

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 2019-2020 Interagency Agreement between the school district and treatment program (not required for Department of Juvenile Justice programs).
- **ATTACHMENT 7** - A 2019-2020 Program Improvement Plan (PIP).
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2018-2019 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.

1. a. Those children of school age committed to or in custody of the Cabinet for Health and Family Services and placed, or financed by the cabinet, in a Cabinet for Health and Family Services operated or contracted institution, treatment center, facility, including those for therapeutic foster care and excluding those for non-therapeutic foster care; or b. Those children placed or financed by the Cabinet for Health and Family Services in a private facility pursuant to child care agreements including those for therapeutic foster care and excluding those for non-therapeutic 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 the Department of Juvenile Justice and placed in a department operated or contracted facility or program; and 4. Those children referred by a family accountability, intervention, and response team as described in KRS 605.035 and admitted to a Department of Juvenile Justice operated or contracted day treatment 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 workforce 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 16, 2019. 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

MEMORANDUM OF AGREEMENT *Kentucky Educational
Collaborative For State Agency Children Eastern Kentucky University
Fiscal Year 2020 (July 1, 2019 - June 30, 2020)*

I. INTRODUCTION

This agreement is made and entered into this 1st day of July, 2019, 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 **Elizabethtown Independent Schools**, (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 the 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:

I. SCOPE OF WORK

The SECOND PARTY will provide to state agency children in **The Glen Dale Center** 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 the terms and conditions set forth under the Master Agreement between FIRST PARTY and the CABINETS.

II. PERIOD OF PERFORMANCE

Each Memorandum of Agreement is for a period of twelve months, beginning July 1, 2019, with an end date of June 30, 2020. 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.

V. 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.

VI. 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 15th. 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 complete 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 March 31st.

4. The FIRST PARTY will withhold 10% of the total allocation until the final (fourth quarter) reimbursement. 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.

/II. 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.

/III. 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.

X. ENDORSEMENTS

Both parties have executed this Agreement by duly authorized officers.

4. PROGRAM GUIDELINES

KRS 605.110 requires that children maintained in a facility or program operated, contracted or financed by the CABINET 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. Any youth suspected to have an educational disability as governed by 707 KAR 1:300 and 707 KAR 1:320 shall be assessed following required due process procedures.
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 6, 2019

Spring Statewide Meeting: March 6, 2020

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 including the required MUNIS and IC reports 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 28, 2019**. 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 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.

16. 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.
17. Shall prepare an Educational Passport as required by KRS 158.137 and 605.110(3)(e).
18. 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.
19. 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.
20. Shall notify **FIRST PARTY** within 30 days of a change in the licensed or rated capacity of each programs.
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 Infinite Campus, the state attendance program, show the entire school calendar, including the extended days. 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 2019-2020 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 2018-2019 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.

27. Shall attach a copy of the education program's Student Transition Plan (STP) that outlines the transition procedures for state agency children. The implementation and assessment of the STP is solely the responsibility of the SECOND PARTY. The transition planning to a post school setting shall comply with the STP and service requirements of the Individuals with Disabilities Education Act (IDEA), enacted as 20 USC 1400 to 1491o, and 707 KAR 1:320 for students with educational disabilities. Such Student Transition Plan, as may be amended, is attached as **Attachment 9**, hereto and incorporated herein by reference.

Dr. Ronnie Nolan Date KECSAC Director

ATTACHMENT 2
Comprehensive Budget For 2020 Fiscal Year
July 1, 2019 - June 30, 2020

All budget information must be complete and accurate for each KECSAC program within the school district. The proposed budget has been approved by the school board and approved as to form and classification by the school district's finance officer.

