

***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 serving state agency children.

Working in cooperation with the Kentucky Departments of Education (KDE); Juvenile Justice (DJJ); Behavioral Health, Developmental and Intellectual Disabilities (DBHDID); 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's 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 2013-2014 Interagency Agreement between the school district and treatment program (not required for Department of Juvenile Justice programs).
- **ATTACHMENT 7** - A Program Improvement Plan (PIP).
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2012-2013 Program Improvement Plan.
- **ATTACHMENT 9** - A Student Transition Plan (STP).

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

State Agency Children as defined in KRS 158.135 are:

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

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

**Definition of On-Site Education Programs**

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

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 13, 2013. 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 and direct all inquiries to:

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

**MEMORANDUM OF AGREEMENT**  
**Kentucky Educational Collaborative For State Agency Children**  
**Eastern Kentucky University**  
**Fiscal Year 2014**  
**(July 1, 2013 - June 30, 2014)**

**I. INTRODUCTION**

This agreement is made and entered into this 19th day of August, 2013, by and between The Kentucky Educational Collaborative for State Agency Children (KECSAC), Eastern Kentucky University, (hereinafter called the FIRST PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky, and **Elizabethtown Independent Schools**, (hereinafter called the SECOND PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky.

WHEREAS, the FIRST PARTY has been directed by the Justice Cabinet, Cabinet of Health and Family Services and 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 **Glen Dale Center** a 210 day instructional program that includes a traditional instructional school calendar that is 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 program is for a period of twelve months, beginning July 1, 2013, with an end date of June 30, 2014. The program may require a multi-year effort 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 – Elizabethtown Independent Schools**

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 program will be afforded all of the amenities of **Elizabethtown Independent Schools** faculty and/or staff. Such project personnel will be employees of the SECOND PARTY with selection dismissal, and all other employment decisions the responsibility of the SECOND PARTY.
4. Normal SECOND PARTY accounting procedures will be employed and records will be made available for inspection at the request of the FIRST PARTY for a period of up to five years beyond the termination date of a program.
5. The SECOND PARTY shall sign and return the Memorandum of Agreement, including all attachments, to the FIRST PARTY within ninety (90) days of issuance or no later than September 15. The FIRST PARTY may decrease funding by quarterly increments for noncompliance with the submission deadline. If the Memorandum of Agreement is submitted but is incomplete, the FIRST PARTY has the authority to hold reimbursement for expenses until a completed Memorandum of Agreement is submitted to the FIRST PARTY.
6. The SECOND PARTY shall maintain an inventory of all items purchased with KECSAC funds. All items purchased with KECSAC funds remain the property of FIRST PARTY.
7. The SECOND PARTY shall notify the FIRST PARTY in writing, no less than 30 days in advance, when a state agency program will be closed.
8. The SECOND PARTY agrees to return all purchased items to the FIRST PARTY within 30 days of the closing date of a program.
9. The SECOND PARTY shall submit a new application for funds should an existing KECSAC program move to the SECOND PARTY'S district and if the SECOND PARTY is seeking funding for any activities or items not specified herein.
10. The SECOND PARTY shall immediately notify FIRST PARTY in writing of any problems, complaints or allegations relating to the use or administration of KECSAC funds or any program supported, in whole or part, by KECSAC funds. SECOND PARTY shall send such notification to FIRST PARTY at:

KECSAC  
104 Case Annex  
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 program generates including KECSAC and SEEK funds. Any KECSAC funds not expended by June 30<sup>th</sup> of the current fiscal year will be deducted from the program's next fiscal year allocation amount.
3. The SECOND PARTY agrees that if a 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 30<sup>th</sup>, up to 50% if the program closed on or before December 31<sup>st</sup> and up to 75% if the program closed on or before April 30<sup>th</sup>.
4. If a program receives the full amount of allotted funds and that 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 program may be renewed for additional periods under these terms as may be mutually agreed upon in writing.

## **VIII. CABINETS**

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

## **IX. ENDORSEMENTS**

Both parties have executed this Agreement by duly authorized officers.

