

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 (BHID); 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 nontherapeutic 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 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 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 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 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 **Boone County Schools 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, 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.

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 – Boone County 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 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 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.

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. 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.

SECOND PARTY

Boone County School District

FIRST PARTY

Eastern Kentucky University

Dr. Randy Poe
Superintendent

Date

Gustav A. Benson, Director
Division of Sponsored Programs

Date

Dr. Ronnie Nolan
KECSAC Director

Date

ATTACHMENT 1

Kentucky Educational Collaborative For State Agency Children Budget for 2020 Fiscal Year July 1, 2019 - June 30, 2020

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.

09/03/2019 14:06
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BOONE COUNTY BOARD OF EDUCATION
YEAR-TO-DATE BUDGET REPORT

FOR 2020 12

FOR 2020 12
JOURNAL DETAIL 2017 1 TO 2020 12

103F KY EDUC COLAB FOR ST AGENCY CHIL2020

0002952 AT RISK EDUC-Neglected

	ORIGINAL APPROP	TRANSFRS/ADJUSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0110 CERTIFIED PERMANENT SALARY	23,359.00	.00	23,359.00	1,750.72	.00	23,359.00	0%
0113 OTHER CERTIFIED SALARIES	5,893.78	.00	5,893.78	1,750.72	.00	4,143.06	29.7%
0120 CERTIFIED SUBSTITUTE SALAR	2,000.00	.00	2,000.00	1,662.50	.00	2,000.00	0%
0131 OTHER CLASSIFIED SALARY	1,218.76	.00	1,218.76	1,062.50	.00	1,562.26	87.2%
0221 EMPLOYER SOCIAL SECURITY C	75.56	.00	75.56	65.12	.00	10.44	86.2%
0222 EMPLOYER MEDICARE CONTRIBU	441.84	.00	441.84	40.61	.00	401.23	9.2%
0231 KTRS EMPLOYER CONTRIBUTON	877.58	.00	877.58	52.52	.00	825.06	6.0%
0232 CERS EMPLOYER CONTRIBUTION	293.23	.00	293.23	255.63	.00	37.60	87.2%
0322 EDUCATION CONSULTANT	1,000.00	.00	1,000.00	1,000.00	.00	1,000.00	0%
0610 GENERAL SUPPLIES	1,500.00	.00	500.00	.00	.00	500.00	0%
0616 FOOD NON INSTR NON FOOD SV	500.00	.00	500.00	.00	.00	500.00	0%
0643 SUPPLEMENTAL BKS/CURRICULU	2,056.54	.00	2,056.54	.00	.00	2,056.54	0%
0651 TECHNOLOGY RELATED DEVICES	1,118.00	.00	1,118.00	.00	.00	1,118.00	0%
TOTAL AT RISK EDUC-Neglected	39,334.29	.00	39,334.29	3,227.10	.00	36,107.19	8.2%
220 GRANT REVENUE SRF							
3200 RESTRICTED STATE REVENUE	-39,334.29	.00	-39,334.29	.00	.00	-39,334.29	0%
TOTAL GRANT REVENUE SRF	-39,334.29	.00	-39,334.29	.00	.00	-39,334.29	0%
TOTAL KY EDUC COLAB FOR ST AGN	.00	.00	.00	3,227.10	.00	-3,227.10	100.0%
TOTAL REVENUES	-39,334.29	.00	-39,334.29	.00	.00	-39,334.29	0%
TOTAL EXPENSES	39,334.29	.00	39,334.29	3,227.10	.00	36,107.19	0%
GRAND TOTAL	.00	.00	.00	3,227.10	.00	-3,227.10	100.0%

** END OF REPORT - Generated by Amy Lamone **

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 **PROGRAM'S NAME** for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

Federal Programs Allocation FY20	
Title I, Part A	\$2,115,397
Title I Part D, Subpart 2 Neglected & Delinquent	\$20,000
Title I School Improvement	\$128,900
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	\$498,182
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$159,229
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$164,171
Title IV Part B, 21 st Century	\$95,000
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$3,796,003
IDEA B Preschool	\$178,759
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$164,401
Other:	\$
Total	\$7,300,042

State Programs Allocation FY20	
General/District Funds	\$56,923,302
Local Tax Dollars	\$21,900,000
Family Resources Youth Service Centers	\$919,727
Gifted talented	\$68,307
Extended School Services	\$656,230
Preschool	\$1,725,595
Professional Development	\$
Textbooks	\$
Safe Schools	\$273,549
KECSAC	\$47,316
Read to Achieve	\$141,600
Dropout Prevention	\$
Community Education	\$20,000
Local Area Vocational	\$
20% Vocational Funds	\$TBA
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$25,752,324