The following budget is adopted for **Glen Dale Center** for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

Federal Programs Allocation FY20	
Title I, Part A	\$ 30,267.34
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	\$ 30,267.34

State Programs Allocation FY20	
General/District Funds	\$ 109,650.00
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$ 63,088.00
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	\$ 172,738

08/12/2019 09:14
9152dmor

ELIZABETHTOWN INDEPENDENT SCHOOLS
TOTAL EXPENDITURES

P 1
glytdbud

FOR 2020 01

JOURNAL DETAIL 2020 1 TO 2020 1

ACCOUNTS FOR:
103X GENERAL FUND GLEN DALE CENTER

ORIGINAL APPROP TRANSFRS/ ADJUSTMTS REVISED BUDGET YTD EXPENDED ENCUMBRANCES AVAILABLE BUDGET PCT USED

0451198 GLEN DALE CENTER

0110 CERTIFIED PERMANENT SALARY
0112 CERTIFIED EXTRA SERVICE PAY
0222 EMPLOYER MEDICARE CONTRIBUTION
0231 KTRS EMPLOYER CONTRIBUTION
0253 KPSA UNEMPLOYMENT INSURANCE
0260 WORKMENS COMPENSATION
0532 TELEPHONE
0533 ON-LINE NETWORK
0610 GENERAL SUPPLIES
0650 SUPPLIES - TECHNOLOGY
TOTAL GLEN DALE CENTER

69,771 0 69,771 .00 69,771.00 .0%
4,000 0 4,000 .00 4,000.00 .0%
3,107 0 3,107 .00 3,107.00 .0%
60 0 60 .00 60.00 .0%
2,362 0 2,362 .00 2,362.00 .0%
77 0 77 .00 77.00 .0%
2,532 0 2,532 .00 2,532.38 3.9%
1,322 0 1,322 .00 1,322.00 .0%
800 0 800 .00 800.00 .0%
85,008 0 85,008 98.62 84,909.38 .1%

0451921 Special Education

0110 CERTIFIED PERMANENT SALARY
0222 EMPLOYER MEDICARE CONTRIBUTION
0231 KTRS EMPLOYER CONTRIBUTION
0260 WORKMENS COMPENSATION
TOTAL Special Education
TOTAL GENERAL FUND GLEN DALE CENTER

21,168 0 21,168 .00 21,167.50 .0%
240 0 240 .00 240.00 .0%
3,145 0 3,145 .00 3,145.00 .0%
90 0 90 .00 90.00 .0%
24,643 0 24,643 .00 24,642.50 .0%
109,651 0 109,651 98.62 109,551.88 .1%



08/12/2019 09:16
9152dmor

ELIZABETHTOWN INDEPENDENT SCHOOLS
PROJECT BUDGET REPORT

P 1
papjr10

PROJECT NUMBER: 310F
STATE CODE:
CFDA NUMBER:
GRANT AMOUNT:

TITLE I
THROUGH AUG 2019

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* MONTH TO DATE	* QUARTER TO DATE	* YEAR TO DATE	* PROJECT TO DATE	* AVAILABLE BUDGET
0452198 GLEN DALE CENTER							
0110 CERTIFIED PERMANENT SALARY	0	14400.34	.00	.00	.00	.00	14400.34
0130 CLASSIFIED REGULAR SALARY	0	7200.00	.00	.00	.00	.00	7200.00
0221 EMPLOYER FICA CONTRIBUTION	0	450.00	.00	.00	.00	.00	450.00
0222 EMPLOYER MEDICARE CONTRIBUTION	0	250.00	.00	.00	.00	.00	250.00
0231 KTRS EMPLOYER CONTRIBUTION	0	2250.00	.00	.00	.00	.00	2250.00
0232 CERS EMPLOYER CONTRIBUTION	0	2020.00	.00	.00	.00	.00	2020.00
0253 KSBIA UNEMPLOYMENT INSURANCE	0	60.00	.00	.00	.00	.00	60.00
0260 WORKMENS COMPENSATION	0	185.00	.00	.00	.00	.00	185.00
0294 Federally Funded Health Ins	0	2287.00	.00	.00	.00	.00	2287.00
0295 Federally Funded Life Ins	0	15.00	.00	.00	.00	.00	15.00
0296 Federal State Admin Fee	0	100.00	.00	.00	.00	.00	100.00
0297 Federal Flexible Spending	0	1050.00	.00	.00	.00	.00	1050.00
TOTAL GLEN DALE CENTER	0	30267.34	.00	.00	.00	.00	30267.34
TOTAL TITLE I	0	30267.34	.00	.00	.00	.00	30267.34
TOTAL EXPENSES							
GRAND TOTALS	0	30267.34	.00	.00	.00	.00	30267.34