## **X. PROGRAM GUIDELINES**

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

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

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

2. Shall complete a formal or informal academic assessment of the educational needs of all SAC, and vocational needs of SAC aged fourteen (14) and up or in eighth grade and above, within the first 30 days after admission to an on-site program.
3. Shall, at on-site programs, provide the treatment program director an opportunity to interview prospective new teachers for the on-site state agency school program when filling a teacher vacancy. At on-site 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 school 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 13, 2013**

**Spring Statewide Meeting:                      March 7, 2014**

5. Shall ensure school administrators attend additional meetings upon thirty (30) days written notification from the FIRST PARTY or the CABINETS.
6. Shall be responsible to ensure school administrators complete and timely submit information upon request from the CABINETS and/or the FIRST PARTY.
7. Shall ensure the school administrator, or a designee, participates in treatment planning conferences and team meetings for state agency children in programs they serve.
8. Shall comply with all policies of the CABINETS relative to the care and treatment of state agency children.
9. Shall, at on-site 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 program shall attend the "*New Educators Training*," which is scheduled for **August 28, 2013**. 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 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 an exigent circumstance for purposes of GED testing.
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 703 KAR 5:040.

15. Shall, at on-site programs, develop portfolios consistent with the content requirements of the state's assessment program. Shall send the state agency child's portfolio to the receiving school as part of the education records when youth transition from a program.
16. Shall request of sending school the educational records for all state agency children. Upon receipt of the school records, the SECOND PARTY shall notify within five (5) days the sending school of the state agency child's enrollment. Upon receipt of the school records, the state agency program shall notify the sending school district office of the pupil personnel director that the child is now in school attendance and not a drop out.
17. Shall ensure that the educational records of state agency children be forwarded to the receiving schools within five (5) school days following the release of the youth from the program.
18. Shall prepare an Educational Passport as required by KRS 158.137 and 605.110(3)(e).
19. Shall comply with all provisions of KRS Chapters 158, 161, 610, 635, 640, 645, 505 KAR 1:080, 922 KAR 1:300 and 922 KAR 1:305.
20. Shall maintain a **current** copy of the "Child Caring Facility License" issued by the State of Kentucky documenting the license capacity and type of program for **each** non-state operated or non-state contracted program for which the SECOND PARTY is requesting funding or otherwise have filed for a renewal sufficiently in advance of the expiration of any license.
21. Shall submit to the FIRST PARTY, a total educational budget in project budget report MUNIS format for **each** program providing education to state agency children as **Attachment 1** and a comprehensive annual budget as **Attachment 2**, attached hereto and incorporated herein by reference.
22. Shall provide to all state agency children an extended school calendar of two hundred and thirty (230) days with two hundred and ten (210) instructional days in accordance to 505 KAR 1:080. An Educational Calendar Worksheet outlining the two hundred and thirty (230) days shall be submitted as **Attachment 3**, incorporated herein by reference, with the annual Memorandum of Agreement. If changes are made to the calendar during the year, an updated calendar shall be submitted to KECSAC. 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 program 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 program and the approved service provider is required, including a copy of the current service provider's contract. Such Interagency Agreement, as may be amended, is attached as **Attachment 6**, hereto and incorporated herein by reference.
25. Shall attach a copy of the Program Improvement Plan (PIP) developed using state assessment data, KECSAC Program Reviews and any other surveys or data collected by individual programs. The implementation and assessment of the PIP is solely the responsibility of the SECOND PARTY. Such Program Improvement Plan, as may be amended, is attached as **Attachment 7**, hereto and incorporated herein by reference.
26. Shall attach a copy of the Implementation and Impact Check based upon the submitted 2012-2013 Program Improvement Plan for the 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 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 KARA 1:220 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**

Elizabethtown Independent Schools

**FIRST PARTY**

Eastern Kentucky University

\_\_\_\_\_  
Mr. Jon Ballard  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Gerald J. Pogatshnik  
Associate Vice President for Research

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Ronnie Nolan  
KECSAC Director

\_\_\_\_\_  
Date



## **ATTACHMENT 1**

### **Kentucky Educational Collaborative For State Agency Children Budget For 2014 Fiscal Year July 1, 2013 - June 30, 2014**

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 2013 Fiscal Year**  
**July 1, 2013 - June 30, 2014**

All budget information must be complete and accurate for each KECSAC program within the school district.

The proposed budget was tentatively approved by the school board on the 19<sup>th</sup> day of August, 2013 and approved as to form and classification by the school district's finance officer on the 19<sup>th</sup> day of August, 2013.