ATTACHMENT 3

2019-2020 School Calendar for Name of School District and Name of Program

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	M	T	W	T	F	Inst. Days	Extended Days	Non-Inst Days	Vac Days	Total Days	
July	7/1	7/2	7/3	7/4	7/5	7/8	7/9	7/10	7/11	7/12	7/15	7/16	7/17	7/18	7/19	7/22	7/23	7/24	7/25	7/26	7/29	7/30	7/31		0	19	1	3	23		
2019	E	E	E	H	V	E	E	E	E	E	E	E	E	E	E	E	E	E	V	E	E	E	E		0	19	1	3	23		
Aug		8/1	8/2	8/5	8/6	8/7	8/8	8/9	8/12	8/13	8/14	8/15	8/16	8/19	8/20	8/21	8/22	8/23	8/26	8/27	8/28	8/29	8/30		0	19	1	3	23		
Sept	9/2	9/3	9/4	9/5	9/6	9/9	9/10	9/11	9/12	9/13	9/16	9/17	9/18	9/19	9/20	9/23	9/24	9/25	9/26	9/27	9/30			0	19	1	3	23			
Oct	H	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		0	19	1	0	21		
	10/1	10/2	10/3	10/4	10/7	10/8	10/9	10/10	10/11	10/14	10/15	10/16	10/17	10/18	10/21	10/22	10/23	10/24	10/25	10/28	10/29	10/30	10/31		0	19	1	0	23		
Nov	I	I	I	I	I	I	I	I	I	PD	PD	I	I	I	I	I	I	I	I	I	I	I	I		21	0	2	0	23		
Dec	11/1	11/4	11/5	11/6	11/7	11/8	11/11	11/12	11/13	11/14	11/15	11/18	11/19	11/20	11/21	11/22	11/25	11/26	11/27	11/28	11/29						16	0	4	0	20
	I	I	I	PD	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		15	0	7	0	22		
2020	12/2	12/3	12/4	12/5	12/6	12/9	12/10	12/11	12/12	12/13	12/16	12/17	12/18	12/19	12/20	12/23	12/24	12/25	12/26	12/27	12/30	12/31									
Jan	I	I	I	I	I	I	I	I	I	I	I	I	I	I	A	A	H	A	A	A	A	A	A		15	0	4	0	20		
	1/1	1/2	1/3	1/6	1/7	1/8	1/9	1/10	1/13	1/14	1/15	1/16	1/17	1/20	1/21	1/22	1/23	1/24	1/27	1/28	1/29	1/30	1/31								
Feb	I	I	H	A	A	I	I	I	I	I	I	I	I	A	I	I	I	I	I	I	I	I	I		19	0	4	0	23		
	2/3	2/4	2/5	2/6	2/7	2/10	2/11	2/12	2/13	2/14	2/17	2/18	2/19	2/20	2/21	2/24	2/25	2/26	2/27	2/28											
Mar	3/2	3/3	3/4	3/5	3/6	3/9	3/10	3/11	3/12	3/13	3/16	3/17	3/18	3/19	3/20	3/23	3/24	3/25	3/26	3/27	3/30	3/31									
	I	I	I	I	I	I	I	I	I	PD	I	I	I	I	I	I	I	I	I	I	I	I	I		19	0	1	0	20		
April	I	I	I	I	I	I	I	I	I	PD	I	I	I	I	I	I	I	I	I	I	I	I	I		20	0	1	0	21		
	4/1	4/2	4/3	4/6	4/7	4/8	4/9	4/10	4/13	4/14	4/15	4/16	4/17	4/20	4/21	4/22	4/23	4/24	4/27	4/28	4/29	4/30									
May		I	I	I	A	A	A	A	A	A	I	I	I	I	I	I	I	I	I	I	I	I	I		17	0	5	0	22		
	5/1	5/4	5/5	5/6	5/7	5/8	5/11	5/12	5/13	5/14	5/15	5/18	5/19	5/20	5/21	5/22	5/25	5/26	5/27	5/28	5/29										
June	6/1	6/2	6/3	6/4	6/5	6/8	6/9	6/10	6/11	6/12	6/15	6/16	6/17	6/18	6/19	6/22	6/23	6/24	6/25	6/26	6/29	6/30			0	17	0	0	17		
	M	M	M	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		173	36	31	3	243		

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)