AUTHORIZED SIGNATURE: _____

DATE: _____

ATTACHMENT 3

2019-2020 School Calendar for ELIZABETHTOWN SCHOOLS and THE GLEN DALE CENTER

177 Instructional Days/33 Extended Days/230 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 2019	7/1 E	7/2 E	7/3 E	7/4 V	7/5 V	7/8 E	7/9 E	7/10 E	7/11 E	7/12 E	7/15 E	7/16 E	7/17 E	7/18 E	7/19 E	7/22 E	7/23 E	7/24 E	7/25 E	7/26 E	7/29 PD	7/30 PD	7/31 PD	0	18	3	2	23		
Aug				8/1 PD	8/2 PD	8/5 A	8/6 A	8/7 I	8/8 I	8/9 I	8/12 I	8/13 I	8/14 I	8/15 I	8/16 I	8/19 I	8/20 I	8/21 I	8/22 I	8/23 I	8/26 I	8/27 I	8/28 I	8/29 I	8/30 I					
Sept	9/2 H	9/3 I	9/4 I	9/5 I	9/6 I	9/9 I	9/10 I	9/11 I	9/12 I	9/13 I	9/16 I	9/17 I	9/18 I	9/19 I	9/20 I	9/23 I	9/24 I	9/25 I	9/26 I	9/27 I	9/30 I			18	0	4	0	22		
Oct		10/1 I	10/2 I	10/3 I	10/4 I	10/7 V	10/8 V	10/9 V	10/10 V	10/11 V	10/14 I	10/15 I	10/16 I	10/17 I	10/18 I	10/21 I	10/22 I	10/23 I	10/24 I	10/25 I	10/28 I	10/29 I	10/30 I	10/31 I	20	0	1	0	21	
Nov					11/1 I	11/4 A	11/5 A	11/6 I	11/7 I	11/8 I	11/11 I	11/12 I	11/13 I	11/14 I	11/15 I	11/18 I	11/19 I	11/20 I	11/21 I	11/22 I	11/25 I	11/26 I	11/27 I	11/28 I	11/29 H					
Dec	12/2 I	12/3 I	12/4 I	12/5 I	12/6 I	12/9 I	12/10 I	12/11 I	12/12 I	12/13 I	12/16 I	12/17 I	12/18 I	12/19 I	12/20 I	12/23 V	12/24 H	12/25 H	12/26 V	12/27 V	12/30 V	12/31 V		16	0	5	0	21		
Jan 2020				1/1 V	1/2 V	1/6 I	1/7 I	1/8 I	1/9 I	1/10 I	1/13 I	1/14 I	1/15 I	1/16 I	1/17 I	1/20 H	1/21 I	1/22 I	1/23 I	1/24 I	1/27 I	1/28 I	1/29 I	1/30 I	1/31 I			2	7	22
Feb	2/3 I	2/4 I	2/5 I	2/6 I	2/7 I	2/10 I	2/11 I	2/12 I	2/13 I	2/14 I	2/17 H	2/18 I	2/19 I	2/20 I	2/21 I	2/24 I	2/25 I	2/26 I	2/27 I	2/28 I				19	0	1	0	20		
Mar	3/2 I	3/3 I	3/4 I	3/5 I	3/6 I	3/9 I	3/10 I	3/11 I	3/12 I	3/13 I	3/16 I	3/17 I	3/18 I	3/19 I	3/20 A	3/23 I	3/24 I	3/25 I	3/26 I	3/27 I	3/30 V	3/31 V		19	0	1	2	22		
April			4/1 V	4/2 V	4/3 V	4/6 I	4/7 I	4/8 I	4/9 I	4/10 I	4/13 I	4/14 I	4/15 I	4/16 I	4/17 I	4/20 I	4/21 I	4/22 I	4/23 I	4/24 I	4/27 I	4/28 I	4/29 I	4/30 I						
May					5/1 A	5/4 I	5/5 I	5/6 I	5/7 I	5/8 I	5/11 I	5/12 I	5/13 I	5/14 I	5/15 I	5/18 I	5/19 A	5/20 I	5/21 I	5/22 M	5/25 H	5/26 M	5/27 M	5/28 M	5/29 M			0	3	22
June	6/1 M	6/2 M	6/3 M	6/4 M	6/5 A	6/8 E	6/9 E	6/10 E	6/11 E	6/12 E	6/15 E	6/16 E	6/17 E	6/18 E	6/19 E	6/22 E	6/23 E	6/24 E	6/25 E	6/26 E	6/29 V	6/30 V		0	15	1	2	18		
																								174	33	22	24	253		