The following budget is adopted for **PROGRAM'S NAME** the Fiscal Year for 2013-14 and the amounts stated are appropriated for the purposed indicated for the **PROGRAM'S NAME**.

<b>Federal Programs Allocation FY14</b>	
Title I, Part A	\$ 60,000
Title I Part D, Subpart 2 Neglected & Delinquent	\$
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 <sup>st</sup> Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$20,900
IDEA B Preschool	\$
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
<b>Total</b>	<b>\$80,900</b>

<b>State Programs Allocation FY14</b>	
General Funds	\$ 92,000
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$47,440
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Other:	\$
<b>Total</b>	<b>\$ 139,440</b>

# **ATTACHMENT 3** **2013-2014 School Calendar for Elizabethtown Independent and The Glendale Center** **210 Instructional Days / 230 Total Days**

	M	T	W	T	F	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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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Feb	2/3	2/4	2/5	2/6	2/7	2/8	2/9	2/10	2/11	2/12	2/13	2/14	2/15	2/16	2/17	2/18	2/19	2/20	2/21	2/22	2/23	2/24	2/25	2/26	2/27	2/28																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
Mar	3/3	3/4	3/5	3/6	3/7	3/8	3/9	3/10	3/11	3/12	3/13	3/14	3/15	3/16	3/17	3/18	3/19	3/20	3/21	3/22	3/23	3/24	3/25	3/26	3/27	3/28	3/29	3/30	3/31																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
April		4/1	4/2	4/3	4/4	4/5	4/6	4/7	4/8	4/9	4/10	4/11	4/12	4/13	4/14	4/15	4/16	4/17	4/18	4/19	4/20	4/21	4/22	4/23	4/24	4/25	4/26	4/27	4/28	4/29	4/30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

**Instructions:** Please fill out the calendar by using the following letters to indicate the type of day for the program. The calendar must be approved by KDE.

A=Administrative Days/No School    I=Instructional (177 Days)    E=Extended KECSAC (33 Days)    O=Opening Day    C=Closing Day  
H=Holidays    PD=Professional Development Days    V=Vacation Day    M=Make Up Day

## **ATTACHMENT 4**

### **Make Up Day Plan**

Include a plan with your MOA for making up any of the 210 instructional days missed due to inclement weather or other district planned events.

Programs will be asked to:

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

**Attachment 4  
Glen Dale Center  
Make Up Day Plan**

**The Glen Dale Center Make Up Day plan for the 2013-14 school year is as follows:**

**When the Elizabethtown Independent School District is closed due to inclement weather, then the Glen Dale Center will be closed as well. When the district makes up day, the Glen Dale Center will make up days as well. Tentative make up days are built into the district school calendar throughout the 2013-14 school year.**

## ELIZABETHTOWN INDEPENDENT SCHOOLS CALENDAR for 2013-2014

August 5, Monday	Professional Development for Teachers
August 7, Wednesday	Opening Day for Teachers
August 8, Thursday	First Day for Students – FULL DAY OF INSTRUCTION
August 15, Thursday	First day of PreSchool
September 2, Monday	Labor Day Holiday - SCHOOL DISMISSED
September 9, Monday	Progress Reports distributed; based on 21 days (Aug 8 – Sept 6)
September 16, Monday	Professional Development for Teachers – STUDENTS DISMISSED
October 7 - 11, Monday - Friday	Fall Break - SCHOOL DISMISSED
October 14, Monday	Planning Day for Teachers – STUDENTS DISMISSED
October 16, Wednesday	End of first grading period (42 days)
October 23, Wednesday	Report Card Day
November 4, Monday	SCHOOL DISMISSED
November 5, Tuesday	Professional Development for Teachers - STUDENTS DISMISSED
November 19, Tuesday	Progress Reports distributed; based on 21 days (Oct 17 – Nov 18)
November 27, Wednesday	Thanksgiving Break - SCHOOL DISMISSED
November 28, Thursday	Thanksgiving Holiday - SCHOOL DISMISSED
November 29, Friday	Thanksgiving Break - SCHOOL DISMISSED
December 20, Friday	End of First Semester; end of second grading period (42 days)
December 23 - January 3	Christmas/New Year Break - SCHOOL DISMISSED
January 6, Monday	Professional Development for Teachers – STUDENTS DISMISSED
January 7, Tuesday	School reconvenes – Second Semester begins
January 14, Tuesday	Report Card Day
January 20, Monday	Martin Luther King Day Holiday - SCHOOL DISMISSED
February 10, Monday	Progress Reports distributed; based on 23 days (Jan 7 – Feb 7)
February 17, Monday	Professional Development for Teachers – STUDENTS DISMISSED
March 12, Wednesday	End of Third Grading Period (45 days)
March 17, Monday	Planning Day (EHS Power Pact) - STUDENTS DISMISSED
March 19, Wednesday	Report Card Day
March 31- April 4, Monday - Friday	Spring Break/KEA – SCHOOL DISMISSED
April 22, Tuesday	Progress Reports distributed; based on 22 days (Mar 13 – Apr 21)
May 2, Friday	SCHOOL DISMISSED
May 14, Wednesday	PreSchool Last Day
May 23, Friday	Last Day for Students – FULL DAY OF INSTRUCTION; Report Card Day
May 26, Monday	Memorial Day Holiday – SCHOOL DISMISSED
May 27, Tuesday	Closing Day for Teachers
May 28 – June 3	SCHOOL DISMISSED <i>UNLESS USED AS MAKE UP DAYS IF MISS FOR WEATHER</i>