C=Closing Day

Boone County Schools Calendar
2019/2020

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F										
2019											O	PD	1	2	3	4	5	6	7	8	9	10	11	12	13					
AUG						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30			
	H	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33									
SEP	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30									
		34	35	36	37	38	39	40	41	P	FL	42	43	44	45	46	47	48	49	50	51	52	53	54						
OCT		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
NOV						55	56	PD	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	X	H	X				
						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29				
DEC	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
2020			H	X	X	87	88	89	90	91	92	93	94	95	96	X	97	98	99	100	101	102	103	104	105					
JAN			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					
	106	107	108	109	110	111	112	113	114	115	P	116	117	118	119	120	121	122	123	124										
FEB	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28										
	125	126	127	128	129	130	131	132	133	FL	134	135	136	137	138	139	140	141	142	143	144	145								
MAR	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
			146	147	148	X	X	X	X	149	150	151	152	153	154	155	156	157	158	159	160	161	162							
APR			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30						
						163	164	165	166	167	168	169	170	171	172	173	174	X*	175	C	H*									
MAY																														
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30								
JUN																														
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30								

August 12 - Opening Day for Teachers
 August 13 - Teacher training day - No school for students
 August 14 - First Day of School for Students
 Sept 2 - Labor Day - No school for students
 October 11 - Teacher training day - No school for students
 October 14 - Teacher training day - No school for students
 November 5 - Teacher training day - No school for students
 November 27, 28, 29 - Thanksgiving Break
 December 23 - January 3 - Winter Break

Total number of instructional days will not exceed 175 days

First semester - 86 days

Second semester - 89 days

January 20 - No school for students

February 17 - Teacher training day - No school for students
 March 13 - Teacher training day - No school for students

April 6-10 - Spring Break

*May 19 - Election Day - Working day for 12 month employees only - No school for students
 May 20 - Last Day for School for Students
 May 21 - Closing Day (subject to change based on snow days)
 Make up days - May 21, 22, 26, 27, 28, 29 June 1, 2, 3

* May 25 - Holiday for 10 1/4 and 12 month employees ONLY

ATTACHMENT 4

Make Up Day Plan

Boone County Burlington Campus CHNK 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 173 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 2018-2019 school year:
 - Ten Make-up Instructional days for the 2018-2019 school year will be made up at the end of the school calendar. These date may include: 5/23, 5/24, 5/28, 5/29, 5/30, 6/3, 6/4, 6/5, 6/6.
 - For each Instructional day to be made up the Extended Day schedule would be pushed back each day until 6/6 for the 2018-2019 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/Boone_County)

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
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: Boone County

Name of Treatment Program:	<u>Children's Home of Northern Kentucky</u>	School Code:
A. Projected 2019-2020 School Year Average Daily Attendance (ADA)	<u>15.00</u>	
B. Projected Base SEEK \$4,000 x ADA		<u>\$ 60,000.00</u>
C. Projected At-Risk Add-on \$4,000 x 0.15 x ADA for residential & group home youth*		<u>\$ 4,440,000.00</u>
D. December 1, 2018 Child Count: Severe (Low) <u>0</u> Moderate <u>5</u> Speech (High) <u>0</u>		
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>\$ 23,400.00</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>\$ 4,523,400.00</u>
F. SEEK Funds to be provided by Kentucky Department of Education State Ratio** <u>56.06%</u> x Total Projected SEEK (Line E)		<u>\$ 2,535,818.04</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
2019-2020 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 treatment 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 treatment 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 treatment 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 treatment 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 treatment 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 treatment settings, and facilitate the consistent application of such interventions for residential treatment 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 treatment and educational services to each school-aged individual for whom we share responsibility. This agreement shall be in effect from **July 1, 2019 to June 30, 2020**, at which time there will be a review by each agency for any needed amendments.

Children's Home of Northern Kentucky

Signature

Title

Reverend, 8-2-19

Date

CEO

Boone County Board of Education

Signature

Title

DeAnn Blynd

Date

Chairperson



Lead Educational Agreement 2019-2020
Children's Home of Northern Kentucky and Boone County School District

This service agreement represents the intent of Children's Home of Northern Kentucky (CHNK) and Boone County Schools to extend its collaboration in providing Day Treatment Therapeutic Services through the 2019-2020 academic year. Its purpose is to establish a commitment between provider and referral source to identify roles from each party for the provision of services to youth with behavioral health concerns.

Day Treatment Services, which will be intensive group based services, in addition to individual therapy and family therapy as applicable and supported by the youth's discharge and community reintegration plan, will be provided alongside Private Child Care residential treatment services. Although each service is separate and distinct, the services are designed to complement one another in provision of meeting the high acuity needs of CHNK's service population.

Day Treatment will be provided in collaboration with Boone County with CHNK providing the mental health providers and Boone County providing an educator. Outcomes will be measured based on classroom disruption events tracked through Therapeutic Individualized Phases for Success. Lunch will be provided to the youth through the Boone County food service program.

Children's Home of Northern Kentucky will administer Safe Crisis Management as needed to deescalate or manage behaviors.

Youth participating in Day Treatment will have access to reintegration in the age appropriate district school, based on individualized progress. The aftercare plan will then be communicated to the transitioning school and administered in collaboration with them, but within the bounds of HIPAA.