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)

H=Holidays PD=Professional Development Days

V=Vacation Day

M=Make Up Day

O=Opening Day

C=Closing Day

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.

- The Glen Dale Center will operate under the Elizabethtown Independent School District Calendar.
- When EIS is closed due to inclement weather, then the Glen Dale Center students will also be out of school.
- When EIS makes up days, so with the students from the Glen Dale Center.
- The Glen Dale Center will 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.
- Tentative make-up days are built into the EIS school calendar.
- See EIS School Calendar and Attachment 3.

ELIZABETHTOWN INDEPENDENT SCHOOLS

Calendar 2019/2020

07/31/2019

July 2019

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2019

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			



First day for students is August 7

Last day for students is May 21

Preschool first day - August 15, 2019

Preschool last day - May 11, 2020

NINE WEEK GRADING PERIODS

1st	Aug 7 - Oct 4 (42 days)
2nd	Oct 14 - Dec 18 (42 days)
3rd	Jan 6 - Mar 10 (45 days)
4th	Mar 11 - May 21 (44 days)

PROGRESS REPORT DATES

Sept 11 (8/7-9/5); Nov 20 (10/14-11/15);
Feb 11 (1/6-2/5; Apr 23 (3/11-4/17)

REPORT CARD DATES

Oct 17; Jan 13; Mar 17; May 21

The yearly report card distributed on the
last day of school is for K-8 students.

STUDENT DISMISSAL DAYS

Teacher Planning Days:

Aug 5, Nov 5, Mar 20 (Power Pact)

Professional Development Days:

July 30, 31, Aug 1, 2

Holidays:

Sept 2, Nov 28, Jan 1, Jan 20

BREAKS

FALL Oct 7 - 11

CHRISTMAS Dec 19 - Jan 3

SPRING Mar 30 - Apr 3

Dismissal Days:

Nov 4, 27, 29; May 19, 25

SCHEDULED MAKE-UP DAYS

Note: School will not be in session *unless*
used as make-up day if miss for weather.

Dec 19, 20; Feb 17, May 1, 26-29; June 1

Dates are subject to change due to unforeseen circumstances.

January 2020

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Holidays (4)

Dismissal Days/Breaks

PD Days (4)

Opening (1)/Closing (1) days for teachers

Planning 3)

**Last day for students is

subject to change.