**Dates are subject to change due to unforeseen circumstances.**

**Dates of Progress Reports and Report Cards are subject to change due to printing and/or technology issues.**

# **ATTACHMENT- 5** **State Agency Children SEEK Calculation Worksheet** **2013-2014 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.

<b>School District:</b> <u>Elizabethtown Independent</u>		<b>School Code:</b> <u>045</u>
<b>Name of Treatment Program:</b> <u>The Glen Dale Center</u>		
<b>A.</b>	Projected 2013-2014 School Year Average Daily Attendance (ADA)	<u>15</u>
<b>B.</b>	Projected Base SEEK \$3,827 x ADA	\$ <u>57,405.00</u>
<b>C.</b>	Projected At-Risk Add-on \$3,827 x 0.15 x ADA for residential & group home youth*	\$ <u>8,610.00</u>
<b>D.</b>	December 1, 2011 Child Count: Severe (Low) <u>2</u> Moderate <u>2</u> Speech (High) <u>0</u>	
<b>D1.</b>	Projected Low Incidence Add-On <sup>1</sup> \$3,833 x 2.35 = \$8,993.45 x 12-1-12 Child Count	\$ <u>17,986.90</u>
<b>D2.</b>	Projected Moderate Incidence Add-On <sup>2</sup> \$3,833 x 1.17 = \$4,477.59 x 12-1-12 Child Count	\$ <u>8,955.18</u>
<b>D3.</b>	Projected High Incidence Add-On <sup>3</sup> \$3,833 x 0.24 = \$918.48 x 12-1-12 Child Count	\$ <u>0.00</u>
<b>E.</b>	<b>Total Projected SEEK for 2013-2014 School Year</b>	\$ <u>92,957.08</u>
<b>F.</b>	SEEK Funds to be provided by Kentucky Department of Education State Ratio ** <u>79.00%</u> x Total Projected SEEK (Line E)	\$ <u>73,436.09</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.

<sup>1</sup>Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury;  
<sup>2</sup>Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay;  
<sup>3</sup>High 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**  
**2013-2014 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](http://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.**

## **State Agency Children Interagency Agreement**

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This agreement is intended to form the basis for a cooperative relationship between the Glen Dale Treatment Center (GDTC) as a provider of residential services, the Sunrise Children's Services as the parent organization of GDTC, and the Elizabethtown Independent Schools Board of Education as the local education agency (LEA) responsible for the provision of school services.

