

MEMORANDUM OF AGREEMENT
Kentucky Educational Collaborative for State Agency Children
Eastern Kentucky University
Fiscal Year 2022
(July 1, 2021 - June 30, 2022)

I. INTRODUCTION

This agreement is made and entered into this 1st day of July, 2021, 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 **Mercer County School District**, (hereinafter called the SECOND PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky.

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

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

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

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

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

II. SCOPE OF WORK

The SECOND PARTY will provide to state agency children **Mercer County Day Treatment** 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, 2021, with an end date of June 30, 2022. 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 – Mercer 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 **Mercer County 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
Eastern Kentucky University
521 Lancaster Avenue
Martin House
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.
5. The FIRST PARTY reserves the right to reduce the allocated amount to the SECOND PARTY in the event a budget reduction is required by the Governor or the Legislature during the fiscal year.

VII. TERM AND RENEWAL

The Term of this Agreement shall run from July 1 – June 30 and shall be renewed annually upon mutual agreement of the parties 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 10, 2021

Spring Statewide Meeting: March 4, 2022

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 27, 2021**. 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.

ATTACHMENT 1

Kentucky Educational Collaborative for State Agency Children Budget for 2022 Fiscal Year July 1, 2021 - June 30, 2022

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.

ATTACHMENT 2
Comprehensive Budget For 2022 Fiscal Year
July 1, 2021 - June 30, 2022

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 **MERCER COUNTY SCHOOLS** for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

Federal Programs Allocation FY22	
Title I, Part A	\$0
Title I Part D, Subpart 2 Neglected & Delinquent	\$19,000
Title I School Improvement	\$0
Title I Part B Even Start	\$0
Title I Part B Reading First	\$0
Title I Part C Migrant	\$0
Stewart B. McKinney Homeless	\$0
Title II, Part A, Teach Quality	\$0
Title I, Part D, Education Technology	\$0
Title II, Part D, Education Technology-Competitive	\$0
Title III Limited English Proficiency	\$0
Title III Immigrant	\$0
Title IV Part A Safe & Drug Free Schools	\$0
Title IV Part B, 21 st Century	\$0
Title V, Innovation Strategies	\$0
Title VI Rural & Low Income	\$0
IDEA B Basic Plus Capacity & Improvement	\$0
IDEA B Preschool	\$0
Federal Jobs for America's Graduates (JAG)	\$0
Services Learning	\$0
Title II C Perkins	\$0
Other:	\$0
Total	\$19,000

State Programs Allocation FY22	
General/District Funds	\$187,640
Local Tax Dollars	\$0
Family Resources Youth Service Centers	\$0
Gifted talented	\$0
Extended School Services	\$0
Preschool	\$0
Professional Development	\$0
Textbooks	\$0
Safe Schools	\$0
KECSAC	\$41,240
Read to Achieve	\$0
Dropout Prevention	\$0
Community Education	\$0
Local Area Vocational	\$0
20% Vocational Funds	\$0
Commonwealth School Improvement	\$0
Elementary Arts & Humanities	\$0
Math, Achievement Fund	\$0
Other: DJJ	\$73,710
Other:	\$0
Other:	\$0
Other:	\$0
Total	\$302,590

Mercer Day Treatment MOA Attachment 4

MAKE-UP DAY PLAN

In the event of inclement weather or any other reason the Superintendent of Mercer County Schools has decided to cancel or designate a Titan Learning Day, (See definition) the following plan will be followed through.

- Step 1- Superintendent will determine if school will be cancelled and rescheduled or if a TLD will be used.
- Step 2- After his decision is made he contacts all administration. The PR director will send out a One-Call to all staff and students indicating if there is “No- School” or if it will be a “Titan Learning Day”
- Step 3- If School is cancelled then we will add the Instructional day to the end of the School year utilizing make-up days. If a TLD is determined then students are instructed to complete at least one lesson for each of their Edgenuity Classes assigned in the event of inclement weather. Students without internet or means of technology have an alternate assignment in a packet that is given to them when they begin the school year or program. They are to complete a lesson in the packet in order to receive credit for grades and attendance purposes.