Scheduled Make-Up Days (9)

ELIZABETHTOWN INDEPENDENT SCHOOLS CALENDAR for 2019-2020 (board approved 01/22/2019)

July 30, 31; August 1, 2
August 5, Monday
August 6, Tuesday
August 7, Wednesday
August 15, Thursday

Professional Development for Teachers
Planning Day for Teachers
Opening Day for Teachers
First Day for Students – FULL DAY OF INSTRUCTION
PreSchool First Day

September 2, Monday
September 5, Thursday
September 11, Wednesday

Labor Day Holiday - SCHOOL DISMISSED
Midway of first grading period
Progress Reports distributed (based on 21 days; Aug 7 – Sep 5)

October 7-11, Monday - Friday
October 4, Friday
October 17, Thursday

Fall Break - SCHOOL DISMISSED
End of first grading period (42 days; Aug 7 – Oct 4)
Report Card Day (first grading period)

November 4, Monday
November 5, Tuesday
November 13, Wednesday
November 20, Wednesday
November 27, Wednesday
November 28, Thursday
November 29, Friday

SCHOOL DISMISSED (FDEA)
Election Day/Teacher Planning Day -- STUDENTS DISMISSED
Midway of second grading period
Progress Reports distributed (based on 21 days; Oct 14 – Nov 13)
Thanksgiving Break - SCHOOL DISMISSED
Thanksgiving Holiday - SCHOOL DISMISSED
Thanksgiving Break - SCHOOL DISMISSED

December 18, Wednesday
December 19, Thursday
December 20, Friday
December 23-January 3

End of second grading period (43 days; Oct 14 – Dec 18); End of First Semester (85 days)
SCHOOL DISMISSED UNLESS USED AS MAKE-UP DAY
SCHOOL DISMISSED UNLESS USED AS MAKE-UP DAY
Christmas Break - SCHOOL DISMISSED

January 6, Monday
January 13, Monday
January 20, Monday

Students return to school after Christmas Break
Report Card Day (second grading period)
Martin Luther King Day Holiday - SCHOOL DISMISSED

February 5, Wednesday
February 11, Tuesday
February 17, Monday

Midway of third grading period
Progress Reports distributed (based on 22 days; Jan 6 – Feb 5)
SCHOOL DISMISSED UNLESS USED AS MAKE-UP DAY

March 10, Tuesday
March 17, Tuesday
March 20, Friday

End of third grading period (45 days; Jan 6 – Mar 10)
Report Card Day (third grading period)
Planning Day for Teachers – Power Pact Day – STUDENTS DISMISSED

March 30 – 31; April 1-3, Monday - Friday
April 17, Friday
April 23, Thursday

Spring Break/KEA – SCHOOL DISMISSED
Midway of fourth grading period
Progress Reports distributed (based on 22 days; Mar 11 – Apr 17)

May 1, Friday
May 11, Monday
May 19, Tuesday
May 21, Thursday

SCHOOL DISMISSED UNLESS USED AS MAKE-UP DAY
*PreSchool Last Day
SCHOOL DISMISSED (Primary Elections)
*Last Day for Students – FULL DAY OF INSTRUCTION
*End of 4th grading period (44 days; Mar 11 – May 21); End of second semester (89 days)
*Report Card Day (fourth grading period)
*Closing Day for Teachers

May 22, Friday

May 25, Monday
May 26-29; June 1

Memorial Day – SCHOOL DISMISSED
***SCHOOL DISMISSED UNLESS USED AS MAKE-UP DAYS IF MISS FOR WEATHER**

PLEASE NOTE - the KPREP Testing Window is the last 14 instructional days. AP Testing for EHS will be administered the first 2 weeks in May.
Dates are subject to change due to unforeseen circumstances.

Dates of Progress Reports and Report Cards are subject to change due to printing and/or technology issues.
***Only if make-up days are not needed to meet state requirements.**