Either party can cancel or make written request to amend the agreement with a 30 days' notice.

The signatures below confirm the partnership in the provision of Day Treatment Services as outlined above.

Karen Bignal
Signature
Boone County School District
Randy Poe, PhD

Date

Rick Wurth 8.2.19
Signature
Children's Home of Northern Kentucky
Rick Wurth, CEO

Date

ATTACHMENT 7
2019-2020 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 2019-2020

ACTION COMPONENT (x):	() Academic Performance	() Learning Environment	(X) Efficiency
STANDARD (x):	() Curriculum	() Culture	(X) Leadership
	() Assessment	() Support	(X) Resources/Organization
	() Instruction	() Professional Development	(X) Planning
District Name: <u>Boone County</u>	Component Manager: <u>Kathy Reutman</u>	Preliminary (X) X	
Program Name: <u>Boone Bridges</u>	Date: <u>August 2019</u>	Revised (X)	
Priority Need {Data-Driven}	Goal {Addresses the Priority Need}	Implementation & Impact Check	
	(How was our past student performance weak?)	(How will our future student performance be stronger?)	
		<p>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.)</p> <p>Ensure that the enrollment process is followed with fidelity for all students upon placement at CHNK to include:</p> <ol style="list-style-type: none"> <li data-bbox="799 747 838 939">Enrollment in Boone County Schools <li data-bbox="838 747 882 939">Assessment to determine individual student placement, including: <ol style="list-style-type: none"> <li data-bbox="882 747 926 939">Reading and math achievement <li data-bbox="926 747 969 939">Credits, for high school and middle school level students, accrued toward graduation; credits needed for graduation. 	

<p>We will now be serving young people ages 7-12, the process for achievement must be different due to age and grade levels.</p> <p>NEEDS: Employ a part time teacher to provide instruction for young children..</p>	<p>Establish school of record for young people ages 7-12, grades 1-5.</p> <p>Determine process for assessment and work assignments for grades 1-5.</p> <p>Consistently communicate expectations and progress with students and team</p> <p>Students ages 7-12 require a teacher with elementary grade credentials.</p>	<p>3. Student learning supports needed</p> <p>4. Student learning strengths</p> <p>5. Each student will be assessed on STAR OorCERT depending on age /grade level within 2 days of his enrollment at CHNK</p> <p>c) Participation by multiple stakeholders including student</p> <p>d) Minutes of the regularly scheduled meeting for each student including: enrollment, assessment, placement, regularly scheduled assessment and evaluation for continuous improvement</p> <p>e) Written, timely, challenging and equitable outcomes for each student contained in the Individual Student Learning Plan. The Learning Plan will be reviewed quarterly.</p> <p>GOAL 2: By December 2019, 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 , as it relates to young children, including:</p> <p>a) Development of written policies and procedures to include:</p> <ol style="list-style-type: none"> 1. Governance 2. Mission/purpose and Direction 3. Curriculum and Instruction, traditional and blended 4. Student expectations
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<p>5. Student support services to include counseling, assessment, referral, educational and career planning</p> <p>6. Staff supervision</p> <p>7. Staff evaluation per Boone County Certified Evaluation Plan</p> <p>8. Data collection/analysis for informed decision making</p> <p>9. Extended Learning Opportunities to include after-school activities</p>	<p>Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)</p> <p>A. Continue Quality Assurance oversight committee including multiple stakeholders (CHNK, Boone County schools – student services, representation from Conner HS, Conner MS, ACE, GES, 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.</p> <p>B. Continue to use the flowchart for student assessment, evaluation, placement and monitoring.</p>
<p>Causes of the Need (What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p> <p>New Day Treatment Programs started so others need to be part of team.</p>	

	C. Ensure that a properly certified teacher is employed to meet the need of the students grades 1-5.
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Evidence of the Causes		Measures of Objectives		I&I Check	
(What data showed that the causes were really happening in our program?)		(What data will show that we are reaching the objective? What data will show that our student performance is improving?)			
Student enrollment and turnover data at CHNK and enrollment in Boone County Schools		<p>Evidence of Goals will include:</p> <ul style="list-style-type: none"> A. By August 2019, meeting date will be established. B. By April 2019, evidence of minutes from monthly oversight committee will be available. 			