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

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

1. Provide the LEA with advanced notice prior to the enrollment of a student from the facility into a public school program. When this is not possible, such as in emergency cases, the school will be notified the same day that the facility is notified of the placement.
2. Provide the LEA all pertinent student records and information available prior to requesting the admittance of the student. This information is to be used by the LEA to arrange for needed services. The GDTC will notify the LEA when students are enrolled that have safety concerns.
3. Notify the LEA of regularly scheduled or specially scheduled meetings for case review and other sufficient notice and opportunity for school staff participation in relation to educational issues, placement planning conferences, and aftercare planning.
4. Notify the LEA of regularly scheduled discharges from the facility.
5. Assure the LEA that on-going communication will be maintained between staff of the residential facility and the LEA on a schedule that is mutually determined and based on the needs of each student. The GDTC administrative staff will meet with the LEA school administrative staff on a monthly basis.
6. Notify the LEA of pertinent staff development sessions scheduled for GDTC staff pertaining to services for school-aged children or youth and offer the opportunity for LEA staff to participate.
7. Inform the school staff of and ask for their input in regard to any group or individual behavior interventions or management systems and collaborate in residential implementation of similar methods utilized by the school system. Treatment teams will include a member of the educational staff when decisions affecting the student's educational program are to be made.

8. The GDTC agrees that residents will attend school for the entire day and that an effort will be made to keep residents from being pulled during the school day for individual treatment or counseling. To assist with this, GDTC will provide on-site counseling staff to work with residents to meet their treatment needs and achieve their treatment goals as needed.
9. Determine a mutually agreeable method for dealing with any crisis behaviors of individual students or classrooms as a whole that may occur in the classroom or school setting so that a consistent management program can be implemented.
10. Administer all medications required by students while under the supervision of GDTC and notify school staff of any necessary medication to be administered while under the supervision of the LEA.
11. Assure that each student's health and hygiene will be maintained and notification will be made to the school of any student condition which may affect students' behavior or performance.
12. Provide appropriate space for the on-site classrooms and school office.
13. Assure that the on-site classroom(s) are designed to meet the needs of the students.
14. Assure that GDTC will provide the necessary staff to facilitate the return of students to their residences at the end of the school day in a timely and appropriate manner.
15. Inform school staff (prior to the student's return to the on-site classroom or school) when an incident has occurred which may affect a student's academic or behavioral performance in school.
16. The LEA, GDTC, and SUNRISE agree that residents will be better served by all parties hereto if staffing at GDTC is consistent with enrollment. GDTC and SUNRISE agree to provide adequate staffing at the facility.
17. Agree that GDTC and SUNRISE hereto agree to monitor the turnover of residents, within their control, at GDTC in order to assure that LEA can more effectively meet the needs of the residents.
18. Agree to a method for resolution of disputes or issues not covered by this Agreement.

**The Elizabethtown Independent Schools hereby agrees to:**

1. Provide educational services for all school-age GDTC residents consistent with their educational needs and the constraints of existing state education regulations.
2. Attend GDTC meetings relative to educational services. Provide an educational staff member to participate in treatment team meetings when decisions affecting the student's educational program are to be made.

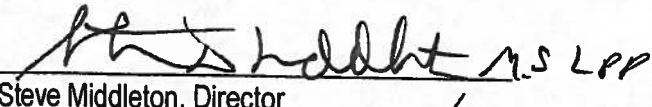
3. Notify GDTC staff of school meetings scheduled relative to the design or review of educational services for individual students.

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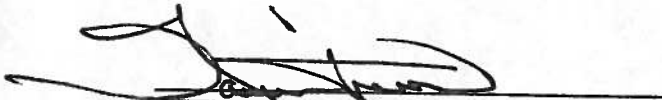
4. Collaborate with the GDTC staff in design, implementation and/or revision of behavioral interventions in the school setting and facilitate consistent application when such interventions are appropriate for the residential setting.
5. Implement a behavior intervention plan for dealing with any crisis behaviors of individual students or the classrooms as a whole. The LEA staff will notify the GDTC administrative of any significant behavioral problems on a regular basis.
6. Assure that on-going communication will be maintained between staff of the residential facility and the LEA on a schedule that is mutually determined and based on the needs of each student. The LEA school administrative staff and the GDTC administrative staff will meet on a monthly basis.
7. Notify GDTC staff when an incident has occurred which may affect student behavior after leaving the classroom or school setting.
8. Assure that any GDTC student who is suspected of having an educational disability will be referred, evaluated, and if appropriate, provided special education services in accordance with state requirements and district procedure.
9. Notify the GDTC staff of any health or hygienic condition which is in need of attention.
10. Provide instructional goals and objectives for the education of State Agency Children as required by the Cabinet for Human Resources (CHR) and the KECSAC MOA.
11. Provide on-site classroom(s) for students that GDTC and LEA staff identify as needing this service:
  - A. Transitioning into GDTC: GDTC staff and LEA staff determining if adjustment period is needed and reviewing appropriate progress of transition.
  - B. Lacking information: determining level of service that is needed, GDTC and school staff gather more information or assess.
  - C. Having difficulty handling school setting: determining the need for and implementing appropriate support structure.
12. Agree to a method for resolution of disputes or issues not covered by this Agreement.