ATTACHMENT-5 **State Agency Children SEEK Calculation Worksheet** **2019-2020 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>Elizabethtown Independent Schools</u>		School Code: <u>045</u>
Name of Treatment Program: <u>Glen Dale Center</u>		
A.	Projected 2019-2020 School Year Average Daily Attendance (ADA)	<u>16.00</u>
B.	Projected Base SEEK \$4,000 x ADA	\$ <u>64,000.00</u>
C.	Projected At-Risk Add-on \$4,000 x 0.15 x ADA for residential & group home youth*	\$ <u>9,600.00</u>
D.	December 1, 2018 Child Count: Severe (Low) <u>1</u> Moderate _____ Speech (High) _____	
D1.	Projected Low Incidence Add-On ¹ \$4,000 x 2.35 = \$9,400 x 12-1-18 Child Count	\$ <u>0.00</u>
D2.	Projected Moderate Incidence Add-On ² \$4,000 x 1.17 = \$4,680 x 12-1-18 Child Count	\$ <u>4,680.00</u>
D3.	Projected High Incidence Add-On ³ \$4,000 x 0.24 = \$960 x 12-1-18 Child Count	\$ <u>0.00</u>
E.	Total Projected SEEK for 2019-2020 School Year	<u>\$78,280.00</u>
F.	SEEK Funds to be provided by Kentucky Department of Education State Ratio** 80.34% _____ x Total Projected SEEK (Line E)	\$ <u>62,890.15</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

State Agency Children Interagency Agreement

This agreement is intended to form the basis for a cooperative relationship between the Glen Dale Treatment Center (GDTC) as a provider of residential services, the Sunrise Children's Services as the parent organization of GDTC, and the Elizabethtown Independent Schools board of Education as the local education agency (LEA) 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 child or youth as our priority in fulfillment of the interagency agreement. This Agreement is to foster the provision of coordinated and high quality school and residential services. It is not meant to be impediment to either agency in meeting their respective goals, but rather to foster a collaborative approach to services on the part of agencies.

The Glen Dale Treatment Center, as the residential services provider, in order to meet the intent of this agreement hereby agrees to:

1. Provide the LEA with advanced notice prior to the enrollment of a student from the facility into a public school program. When this is not possible, such as in emergency cases, the school will be notified the same day that the facility is notified of the placement.
2. Provide the LEA all pertinent student records and information available prior to requesting the admittance of the student. This information is to be used by the LEA to arrange the needed services. The GDTC will notify the LEA when students are enrolled that have safety concerns,
3. Notify the LEA of regularly scheduled or specially scheduled meetings for case review and other sufficient notice and opportunity for school staff participation in relation to educational issues, placement, planning conferences, and aftercare planning.
4. Notify the LEA of regularly scheduled discharges from the facility.
5. Assure the LEA that on-going communication will be maintained between staff of the residential facility and the LEA on a schedule that is mutually determined and based on the needs of each student. The GDTC administrative staff will meet the LEA school administrative staff on a monthly basis.
6. Notify the LEA of pertinent staff development sessions scheduled for GDTC staff pertaining to services for school-aged children or youth and offer the opportunity for LEA staff to participate.
7. Inform the school staff of and ask for their input in regard to any group or individual behavior interventions or management systems and collaborate in residential implementation of similar methods utilized by the school system. Treatment teams will include a member of the educational staff when decisions affecting the student's educational program are to be made.
8. The GDTC agrees that residents will attend school for the entire day and that an effort will be made to keep residents from being pulled during the school day for individual treatment or counseling. To assist with this, GDTC will provide on-site counseling staff to work with residents to meet their treatment needs and achieve their treatment goals as needed.
9. Determine a mutually agreeable method for dealing with any crisis behaviors of individual students or classrooms as a whole that may occur in the classroom or school setting so that a consistent management program can be implemented.
10. Administer all medications required by students while under the supervision of GDTC and notify school staff of any student condition which may affect students' behavior or performance.
11. Assure that each student's health and hygiene will be maintained and notification will be made to the school of any student condition which may affect students' behavior or performance.