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, including children 7-12, to define student need and placement flowchart	Students will be placed in need level placement according to district policy and student assessment	Kathy Reutman/ Tracy Schaefer	August 2016 August 2019	On-going	\$0	N/A
Goal 2	Refine any procedures, as needed, to incorporate ages 7-12.	Students and Boone County Schools and CHNK staff will adhere to procedures	Kathy Reutman	August 2019	December 2019	\$0	N/A

<p>aligned with state guidelines, thereby providing students with individual student plans based on their unique needs.</p> <p>Employ an elementary certified teacher</p>	<p>Students will be taught by a professional with the knowledge and skills to meet the unique needs of this level of student.</p>	<p>\$23,359</p>	<p>KECSAC</p>
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KECSAC PROGRAM IMPROVEMENT PLAN

for School Year 2019-2020

ACTION COMPONENT (x): <input checked="" type="checkbox"/> Academic Performance <input type="checkbox"/> Learning Environment <input type="checkbox"/> Efficiency STANDARD (x): <input checked="" type="checkbox"/> Curriculum <input type="checkbox"/> Culture <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Support <input type="checkbox"/> Resources/Organization <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Professional Development <input type="checkbox"/> Planning District Name: <u>Boone County</u> Component Manager: <u>Kathy Reutman</u> Preliminary (X) <u>X</u> Program Name: <u>Boone Bridges</u> Date: <u>August 2019</u> Revised (X) <u> </u>	Priority Need {Data-Driven} <div style="background-color: #e0e0e0; padding: 2px; display: inline-block;">(How was our past student performance weak?)</div> NEED 1: <p>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.</p> GOAL 1 Academic Performance <p>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.</p> GOAL 2 Academic Performance <p>Boone Bridges student achievement on the 2019 state assessment result (KPREP, KPREP End-of-Course, ACT) will report:</p> <ol style="list-style-type: none"> 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.
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<p>NEED 3: The academic needs of our new young students are unknown to the team.</p>	<p>GOAL 3 Academic Performance Use the 2019-2020 school year as a baseline to determine the academic and social emotional needs of the young children now residing at CHNK.</p>
<p>Causes of the Need (What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)</p> <p>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.</p> <p>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.</p>	

Evidence of the Causes (What data showed that the causes were really happening in our program?)	Measures of Objectives Academic Performance	I&I Check
<p>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.</p>	<p>Upon enrollment, all students will have access to virtual learning courses which support their graduation goal and career pathway needs.</p> <p>By February 2019 and ongoing, all HS/MS students will be 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.</p>	<p>By September 2019, teachers continue the implementation of a variety of strategies, chosen based on student need, to ensure that the needs are met.</p> <p>By October 2019, teachers will fully implement the Alternative School PBIS model at the Tier 1 level.</p>
<p>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 achievement assessed from screening information consistent with that used in Boone County (e.g. STAR, KPREP, ACT, KPREP End-of-Course)</p>		

<p>By October 2019, teachers will assign students a minimum of 30 minutes reading each evening from a choice of three books monthly. Students will keep a reading log.</p>	<p>By October 2019, teachers will incorporate Life Skill into the curriculum for all students.</p>
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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	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		
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	Teachers	August 2016	On-going	BCS teacher & paraeducator @ \$65,000	Boone County Schools- General Funds Title I Support

		acceleration and recovery and dual credit options as provided all students					
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	

KECSAC PROGRAM IMPROVEMENT PLAN
for School Year 2019-2020

ACTION COMPONENT (x): <input type="checkbox"/> Academic Performance	<input checked="" type="checkbox"/> Learning Environment	<input type="checkbox"/> Efficiency
STANDARD (x):		
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Culture	<input type="checkbox"/> Leadership
<input type="checkbox"/> Assessment	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Resources/Organization
<input type="checkbox"/> Instruction	<input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Planning
District Name: <u>Boone County</u>	Component Manager: <u>Kathy Reutman</u>	Preliminary (x) <input checked="" type="checkbox"/>
Program Name: <u>Boone Bridges</u>	Date: <u>August 2019</u>	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, Character Strengths and Sanctuary programming.	GOAL 1 Learning Environment As a regular agenda item for the monthly Quality Assurance meetings, 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 full implementation of PBIS, safe school training and Character Strength training.	Program needs to be refined to incorporate Day Treatment students while maintaining programming for others. Review parameters of Day Treatment and develop an implementation plan to ensure academic and therapeutic

