



Kenton County School District | It's about ALL kids.

THE KENTON COUNTY BOARD OF EDUCATION

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Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:

10/31/18

AGENDA ITEM (ACTION ITEM):

Consider/Approve The Memorandum of Agreement (MOA) between Kentucky Educational Council for State Agency Children (KECSAC) and Kenton County School District (KCSD) on behalf of Northern Kentucky Youth Development Center (NKYDC) Attachment #9 for the 2018-19 school year

APPLICABLE BOARD POLICY:

01.1 Legal Status of the Board

HISTORY/BACKGROUND:

The Kentucky General Assembly established regulations that provide a foundation for the MOA between KECSAC and KCSD on behalf of NKYDC. KECSAC annually requires that each school district submit a MOA to update this agreement. The MOA that was previously sent to KECSAC was not approved by KECSAC as they asked for additional information. Attachment #9 is the additional information that KECSAC requested.

FISCAL/BUDGETARY IMPACT:

N/A

RECOMMENDATION:

Approve the MOA between KECSAC and KCSD on behalf of NKYDC Attachment #9 for the 2018-19 school year.

CONTACT PERSON:

Karen Hendrix


Principal


District Administrator


Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent’s mailbox.

Kenton County Board of Education

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Joshua Crabtree, Esq. Carla Egan Jessica Jehn
"The Kenton County Board of Education provides Equal Education & Employment Opportunities."

Comprehensive Facility Transition Plan

Program's Name

Transition Component: Academic Education

Objective: To provide all students with curriculum that is aligned to state standards and meeting individualized needs, which will allow for successful transition into their previous educational setting or the most appropriate academic environment upon discharge from the program.

Strategy/Task	Implementation Measures/Resources
<p>Upon admission, all student will complete a variety of assessments as specified by program policy to determine most appropriate academic plan.</p> <ol style="list-style-type: none"> 1. Teachers will review results with students to discuss their preferred learning style, career interests, and TABE results. 2. Principal or designee will fill out the ILPA with student to discuss how to connect their interest to their academic goals. 3. Teachers will review with the student their past educational experiences and whether they were at any time given special education services. 4. Students reading below the 6th grade level will take a qualifying test through the Read 180 program. If they meet the criteria for this program, they will participate in it during their ELA class. 	<ul style="list-style-type: none"> • Test of Adult Basic Education (T.A.B.E.)- administered by teacher/designee • ILPA administered by principal or designee • Additional testing as needed to meet the individual needs of the student. • Copies of the tests listed above will be filed in the Student's Educational Record. • All students records will be reviewed to determine if he possesses special needs according to I.D.E.A. • If a student has special needs then his IEP will serve as his ILPA.
<p>Educational staff will review student transcripts and other educational records, including assessments to gather information for individualized planning and placement with the student involved in the process.</p>	<ul style="list-style-type: none"> • IEP • ILPA
<p>Periodic reviews including teacher, staff, and/or students will allow for necessary modifications to plan.</p> <ul style="list-style-type: none"> • Teachers will complete 60 day reviews for their students and discuss with them their progress. • Teachers will complete each grading period a report of progress to send home to parents and reward educational progress. 	<ul style="list-style-type: none"> • Treatment team meetings • IEP meetings • 60 day reviews • Report cards

<p>Community resources will be utilized as available to meet student academic needs</p> <ul style="list-style-type: none"> • Develop relationships with community resources that can benefit youth while in residence after their return to the community. 	<ul style="list-style-type: none"> • Strive to develop relationships with NKU, Gateway, and other CTC schools.
<p>Prior to discharge, a meeting will be held involving student and any others involved such as teachers and therapists, reviewing academic needs and planning for successful transition.</p> <p>At this meeting, the students and teacher will develop a Transition Folder both electronically and physically (on a flash-drive).</p> <p>Information in this folder will include:</p> <ul style="list-style-type: none"> • Student resume • List of job contacts • Copy of birth certificate • Copy of social security card • Copy of ILPA results • Unofficial student transcript • Mental Health resource list • Vocational and Educational certificates • Academic and vocational awards • List of KY comprehensive one-stop career centers • List of Kentucky GED testing centers 	<ul style="list-style-type: none"> • Teacher should obtain notification from the counselor of discharge 2 weeks prior. Immediately upon notification, the teacher will line up TABE testing as well as notify the school secretary. • The school secretary will begin gathering the student's educational records (report card, permanent record, IEP or ILPA and educational passport) and placing these on a flash-drive for the student to take. Then, the school secretary shall forward the records to the receiving school. • If the receiving school is unknown, the records may be sent without a request for records. • The school secretary should ask for a request of records for each school. • Many records may be sent prior to discharge or immediately upon discharge. • All records will be sent within days if a receiving school is known.