12. Provide appropriate space for the on-site classrooms and school office.
13. Assure that the on-site classroom(s) are designed to meet the needs of the students.
14. Assure that GDTC will provide the necessary staff to facilitate the return of students to their residences at the end of the school day in a timely and appropriate manner.
15. Inform school staff (prior to the student's return to the on-site classroom or school) when an incident has occurred which may affect a student's academic or behavioral performance in school.
16. The LEA, GDTC and Sunrise agree that residents will be better served by all parties hereto if staffing at GDTC is consistent with enrollment. GDTC and Sunrise agree to provide adequate staffing at the facility.
17. Agree that GDTC and Sunrise hereto agree to monitor the turnover of residents, within their control, at GDTC in order to assure that LEA can more effectively meet the needs of the residents.
18. Agree to a method for solution of disputes or issues not covered by this agreement.

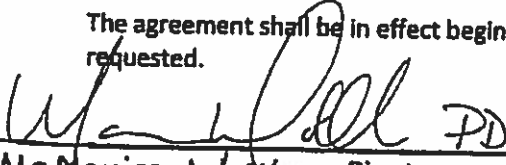
The Elizabethtown Independent Schools hereby agrees to:

1. Provide educational services for all school-age GDTC residents consistent with their educational needs and the constraints of existing state education regulations.
2. Attend GDTC meetings relative to educational services. Provide an educational staff member to participate in the treatment team meetings when decisions affecting the student's education program are to be made.
3. Notify GDTC staff of school meetings scheduled relative to the design or review of educational services for individual students.
4. Collaborate with the GDTC staff in design, implementation and/or revision of behavioral interventions in the school setting and facilitate consistent application when such interventions are appropriate for the residential setting.
5. Implement a behavior intervention plan for dealing with any crisis behaviors of individual students or the classrooms as a whole. The LEA will notify the GDTC administrator of any significant behavioral problems on a regular basis.
6. Assure that ongoing communication will be maintained between staff of the residential facility and the LEA on a schedule that is mutually determined and based on the needs of each student. The LEA school administrative staff and the GDTC administrative staff will meet on a monthly basis.
7. Notify GDTC staff when an incident has occurred which may affect student behavior after leaving the classroom or school setting.
8. Assure that any GDTC student who suspected of having an educational disability will be referred, evaluated, and if appropriate, provided special education services in accordance with state requirements and district procedure.
9. Notify the GDTC staff of any health or hygienic condition which is in need of attention.
10. Provide instructional goals and objectives for the education of State Agency Children as required by the Cabinet for Human Resources (CHR) and KECSAC MOA.
11. Provide onsite classroom(s) for students that GDTC and LEA staff identify as needing this service:
 - a. Transitioning into GDTC staff and LEA staff determining if adjustment period is needed and reviewing appropriate progress of transition.
 - b. Lacking information: determining level of service that is needed, GDTC and school staff gather more information or assess.
 - c. Having difficulty handling school setting: determine the need for and implementing appropriate support structure.

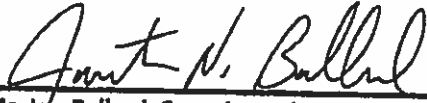
12. Agree to a method for resolution of disputes or issues not covered by this Agreement.

Commitment to the points in this Agreement signifies each agency's efforts toward achieving our mutual goal of collaboration for the provision of quality residential and educational services to each school-age individual for whom we share responsibility.

The agreement shall be in effect beginning August 1, 2019, and until a mutually agreed upon revision is requested.


Ms Marissa Walker, Director
Sunrise Children's Services
Glen Dale Treatment Center

8.16.19
Date /


Mr. Jon Ballard, Superintendent
Elizabethtown Independent Schools

Date /

Attachment 7

KECSAC PROGRAM IMPROVEMENT PLAN

for School Year 2019-2020

ACTION COMPONENT (x): (x) Academic Performance (X) Learning Environment () Efficiency

STANDARD (x): (x) Curriculum (X) Culture () Leadership

() Assessment (X) Support () Resources/Organization

(X) Instruction () Professional Development () Planning

District Name Elizabethtown Independent Schools Component Manager Steve Smallwood Preliminary (X) X

Program Name The Glen Dale Center Date 8-16-19 Revised (X)

