updates on the goals set from the previous academic year.

KECSAC PROGRAM IMPLEMENTATION AND IMPACT CHECK

for School Year 2016-2017

ACTION COMPONENT (x): ☐ Academic Performance ☐ Learning Environment ☒ Efficiency

STANDARD (x): ☐ Curriculum ☐ Culture ☒ Leadership

☐ Assessment ☐ Support ☒ Resources/Organization

☐ Instruction ☐ Professional Development ☒ Planning

District Name: Boone County Component Manager: Kathy Reutman Preliminary (X) X

Program Name: Boone Bridges Date: August 2016 Revised (X) _____

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}	Implementation and Impact Check
(How was our past student performance weak?) CHNK placed students, due to the nature of their placements were not consistently able to achieve/accrue credits toward graduation. Students have resisted school attendance and participation and have pursued negative behaviors, reducing their opportunities for school success and completion. New Program development permits construction of a refined continuum of academic and support services addressing the following needs, identified through feedback from CHNK, Conner HS, Conner MS, Student Services Division and the Alternative Center, along with review of individual student credit accrual towards HS completion.	(How will our future student performance be stronger?) GOAL 1. (NOTE: School Policy and Procedure for student evaluation and placement will follow Boone County Schools district-wide procedures. Procedures specific to Boone Bridges will be addressed in these goals.) Develop a well communicated hierarchy of events for all students upon placement at CHNK to include: a) Enrollment in Boone County Schools b) Assessment to determine individual student placement, including: 1. Reading and math achievement 2. Credits accrued toward graduation; credits needed for graduation	Placement Meetings held but minutes did not reveal documentation as expected Flow Chart developed and utilized Assessment needs to be refined and consistency implemented Student accrued credits toward graduation

NEEDS: 1. Refinement and assignment of processes to review student progress toward graduation including – credit accrual aligned to accessible career pathway. All students need a structure plan based on academic and social needs assessment, credit accrual to date and ability to transition into tiered levels of academic instruction in HS or MS. 2. Development of a well-defined transition processes and supports (personnel, services) based on individual needs assessment to permit smooth academic transition from the point of entry at CHNK to appropriate educational placement within 10 days. 3. Continuous monitoring for individual student progress for academic transition, academic progress, social/emotional progress, attendance and full participation in school curriculum/instruction with consistency for all students placed in a blended instructional program at the CHNK.	3. Student learning supports needed 4. Student learning strengths c) Participation by multiple stakeholders including student d) Minutes of the regularly scheduled meeting for each student including: enrollment, assessment, placement, regularly scheduled assessment and evaluation for continuous improvement e) Written, timely, challenging and equitable outcomes for each student contained in the Individual Student Learning Plan GOAL 2: By October 2016, provide a written, evaluated and formally accepted policies and aligned support practices that ensure effective administration, high expectations and equitable services for all student participants including: a) Development of written policies and procedures to include: 1. Governance 2. Curriculum 3. Instruction 4. Student expectations 5. Student support services 6. Staff supervision 7. Staff evaluation	Representatives from Student Services, CHNK, Boone Bridges teacher, Special education, as appropriate and Conner High School, or Conner Middle School, depending upon student age and Assistant Principal from ACE participated. Minutes were very sketchy. Individual plan were not up to expectations. Processes and procedures in place, but not written
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Strategies/Activities {activity or sequence of activities to achieve objective(s)}

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source	Implementation and Impact Check
Goal 1	Monthly meeting of stakeholders to define student need and placement flowchart	Students will be placed in need level placement according to district policy and student assessment	Kathy Reutman	Ongoing		\$0	NA	Successfully Implemented
Goal 2	Develop school, interagency and transition procedures	Students and Boone County Schools and CHNK staff will adhere to procedures aligned with state guidelines, thereby providing students with individual student plans based on their unique needs.	Kathy Reutman	Ongoing		\$0		Successfully Implemented

KECSAC PROGRAM IMPLEMENTATION AND IMPACT CHECK

for School Year 2016-2017

ACTION COMPONENT (x): (x) Academic Performance () Learning Environment () Efficiency
 STANDARD (x): (x) Curriculum () Culture () Leadership
 (x) Assessment () Support () Resources/Organization
 (x) Instruction () Professional Development () Planning