<p>5. Determine processes and procedures for Day Treatment Program</p>	<table border="1"> <thead> <tr> <th data-bbox="365 164 414 2014">Causes of the Need</th><th data-bbox="414 164 1230 2014">Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)</th><th data-bbox="1230 164 1246 2014">I&I Check</th></tr> </thead> <tbody> <tr> <td data-bbox="365 164 414 2014"> <p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p> </td><td data-bbox="414 164 1230 2014"> <p>The program will provide multiple professional development training for staff including but not limited to:</p> <ul style="list-style-type: none"> • PBIS implementation training; safety training • Assessment training • Classroom Management • Functional Behavior Assessment • Youth Mental Health First Aid • Trauma Informed Care • Project-based learning training • Sanctuary <p>Using a variety of training platforms:</p> <ul style="list-style-type: none"> • Professional Learning Communities • Classified Academy • Blended Professional development • In person training <p>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.</p> </td><td data-bbox="1230 164 1246 2014"></td></tr> </tbody> </table>	Causes of the Need	Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)	I&I Check	<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p>	<p>The program will provide multiple professional development training for staff including but not limited to:</p> <ul style="list-style-type: none"> • PBIS implementation training; safety training • Assessment training • Classroom Management • Functional Behavior Assessment • Youth Mental Health First Aid • Trauma Informed Care • Project-based learning training • Sanctuary <p>Using a variety of training platforms:</p> <ul style="list-style-type: none"> • Professional Learning Communities • Classified Academy • Blended Professional development • In person training <p>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.</p>	
Causes of the Need	Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)	I&I Check					
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p>	<p>The program will provide multiple professional development training for staff including but not limited to:</p> <ul style="list-style-type: none"> • PBIS implementation training; safety training • Assessment training • Classroom Management • Functional Behavior Assessment • Youth Mental Health First Aid • Trauma Informed Care • Project-based learning training • Sanctuary <p>Using a variety of training platforms:</p> <ul style="list-style-type: none"> • Professional Learning Communities • Classified Academy • Blended Professional development • In person training <p>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.</p>						

Evidence of the Causes		Measures of Objectives			I&I Check	
New program implementation – new teachers and staff support		Calendar and training rosters			Completed	
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
Learning Environments/Program Implementations	Publish schedule for trainings	All staff will be trained	K. Reutman	September 2016	ongoing	\$0
	Schedule substitutes as needed for full staff participation in trainings	All staff/students will utilize consistent procedures	K. Reutman and staff	Ongoing	On-going	\$0
	Establish procedures to provide safe, targeted learning environments					
	Teachers will participate in PLC (Professional Learning Community)	All teachers work with either CHS, CMS or ACE, GES	K. Reutman	August 2018	On-going	\$1000

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 2018-2019 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 2018-2019

ACTION COMPONENT (x):	<input type="checkbox"/> Academic Performance	<input type="checkbox"/> Learning Environment	<input checked="" type="checkbox"/> Efficiency
STANDARD (x):	<input type="checkbox"/> Curriculum	<input type="checkbox"/> Culture	<input type="checkbox"/> Leadership
	<input type="checkbox"/> Assessment	<input type="checkbox"/> Support	<input type="checkbox"/> Resources/Organization
	<input type="checkbox"/> Instruction	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Planning
District Name: <u>Boone County</u>	Component Manager: <u>Kathy Reutman</u>		<input type="checkbox"/> Preliminary (X) <input checked="" type="checkbox"/> X
Program Name: <u>Boone Bridges</u>	Date: <u>August 2018</u>		<input type="checkbox"/> Revised (X) <input checked="" type="checkbox"/> _____
Priority Need {Data-Driven}	Goal {Addresses the Priority Need}		Implementation and Impact Check
(How was our past student performance weak?)	(How will our future student performance be stronger?)		<p>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.)</p> <p>Develop a well communicated hierarchy of events for all students upon placement at CHNK to include:</p> <ul style="list-style-type: none"> a) Enrollment in Boone County Schools b) Assessment to determine individual student placement, including: <ul style="list-style-type: none"> 1. Reading and math achievement 2. Credits accrued toward graduation; credits needed for graduation <p>New Program development permits construction of a refined continuum of academic and support services addressing the following needs, identified through feedback from CHNK, Comer HS, Comer M/S, Student Services Division and the Alternative Center, along with review of individual student credit accrual towards HS completion.</p>
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.	<p>The processes for High School and Middle School students are now followed with fidelity.</p> <p>Flow Chart consistently utilized.</p> <p>Assessment using CERT was consistency implemented.</p> <p>Students accrued credits toward graduation</p>		

<p>NEEDS:</p> <ol style="list-style-type: none"> 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, attendance 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. 	<p>3. Student learning supports needed</p> <p>4. Student learning strengths</p> <p>c) Participation by multiple stakeholders including student</p> <p>d) Minutes of the regularly scheduled meeting for each student including: enrollment, assessment, placement, regularly scheduled assessment and evaluation for continuous improvement</p> <p>e) Written, timely, challenging and equitable outcomes for each student contained in the Individual Student Learning Plan</p> <p>GOAL 2:</p>	<p>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.</p> <p>All ILPA's were completed and reviewed regularly .Students used Xello.</p> <p>We follow policies and procedures of the Boone County Schools.</p> <p>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:</p> <ol style="list-style-type: none"> a) Development of written policies and procedures to include: <ol style="list-style-type: none"> 1. Governance 2. Curriculum 3. Instruction 4. Student expectations 5. Student support services 6. Staff supervision 7. Staff evaluation
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Causes of the Need	Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)	I&I Check
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>Students, although living at CHNK, frequently were not enrolled or placed in appropriate school sites in a timely manner, 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.</p> <p>Need for increased timely (within 24 hours) enrollment upon placement at CHNK.</p>	<p>A. We will initiate an 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 initial monthly basis to refine and write school policy and procedure.</p> <p>B. We will develop a flowchart for student assessment, evaluation, placement and monitoring.</p>	<p>Completed/Ongoing –extremely effective.</p> <p>Quality Assurance Oversight meetings are held monthly.</p> <p>Developed/utilized effectively</p>
		<p>Completed</p> <p>Meetings schedule and held on the 4th Wednesday of each month.</p> <p>Minutes available and maintained in KECSAC file</p> <p>Policies/procedures are followed but have not been in written manual in format</p> <p>Developed, utilized and improved the process.</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	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	Finalize school, interagency and transition policies and 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 2018-2019