Titan Learning Day (TLD)- Non-traditional school day in which students complete assignments at home assigned to them through Google Classroom. TLD's count as an instructional school day and are not required to be made up.

ATTACHMENT-5
State Agency Children SEEK Calculation Worksheet
2021-2022 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: Mercer County Schools

Name of Treatment Program: Mercer County Day Treatment School Code: 421-027

- A. Projected 2021-2022 School Year Average Daily Attendance (ADA) 15.00
- B. Projected Base SEEK \$4,000 x ADA \$ 60,000.00
- C. Projected At-Risk Add-on \$4,000 x 0.15 x ADA for residential & group home youth* \$ 0.00
- D. December 1, 2020 Child Count: Severe (Low) 1 Moderate 4 Speech (High) 0
- D1. Projected Low Incidence Add-On¹ \$4,000 x 2.35 = \$9,400 x 12-1-20 Child Count \$ 9,400.00
- D2. Projected Moderate Incidence Add-On² \$4,000 x 1.17 = \$4,680 x 12-1-20 Child Count \$ 18,720.00
- D3. Projected High Incidence Add-On³ \$4,000 x 0.24 = \$960 x 12-1-20 Child Count \$ 0.00
- E. **Total Projected SEEK for 2021-2022 School Year** \$8,120.00
- F. SEEK Funds to be provided by Kentucky Department of Education State Ratio** 70.35% x Total Projected SEEK (Line E) \$ 61,992.42

* 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

Mercer County Schools- Mercer Day Treatment Program

KECSAC PROGRAM IMPROVEMENT PLAN

for School Year 2020-2021

STANDARD (X): (X) Purpose and Direction (X) Governance and Leadership
 (X) Teaching and Assessing for Learning (X) Resources and Support System
 () Support

District Name Mercer County Schools Component Manager Jaziel Guerra Preliminary X

Program Name Mercer Day Treatment Date 6/8/2021 Revised _____

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}
<ol style="list-style-type: none"> 1. Understanding the purpose and needs of being a 90 Day Program and encouraging successful transitions into mainstream education 2. Continue to implement a mentoring program started in the 19-20 school year. 3. Continue to emphasize the importance of reading across all curriculum. 	<ol style="list-style-type: none"> 1. By the end of the 21-22 school year, MDT will have created an improved structure of a 90 day program to meet the needs of every student and implement a new phase to encourage successful transitions back to mainstream education. 2. During the 20-21 school year, the implementation of the previous years mentoring program will continue when possible due to COVID-19 restrictions and procedures. 3. Students will continue to improve their reading skills using the Reading Plus program while in school and during distance learning.

Causes of the Need	Objectives for Reaching the Goal
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <ol style="list-style-type: none"> 1. Students are not wanting to leave Day Treatment after the 90 Day Program. 2. Need to continue to make connections between the community and our students. 3. Improving Reading Comprehension will always be a priority no matter what level our kids are. 	<p>(What will be different in our program so that we will have stronger student performance?)</p> <ol style="list-style-type: none"> 1. We are going to redefine our 90 Days and transitioning strategies to encourage students to want to return to mainstream education and prove everyone wrong and be successful. 2. Continue to invite community members to our program so students can continue to make connections. 3. Continue to have a project based English class as well as use the Reading Plus program to monitor and encourage improvement of reading comprehension.

Evidence of the Causes	Measures of Objectives
<p>(What data showed that the causes were really happening in our program?)</p> <ol style="list-style-type: none"> 1. As student near the 90 Day completion mark they are not wanting to return to the high school or enter our Alternative school. 2. Students are not aware of their community resources. 3. Low reading comprehension from younger grades usually due to a disability or lack of encouragement to read from the family unit. 	<p>(What data will show that we are reaching the objective? What data will show that our student performance is improving?)</p> <ol style="list-style-type: none"> 1. Students will understand the importance of returning to mainstream education because of the abundance of course offerings and other opportunities offered to them that we simply can not meet. (I.E. athletics, clubs, courses, etc.) 2. We will continue to utilize our Educational Platforms such as our PodCast, Bee Keeping, Gardening, etc, to reach out to community members and make connections for our students in the form of a mentoring program. 3. We will monitor progress through the Reading Plus Program.