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}
<p>(How was our past student performance weak?)</p> <p>In the past, students only had two teachers providing them instruction, and this year we have 5 teachers that will be providing them instruction. We have Content Specialist in English, Math, Science, and Social Studies that will work with them to complete their core classes through a blended curriculum to include Direct Instruction and Online Instruction. We also have a 5th teacher that will assist them with their electives as needed.</p>	<p>(How will our future student performance be stronger?)</p> <p>We hope to see our students gain more credits through their time with us and to learn more content specific information which will prepare them to meet graduation and transition standards and goals.</p>

Causes of the Need	Objectives for Reaching the Goal
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SSI were not fully developed and implemented?)</p> <p>In the past we only had two teachers to meet the need of our Glen Dale Center Students.</p>	<p>(What will be different in our program so that we will have stronger student performance?)</p> <p>We have content specialist for each core subject area and an additional teacher to assist with elective classes.</p> <p>We plan to have our Workforce Readiness Coordinator meet with students throughout the year to provide assistance and guidance for the Glen Dale Center students.</p> <p>We will Star Test all our students in Math and Reading to monitor academic progress and growth.</p>

Evidence of the Causes	Measures of Objectives
<p>(What data showed that the causes were really happening in our program?)</p> <p>NA</p>	<p>(What data will show that we are reaching the objective? What data will show that our student performance is improving?)</p> <p>Improved Assessment scores:</p> <p>Star Tests</p> <p>ACT</p> <p>State Accountability Testing</p>

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
Combine Alternative Programs to create a school in which we would have 5 teachers delivering content specific instruction.	Combine the Glen Dale Center Program with the Valley View Alternative School Program.	Increase content specific instruction to improve academic growth in those areas for all our Middle and High School students placed at Valley View and the Glen Dale Center.	Steve Smallwood, Derek Pfeiffer, Angie Cann, Brandon Johnson, Tom McGovern, George Pennington	August 7, 2019	May 21, 2020	Funding will remain the same as last year.	District Support and KDE

KECSAC

Attachment 8

Implementation and Impact Check for School Year 2018-2019

NOTE: The Implementation and Impact Check should be completed at the end of the school year and is used to document the implementation of strategies/activities from the Program Improvement Plan as well as provide evidence and outcomes of the activity. Submit this document with the 2019-2020 Memorandum of Agreement.

Objective Label	Activity/Strategy	I = Implemented IP = Implemented Partially NI = Not Implemented	Has This Activity Had Impact? Yes/no	Evidence of Actual Impact on Terms of Progress and Success	Outcomes/Observations/New Data Reasons for Progress and Success or Reasons Expected Impact Did Not Occur
Assessment	Teachers will develop lessons to improve the reading ability of each student with specific goals of each student with specific goals listed for the students to meet.	Implemented	Yes	Kaufman Scores	Students showed slight improvement. Much work is still needed and we are focusing on new objectives for this year to help students continue to grow academically.

Attachment 9

Student Transition Plan (STP)

The Glen Dale Center 2019-2020

1. Keep electronic files updated weekly with incoming students and students who have exited.
2. Talk with each student about their transition goals and plans which will be discussed at their individual IEP Meeting.
3. Attends IEP Meetings where the transition plans are again discussed.
4. Helps advisory teachers effectively implement and manage the ILP (Individual Learning Plan Addendum - ILPA) and monitors students' completion status.
5. Provide information and data concerning academic progress for the transition goal meeting.
6. Communicate with each individual student within 7 days of exit to offer support and encouragement.
7. Make phone contact to the receiving school in order to ensure successful transition plan and mentoring is in place at their new school.
8. Contact student and/or family members periodically if the student has graduated from high school.
9. 505 KAR 1:080 stipulates that the last school or district a state agency youth attends prior to placement in a state agency program shall be responsible for forwarding the educational records to the state agency program within five (5) school days of receipt of the request.
10. The school administrator shall ensure that the educational records of state agency children are forwarded to the receiving school within five (5) school days following the release of the youth from the treatment facility.