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

The agreement shall be in effect beginning *August 1, 2010* and until a mutually agreed upon revision is requested.

  
Steve Middleton, Director  
Sunrise Children's Services  
Glen Dale Treatment Center

9/21/12  
Date

  
Mr. Gary French, Superintendent  
Elizabethtown Independent Schools

8-20-12  
Date

## **ATTACHMENT 7**

### **Program Improvement Plan**

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

# **Improvement Plan**

**Glen Dale Center**

**Elizabethtown Independent School District**

**Kelli Bush, Principal  
1030 Commerce Dr  
Elizabethtown, KY 42701**



TABLE OF CONTENTS

Overview..... 1

Goals Summary..... 2

    Goal 1: Increase the average freshman graduation rate from 76% to 90% by 2015. .... 3

    Goal 2: Increase the percentage of students who are college and career ready from 34% to 68% by 2015. .... 3

    Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017. .... 4

Activity Summary by Funding Source..... 6

Overview

Plan Name

Improvement Plan

Plan Description

2012-13

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the average freshman graduation rate from 76% to 90% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average freshman graduation rate by 90% by 06/30/2015 as measured by the district report card.	\$50000
2	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Collaborate to increase the percentage of students who are college and career ready from 59.8% to 64.3% by 06/30/2013 as measured by Unbridled Learning CCR formula.	\$12000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Collaborate to increase achievement for all student groups so that the percentage of achievement gap students performing at the proficient level increases from 33.9% to 40.5% by 05/31/2013 as measured by the district report card.	\$50000

## Goal 1: Increase the average freshman graduation rate from 76% to 90% by 2015.

### Measurable Objective 1:

Collaborate to increase the average freshman graduation rate by 90% by 06/30/2015 as measured by the district report card.

### Strategy 1:

Targeted Intervention - The Glen Dale Center will utilize personnel to coach/mentor students to ensure graduation.

Activity - Graduation Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize personnel to provide assistance in graduation coordinating.	Behavioral Support Program	01/02/2013	08/31/2013	\$50000	District Funding	Superintendent; Assistant Superintendent for Student Learning; Glen Dale staff

## Goal 2: Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

### Measurable Objective 1:

Collaborate to increase the percentage of students who are college and career ready from 59.8% to 64.3% by 06/30/2013 as measured by Unbridled Learning CCR formula.

### Strategy 1:

College Readiness - The Glen Dale Center will participate in implementing a fluid and intentional plan to improve student performance on all EPAS college readiness assessments (PLAN and ACT).

Activity - Triumph	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Glen Dale Center will explore ways to implement the Triumph program to target student performance needs.	Academic Support Program	01/02/2013	06/30/2013	\$6500	District Funding	Assistant Superintendent for Student Learning; Glen Dale Teachers

Activity - Credit Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will assist the Glen Dale Center in exploring and expanding student opportunities for credits. These will include Dual Credit, KVHS, Advanced Placement, and AP Online Coursework.	Academic Support Program	01/02/2013	06/30/2013	\$0	No Funding Required	Assistant Superintendent for Student Learning

#### Strategy 2:

Career Readiness Pathways - The school will implement systems to improve student readiness for a career upon graduation.

Activity - Technology for Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ways to improve limitations currently in place for student use of technology will occur. Specifically, staff will research and implement strategies for improving capabilities for students to use technology in research for class projects/presentations as well as career exploration.	Technology	01/02/2013	08/31/2013	\$5500	Other	Assistant Superintendent for Student Learning

Activity - CCR Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Glen Dale center will utilize the developed visual tool that will allow for management and monthly monitoring of college and career measures based upon individual student performances on ACT, COMPASS, ASVAB, WorkKeys, KOSSA, and industry certificates.	Career Preparation/Orientation	01/02/2013	06/30/2013	\$0	No Funding Required	Assistant Superintendent for Student Learning; EHS administration; Glen Dale Center staff

### Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017.