ACTION COMPONENT (x): <input checked="" type="checkbox"/> Academic Performance <input type="checkbox"/> Learning Environment <input type="checkbox"/> Efficiency STANDARD (x): <input type="checkbox"/> Curriculum <input type="checkbox"/> Culture <input type="checkbox"/> Leadership <input type="checkbox"/> Assessment <input type="checkbox"/> Support <input type="checkbox"/> Resources/Organization <input type="checkbox"/> Instruction <input type="checkbox"/> Professional Development <input type="checkbox"/> Planning District Name: <u>Boone County</u> Component Manager: <u>Kathy Reutman</u> Preliminary (X) <u>X</u> Program Name: <u>Boone Bridges</u> Date: <u>August 2018</u> Revised (X) <u> </u>	Priority Need {Data-Driven} <small>(How was our past student performance weak?)</small> <p>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.</p> <p>GOAL 1 Academic Performance Ongoing, 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.</p> <p>GOAL 2 Academic Performance Boone Bridges student achievement on the 2017 state assessment result (KPREP, KPREP End-of-Course, ACT) will report:</p> <ol style="list-style-type: none"> 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. 	Goal {Addresses the Priority Need} <small>(How will our future student performance be stronger?)</small> <p>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.</p> <p>Implementation & Impact Check</p> <p>More students accrued credits during the 2018-2019 school year than in past years.</p> <p>Reports not available to us.</p>
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Causes of the Need	Objectives for Reaching the Goal (What will be different in our program so that we will have stronger student performance?)	Implementation & Impact Check
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>GOAL 1 Academic Performance</p> <p>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.</p> <p>GOAL 2 Academic Performance</p>	<p>Ongoing due to length of stay of students.</p> <p>Ongoing, Edgenuity is utilized for Middle and High School Students</p> <p>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.</p>

Evidence of the Causes (What data showed that the causes were really happening in our program?)	Measures of Objectives Academic Performance	Implementation & Impact Check
<p>Need 1: A review of entering students transcripts from 2015-2016, revealed 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.</p> <p>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 achievement assessed from screening information consistent with that used in Boone County (eg. STAR, KPREP, ACT, KPREP End-of-Course)</p>	<p>Upon enrollment, all students will have access to virtual learning courses which support their graduation goal and career pathway needs.</p> <p>By February 2019 and ongoing, all students will be 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.</p> <p>By September 2018, teachers will begin the implementation of a variety of strategies, chosen based on student need, to ensure that the needs are met.</p> <p>By October 2018, teachers will fully implement the Alternative School PBIS model at the Tier 1 level.</p> <p>By October 2018, teachers will establish a system to organize the plethora of books to encourage increased reading or listening of good literature.</p>	<p>Ongoing and improved</p> <p>Inconsistent due to staffing at the residential facility</p> <p>Needs to be refined and fully implemented</p> <p>Needs to be refined and fully implemented</p> <p>Completed however books are not used regularly.</p>

	By October 2018, teachers will assign students a minimum of 30 minutes reading each evening from a choice of three books monthly. Students will keep a reading log.	Not fully implemented due to staffing at residential facility.
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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	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	Teachers	August 2016	On-going	Teacher Salaries	KECSAC Boone County Schools-General Funds	Successfully Implemented

		acceleration and recovery and dual credit options as provided all students					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

KECSAC PROGRAM IMPLEMENTATION AND IMPACT CHECK

for School Year 2018-2019

ACTION COMPONENT (x):	<input type="checkbox"/> Academic Performance	<input type="checkbox"/> Learning Environment	<input type="checkbox"/> Efficiency
STANDARD (x):	<input type="checkbox"/> Curriculum	<input type="checkbox"/> Culture	<input type="checkbox"/> Leadership
	<input type="checkbox"/> Assessment	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Resources/Organization
	<input type="checkbox"/> Instruction	<input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Planning
District Name: <u>Boone County</u>		Component Manager: <u>Kathy Reutman</u>	Preliminary (X) <u>X</u>
Program Name: <u>Boone Bridges</u>	Date: <u>August 2018</u>		Revised (X) <u> </u>
Priority Need {Data-Driven}	Goal {Addresses the Priority Need}	Implementation & Impact Check	
NEED 1:	GOAL 1 Learning Environment		
Launching a new program requires staff development in four areas:	As a regular agenda item for the monthly Quality Assurance meetings, all staff, CHNK and BCS, will review and participate as stakeholders in the	Completed and ongoing	
1. Policies and Procedures			