District Name: Boone County Component Manager: Kathy Reutman Preliminary (X) X
 Program Name: Boone Bridges Date: August 2016 Revised (X) _____

Priority Need {Data-Driven} (How was our past student performance weak?)	Goal {Addresses the Priority Need} (How will our future student performance be stronger?)	Implementation & Impact Check
NEED 1: Students entering Boone County Schools with residential placement at CHNK are deficient in appropriate credit accrual towards high school graduation through a comprehensive high school diploma or district diploma. Students in this situation are at-risk for not completing high school.	GOAL 1 Academic Performance By September 2016, all course assignments and related supports for students in the Boone Bridges program will reflect enrollment and support in courses without duplication which count directly toward high school completion through comprehensive or district diploma.	Completed and effectively implemented
NEED 2: Students entering Boone County Schools with residential placement at CHNK are generally deficient in reading and mathematics skill development on an individual basis resulting in incomplete credit accrual in ELA courses and Algebra 1 and Algebra 2.	GOAL 2 Academic Performance Boone Bridges student achievement on the 2017 state assessment result (KPREP, KPREP End-of-Course, ACT) will report: 1. 80% of students scoring above novice in Reading, English II, Algebra II, Language Mechanics, Writing (KPREP) and above the CR Benchmark on ACT English, mathematics and Reading.	Reports not yet available to us

Causes of the Need (What was happening in our program that allowed weak student performance, i.e., which elements of the SISJ were not fully developed and implemented?)	Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)	Implementation & Impact Check
The vast majority of students entering Boone County Schools with a CHNK residence have been in transient school situations with gaps in both academic achievement, attendance, academic progress and credit completion. Students come to the Boone County Schools lacking a foundation of courses that complete a career pathway. Students have made multiple attempts at high school courses, such as Algebra 1 and 2 and lack completion when placed in regular direction instruction classes. Students enter Boone Bridges with a lack of foundational skills in reading and mathematics due to low attendance, behavior difficulties, transience and other learning barriers.	GOAL 1 Academic Performance The student assessment and evaluation committee (director, school counselors, teachers, school psychologists, CHNK personnel) will meet each semester to thoroughly review each individual student's needs based on individual assessment of learning levels, historical data including school transcripts (when available), and career pathway interests without duplication. The Assessment/Placement committee will place students in school courses which enhance progress toward high school graduation. Course assignments will also permit course make-up, acceleration and course completion options through blended and/or virtual learning opportunities. GOAL 2 Academic Performance Boone Bridges will implement a teacher guided virtual learning platform for all students with course assignment based on individual student need support with direct instruction as needed.	

Evidence of the Causes (What data showed that the causes were really happening in our program?)	Measures of Objectives	Implementation & Impact Check
Need 1: A review of entering students transcripts from 2015-2016, reveal most students have school backgrounds with courses – both complete and incomplete from multiple schools. The credit accrual for students reveal many gaps in ELA and math with few students completing Algebra 1 in a timely manner. The review reveals gaps in credit accrual towards high school graduation and age appropriate advancement. Need 2: There is a lack of consistent academic assessment data in reading and mathematics from student residents of CHNK enrolling in Boone County Schools. Data to date has relied on age level of students rather than academic achieve assessed from screening information consistent with that used in Boone County (eg. STAR, KPREP, ACT, KPREP End-of-Course)	Academic Performance By January 2017, the Assessment/Placement Committee will have reviewed all students enrolled during Fall 2016. By January 2017, all students will have received ongoing school counseling/career coaching support services to assist them in mapping a graduation/transition plan and enrollment in courses designed to meet their graduation goal and career pathway needs. By January 2017, all students will have access to virtual learning courses which support their graduation goal and career pathway needs. By January 2017, all students will provided with access to tutoring support services to assist in the development of reading and mathematics skills needed to complete high school courses needed to meet graduation requirements.	Completed and ongoing Not consistent Completed Not consistent in the on grounds school