#### Measurable Objective 1:

Collaborate to increase achievement for all student groups so that the percentage of achievement gap students performing at the proficient level increases from 33.9% to 40.5% by 05/31/2013 as measured by the district report card.

#### Strategy 1:

RTI Support - The Glen Dale Center will develop and implement a system that will provide supplemental time and support to address possible contributors to achievement gap students who are performing below proficiency.

Activity - Pyramid of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Improvement Plan**  
Glen Dale Center

The school will develop and implement a systematic pyramid of intervention for targeting student needs.	Academic Support Program	01/02/2013	06/30/2013	\$0	No Funding Required	Assistant Superintendent for Student Learning; Director of Special Programs
<b>Activity - Teacher Effectiveness</b>						
Glen Dale teachers will participate in district training on Charlotte Danileson's Framework for Effective Teaching and CILTS (Continuous Instructional Improvement Technology System) in order to minimize use of the Jefferson County Curriculum and implement extended learning beyond the classroom in a intergrated and meaningful manner.	Professional Learning	01/02/2013	06/30/2014	\$45000	Title I Part A	Assistant Superintendent for Student Learning
<b>Activity - Community Meetings</b>						
The district will develop and implement an ongoing system for community meetings to communicate student achievement data and goals for improving teacher and learning. The district will explore ways to include the data, goals and needs of the Glen Dale Center.	Community Engagement	01/02/2013	06/30/2013	\$5000	General Fund	Assistant Superintendent
<b>Activity - Learning Beyond the Classroom</b>						
Teachers will research and implement strategies for extending student learning beyond the classroom. Collaboration with Sunrise Services staff members will occur in regards to this.	Academic Support Program	01/02/2013	08/31/2013	\$0	No Funding Required	Glen Dale Center Head Teacher, Assistant Superintendent for Student Learning

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Effectiveness	Glen Dale teachers will participate in district training on Charlotte Danileson's Framework for Effective Teaching and CLITS (Continuous Instructional Improvement Technology System) in order to minimize use of the Jefferson County Curriculum and implement extended learning beyond the classroom in a integrated and meaningful manner.	Professional Learning	01/02/2013	06/30/2014	\$45000	Assistant Superintendent for Student Learning
<b>Total</b>					<b>\$45000</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology for Research	Ways to improve limitations currently in place for student use of technology will occur. Specifically, staff will research and implement strategies for improving capabilities for students to use technology in research for class projects/presentations as well as career exploration.	Technology	01/02/2013	08/31/2013	\$5500	Assistant Superintendent for Student Learning
<b>Total</b>					<b>\$5500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Beyond the Classroom	Teachers will research and implement strategies for extending student learning beyond the classroom. Collaboration with Sunrise Services staff members will occur in regards to this.	Academic Support Program	01/02/2013	08/31/2013	\$0	Glen Dale Center Head Teacher, Assistant Superintendent for Student Learning
Credit Opportunities	The district will assist the Glen Dale Center in exploring and expanding student opportunities for credits. These will include Dual Credit, KVHS, Advanced Placement, and AP Online Coursework.	Academic Support Program	01/02/2013	06/30/2013	\$0	Assistant Superintendent for Student Learning



**Improvement Plan**  
Glen Dale Center

Pyramid of Interventions	The school will develop and implement a systematic pyramid of intervention for targeting student needs.	Academic Support Program	01/02/2013	06/30/2013	\$0	Assistant Superintendent for Student Learning; Director of Special Programs
CCR Progress Monitoring	The Glen Dale center will utilize the developed visual tool that will allow for management and monthly monitoring of college and career measures based upon individual student performances on ACT, COMPASS, ASVAB, WorkKeys, KOSSA, and industry certificates.	Career Preparation/Orientation	01/02/2013	06/30/2013	\$0	Assistant Superintendent for Student Learning; EHS administration; Glen Dale Center staff
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Triumph	The Glen Dale Center will explore ways to implement the Triumph program to target student performance needs.	Academic Support Program	01/02/2013	06/30/2013	\$6500	Assistant Superintendent for Student Learning; Glen Dale Teachers
Graduation Coordinator	The district will utilize personnel to provide assistance in graduation coordinating.	Behavioral Support Program	01/02/2013	08/31/2013	\$50000	Superintendent; Assistant Superintendent for Student Learning; Glen Dale staff
<b>Total</b>					\$56500	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Meetings	The district will develop and implement an ongoing system for community meetings to communicate student achievement data and goals for improving teacher and learning. The district will explore ways to include the data, goals and needs of the Glen Dale Center.	Community Engagement	01/02/2013	06/30/2013	\$5000	Superintendent
<b>Total</b>					\$5000	

## **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 2012-2013 Program Improvement Plan. The report should include updates on the goals set from the previous academic year.