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
1. Redefine Purpose/ Structure of 90 Day Program	Meet to modify current policies and strategies and modify them to encourage successful transitions after 90 days.	Encourage students to return to mainstream education and take full advantage of their opportunities.	Jaziel Guerra David Sullivan Stacy Price Pat Johnson	7/1/2021	6/31/2022	0	
2. Continue mentoring program	Utilize our Projects to invite more Community members to our school.	Extra support to our students.	Jaziel Guerra David Sullivan	7/1/2021	6/31/2022	0	
3. Continue to implement Reading Plus	Online platform Reading Plus	Improve Reading scores	Jaziel Guerra David Sullivan	7/1/2021	6/31/2022	\$1600	DT General Fund

Mercer Day Treatment Attachment 8 for 2021-2022 MOA

Implementation and Impact Check for School Year 2020-2021

NOTE: The Implementation and Impact Check should be completed at the end of the school year and is used to document the implementation of strategies/activities from the Program Improvement Plan as well as provide evidence and outcomes of the activity. Submit this document with the 2021-2022 Memorandum of Agreement.

Objective Label	Activity/Strategy	I = Implemented IP = Implemented Partially NI = Not Implemented	Has This Activity Had Impact? Yes/no	Evidence of Actual Impact on Terms of Progress and Success	Outcomes/Observations/ New Data Reasons for Progress and Success or Reasons Expected Impact Did Not Occur
Effectively Deliver Distance Learning	We used a new program this year, Edgenuity, to deliver our virtual curriculum. Our staff checked in daily with students and met weekly through google meets. Students kept the pace with the program as it was scheduled.	I	Yes	While we are big believers in project based learning while students are in person. We felt it impossible for one teacher to meet the students' individual needs virtually, so students were assigned an Edgenuity curriculum. Students completed the curriculum on Edgenuity as needed.	Using edgenuity was borderline successful due to the nature of our students not being motivated to work on their own. However, we made it through the virtual portion of the school year.
Continue Community Mentoring for our students	Create a mentoring program that involves community members	IP	Yes	As we returned to school we have been able to continue to recruit community members to mentor our students. Adults from the UK Ag Office, and through our podcast are willing to visit with our students and mentor them as they work through our program.	We will continue to shape and define our mentoring program.
Reading Plus, Improve Reading Comprehension	Continue to use the Reading Plus program every year to improve reading comprehension.	IP	Yes	Reading Plus is a supplement to the emphasis we place on reading at MDT. Every year we have data proven success of our students improving their reading levels. Due to virtual learning even though Reading Plus is an online tool, students did not take full advantage of the program due to the lack of personal motivation and in person monitoring. While as a whole our scores did not drop we did not see the usual gains that we have seen in years prior.	See previous column. We will continue to use Reading Plus to improve comprehension.

Day Treatment

Transition Plan

Plan developed during treatment and prior to change of educational placement

This form is to be completed during the admission of the youth in the treatment program and presented at the transition meeting involving parent/guardian, student, educational staff, treatment staff, school family resource coordinator, DJJ/DCBS worker, and/or community workers. If at all possible, the receiving school should be involved.

Date _____

Student: _____ Date of Birth _____ Grade _____

Date of Educational Placement _____ Anticipated Discharge Date _____

Educational

Educational goal: _____

Pre and Post Assessments

<u>Assessment</u>	<u>Pre test date</u>	<u>Grade Equivalence</u>	<u>Post test date</u>	<u>Grade Equivalence</u>
<u>Reading</u>				
<u>Math</u>				

Total credits to date _____ Does the student have an IEP or 504? _____

Is the student participating in a GED Program? _____

Current Schedule

Current Behavior

Expected Outcome as student transitions (student will enroll in traditional school, alternative school, day treatment, etc.)

Contact Person _____

Vocational

Vocational goal: _____

Individual Learning Plan: _____

Career Scope completion date: _____ Interest Area: _____
Has it been shared with the student? _____

Is the student participating in vocational / job shadowing program(s)? _____ If yes, which program(s)?