<p>2. Blended and Virtual Learning Strategies</p> <p>3. Instructional needs: reading, mathematics and behavioral strategies to support student achievement</p> <p>4. Behavioral and Character Development strategies through PBIS, Sanctuary and My Life My Power programming</p>	<p>shared development of written policies and procedures for the Boone Bridges program.</p> <p>All staff will participate in staff development for the full implementation of PBIS, safe school training and new teacher KECSAC training.</p>	<p>Further training needed</p>
<p>Causes of the Need</p> <p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>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.</p> <p>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.</p> <p>School staff will need additional professional development and ongoing support systems to assist students who have struggles in reading</p>	<p>Objectives for Reaching the Goal</p> <p>(What will be different in our program so that we will have stronger student performance?)</p> <p>The program will provide multiple professional development training for staff including but not limited to:</p> <ul style="list-style-type: none"> • Edgenuity software application training for blended and virtual learning • PBIS implementation training; safety training • Transition to school support training • Assessment training • Project-based learning training • Edgenuity software application training for blended and virtual learning • PBIS implementation training; safety training • Xello training • Transition to school support training 	<p>Implementation & Impact Check</p> <p>The program will provide multiple professional development training for staff including but not limited to:</p> <ul style="list-style-type: none"> • Edgenuity software application training for blended and virtual learning • PBIS implementation training; safety training • Transition to school support training • Assessment training • Project-based learning training • Edgenuity software application training for blended and virtual learning • PBIS implementation training; safety training • Xello training • Transition to school support training

and mathematics and who demonstrate behavioral patterns inconsistent with traditional schooling.	<ul style="list-style-type: none"> Assessment training Classroom Management Functional Behavior Assessment Youth Mental Health First Aid Trauma Informed Care Project-based learning training Sanctuary <p>Using a variety of training platforms:</p> <ul style="list-style-type: none"> Professional Learning Communities Classified Academy Blended Professional development 	<ul style="list-style-type: none"> Annually trained Additional training needed Additional training needed Completed Will occur 2019-2020 More training needed Completed <ul style="list-style-type: none"> Not fully implemented Not fully implemented Not fully implemented
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Evidence of the Causes	Measures of Objectives	Implementation & Impact Check
New program implementation – new teachers and staff support	Calendar and training rosters	We have no new teachers

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	<p>Publish schedule for trainings</p> <p>Schedule substitutes as needed for full staff participation in trainings</p> <p>Establish procedures to provide safe, targeted learning environments</p>	<p>All staff will be trained</p> <p>All staff/students will utilize consistent procedures</p>	<p>K. Reutman</p> <p>K. Reutman and staff</p>	<p>August 2016</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>\$0</p> <p>\$0</p>	<p>KECSAC</p> <p>BCS- for subs</p>



Attachment 9

Boone County Schools Children's Home of Northern Kentucky Student Transition Procedures

- Upon acceptance at CHNK, Director of Admissions, notifies Executive Director BCS, of anticipated admittance date.
- Within 24 hours of student admittance to CHNK, CHNK case manager submits enrollment documentation, including educational passport to Conner High School (CHS) or Conner Middle School (CMS) based on student age and grade level.
- School Counselor or registrar requests records through Infinite Campus
- If student's most recent school placement was a High or Middle School, CHNK case manager registers student at CHS or CMS, and she and the student meet with the at CHS or CMS intake team, on the first school day after arrival at CHNK.
- If student has an IEP or 504 plan, the transition meeting follows federal, state and local protocol to assure special needs are met.
- Upon registration, student receives a schedule and begins classes. ARC/IEP meeting is scheduled as appropriate. Student follows school protocol, same as any other student enrolled at CHS or CMS.
- If student's most recent school placement was in a residential/correctional facility, student at the BCS-CHNK attends classes at our on-site program, beginning the first day of school after arrival at CHNK.
- Within the first 10 days of residing at CHNK and attending the on-site program, student takes STAR test, records are reviewed, student is observed and a transition meeting is held to determine appropriate school placement. School placement may be the on-site BCS-CHNK program, the Alternative Center for Education (ACE), CHS, CMS or GES.
- At the monthly Quality Control and Assurance Meeting, progress of all students who reside at the CHNK is reviewed, placement decisions are made, and transition plans are revised as necessary.