Strategies/Activities {activity or sequence of activities to achieve objective(s)}

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source	Implementation and Impact Check
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Goal 1	Establish Assessment/Placement Committee	Individual plans will be developed for all students based on their unique needs within 10 days of placement at CHNK	Kathy Reutman Boone County Schools teachers, school psychologist, CHS, CMS, ACE staff	August 2016	On-going	\$0	N/A	Successfully implemented
Goal 2	Establish school counseling schedules for each student	Students will take ownership of their education, commitment to credit completion, credit recovery and graduation plan	Teachers	August 2016	On-going	Teacher salary/benefits @ \$75,000 = KECSAC BCS teacher @ \$75,000	KECSAC Boone County Schools	Successfully implemented
Goal 3	Establish course access opportunities including: virtual access, blended learning and traditional direct instruction options for all students consistent with Individual Plans	Students will access a full academic course load based on middle or high school expectations. Students will have the opportunity for course acceleration and recovery and dual credit options as provided all students	Teachers	August 2016	On-going	Teacher Salaries	KECSAC Boone County Schools-General Funds Title I Support	Successfully Implemented
Goal 4	Establish daily tutoring time to support student need for academic assistance	Additional learning support time will support students in course completion and preparedness for classes, enhancing student success and self-esteem	CHNK team trained by BCH Teacher	August 2016	On-going	\$0	N/A	Successfully implemented at CHS, ACE and CMS need to work on on-site program

for School Year 2016-2017

District Name: Boone County Component Manager: Kathy Reutman Preliminary (X) ☒

Program Name: Boone Bridges Date: August 2016 Revised (X) ☐

Priority Need {Data-Driven} NEED 1:	Goal {Addresses the Priority Need}	Implementation & Impact Check
Launching a new program requires staff development in four areas: 1. Policies and Procedures 2. Blended and Virtual Learning Strategies 3. Instructional needs: reading, mathematics and behavioral strategies to support student achievement 4. Behavioral and Character Development strategies through PBIS, Sanctuary and My Life My Power programming	GOAL 1 Learning Environment All staff, CHNK and BCS, will review and participate as stakeholders in the shared development of policies and procedures for the Boone Bridges program. All staff will participate in staff development for the implementation of blended and virtual learning strategies to assist students in course completion for the goal of high school graduation. All staff will participate in staff development targeting evidence based strategies for reading and mathematics support for MS and HS students.	Not complete Completed Completed

	All staff will participate in staff development for the full implementation of PBIS, safe school training and new teacher KECSAC training.	Not complete
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Causes of the Need	Objectives for Reaching the Goal	Implementation & Impact Check
(What was happening in our program that allowed weak student performance, i.e., which elements of the SISL were not fully developed and implemented?) Boone Bridges is a program new to the Boone County Schools and staff will need additional support in working in an environment which deals with a transient population and a population that requires unique support systems to reach their potential. Boone Bridges will utilize a blended and virtual platform for course instruction and teachers will need additional training to make the most of this structure. School staff will need additional professional development and ongoing support systems to assist students who have struggles in reading and mathematics and who demonstrate behavioral patterns inconsistent with traditional schooling.	(What will be different in our program so that we will have stronger student performance?) The program will provide multiple professional development training for staff including but not limited to: • Plato software application training for blended and virtual learning • New teacher training through KECSAC • PBIS implementation training; safety training • Transition to school support training • Assessment training • Project-based learning training • Sanctuary	Complete Not Complete

Evidence of the Causes	Measures of Objectives	Implementation & Impact Check
New program implementation – new teachers and staff support	Calendar and training rosters	

Strategies/Activities {activity or sequence of activities to achieve objective(s)}

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source
Learning Environments/Program Implementations	Publish schedule for trainings	All staff will be trained	K. Reutman	August 2016	September 2016	\$0	KECSAC
	Schedule substitutes as needed for full staff participation in trainings	All staff/students will utilize consistent procedures	K. Reutman and staff	August 2016	January 2017	\$0	BCS- for subs
	Establish procedures to provide safe, targeted learning environments						