Contact Person _____

Mental/Physical Health

Mental/Physical Health goal: _____

Does the student have mental/physical needs that may impact learning or treatment? If, so, please explain.

Expected Outcome (How will mental/physical be addressed as student transition?)

Contact Person _____

Treatment Team Members

Name	Title	Name	Title
	Parent/ Guardian		Student
	Director/ Counselor		Treatment Staff
	DJJ / DCBS Worker		Treatment Staff
	Receiving school		Treatment Staff

	Other:		Other:
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****Day Treatment Counselors will conduct follow up contacts with each student at two months, six months and at one year. The follow up will include: Is the youth still in school, graduated or obtained a GED? Has the youth had any law violations? Has the youth had any school board violations? Has the youth been adjudicated of any new offenses?**

Academic/Vocational /Mental Health

Reading Programs

- Reading Plus
- Reading class
- SAR

Learning Styles

- Piney Mountain
- Pre-GED
- Career Scope
- Records Review
- Math & Reading
- Kentucky Core Content Check off List

- Portfolio Writing
- Open Response / On Demand Writing
- Psychosocial
- Career Futures
- ACT Preparation
- Individual Learning Plan
- Weekly Progress Notes
- IPI
- IEP
- Job Shadowing

Academic Strategies

- Treatment Team Meetings
- Behavior Modifications / Special Accommodations
- Parents invited to conferences
- Phone Documentation
- Career Skills
- Instruction based on KY Core Content
- Open Response / On Demand Writing
- Teach to Learning Styles
- Extended School Services

- Reading / Math
- Portfolio Writing
- Pre-GED
- SRA
- Reading Plus
- Practical Living Skills

During Academic Placement

- IEP
- IPI
- IGP/ILP
- IEP Meeting (if applicable)
- IPI Meeting
- Treatment Team Meeting
- 60 Day Reviews

- Community Resources / Vocational Referrals
- Vocational / Technical School
- Military / ASVAB
- Educational Opportunities
- GED / Adult Learning
- Job Corps
- Guest Speakers

During Treatment

- _____ Weekly Progress Notes
- _____ Records Review

- _____ ITP Meeting/Development
- _____ Individual Counseling
- _____ Group Counseling (circle)

- Goals
- Life Skills Development
- Anger Management
- Substance Abuse
- Academics
- Social Skills

- _____ Family Meetings/ Counseling offered
- _____ Drug Screens

- _____ Behavior Management
- _____ Treatment Team meeting
- _____ 60-Day Reviews
- _____ Court Reports
- _____ Meetings /Community Agencies

- _____ Mentoring
- _____ Transition Meeting
- _____ Other

Health/Mental Health

- _____ Immunizations
- _____ Physical Form
- _____ Referral for Mental Health (circle)

- IMPACT PLUS
- DCBS

- Independent Living
- Out Patient Counseling
- Rivendell
- CCSU
- Lincoln Trail

On Exit

- _ Math
- _ Reading
- _ Transition
ating

Educational records will be sent upon request. Request should be sent to the following:

cc: Parent/Guardian, Student, DJJ / DCBS Worker, Treatment Staff, Counselor, Receiving District/School

Follow up for Successful Completion of the program

Name: _____

Date of Birth: _____ **Social Security Number** _____ - _____ - _____

Two months following completion of the program.

Contact made with: _____ Date: _____

1. Is the youth still in school, graduated or obtained a GED? _____
2. Has the youth had any law violations? _____
3. Has the youth had any school board violations? _____
4. Has the youth been adjudicated of any new offenses? _____

Six months following completion of the program.

Contact made with: _____ Date: _____

1. Is the youth still in school, graduated or obtained a GED? _____
2. Has the youth had any law violations? _____
3. Has the youth had any school board violations? _____
4. Has the youth been adjudicated of any new offenses? _____

One year following completion of the program.

Contact made with: _____ Date: _____

1. Is the youth still in school, graduated or obtained a GED? _____
2. Has the youth had any law violations? _____
3. Has the youth had any school board violations? _____
4. Has the youth been adjudicated of any new offenses? _____