**Glen Dale Center**  
**Implementation and Impact Check**

Institution	Activity Status	Activity Name	Activity Type	Activity Description
Glen Dale Center	In Progress	Credit Opportunities	Academic Support Program	The district will assist the Glen Dale Center in exploring and expanding student opportunities for credits. These will include Dual Credit, KVHS, Advanced Placement, and AP Online Coursework.
Glen Dale Center	In Progress	Graduation Coordinator	Behavioral Support Program	The district will utilize personnel to provide assistance in graduation coordinating.
Glen Dale Center	In Progress	Learning Beyond the Classroom	Academic Support Program	Teachers will research and implement strategies for extending student learning beyond the classroom. Collaboration with Sunrise Services staff members will occur in regards to this.
Glen Dale Center	In Progress	Teacher Effectiveness	Professional Learning	Glen Dale teachers will participate in district training on Charlotte Danileson's Framework for Effective Teaching and CIITS (Continuous Instructional Improvement Technology System) in order to minimize use of the Jefferson County Curriculum and implement extended learning beyond the classroom in a intergrated and meaningful manner.
Glen Dale Center	In Progress	Technology for Research	Technology	Ways to improve limitations currently in place for student use of technology will occur. Specifically, staff will research and implement strategies for improving capabilities for students to use technology in research for class projects/presentations as well as career exploration.
Glen Dale Center	In Progress	Triumph	Academic Support Program	The Glen Dale Center will explore ways to implement the Triumph program to target student performance needs.
Glen Dale Center	In Progress	Community Meetings	Community Engagement	The district will develop and implement an ongoing system for community meetings to communicate student achievement data and goals for improving teacher and learning. The district will explore ways to include the data, goals and needs of the Glen Dale Center.
Glen Dale Center	Not Applicable			

***Glen Dale Center  
Implementation and Impact Check***

Glen Dale Center	Not Completed	CCR Progress Monitoring	Career Preparation/Orientation	The Glen Dale center will utilize the developed visual tool that will allow for management and monthly monitoring of college and career measures based upon individual student performances on ACT, COMPASS, ASVAB, WorkKeys, KOSSA, and industry certificates.
Glen Dale Center	Not Completed	Pyramid of Interventions	Academic Support Program	The school will develop and implement a systematic pyramid of intervention for targeting student needs.

## **ATTACHMENT 9**

### **Student Transition Plan**

KECSAC programs are required to submit a Student Transition Plan (STP) for the 2013-2014 academic year. The STP should outline the program's procedures for transitioning state agency children from one educational program to the next instructional or vocational setting. The STP shall comply with the transition plan and service requirements of the Individual with Disabilities Education Act (IDEA), enacted as 20 USC 1200 to 1491o, and 707 KAR 1:220 for students with educational disabilities.

The Student Transition Plan shall include procedures that address the transfer of student educational records.

505 KAR 1:080 stipulates that the last school or district a state agency youth attends prior to placement in a state agency program shall be responsible for forwarding the educational records to the state agency program within five (5) school days of receipt of the request.

The school administer shall ensure that the educational records of state agency children are forwarded to the receiving school within five (5) school days following the release of the youth from the treatment facility.

(Please refer to KECSAC policies 04.2 and 04.21 regarding Records and the Educational Passport.)

**Attachment 9**  
**Student Transition Plan**  
**Glen Dale Center 2013-14**

1. Keep electronic files updated weekly with incoming students and exiting students.
2. Talk with each student about her transition goals and plans which are part of each student's IEP/ILP meeting.
3. Provide information and data concerning academic progress for the transition goal meeting.
4. Communicate with each individual student within 7 days of exit to offer support and encouragement. Student is encouraged to maintain contact with faculty and staff which includes national hot---line help numbers and a personal farewell letter.
5. Make phone contact to the receiving school in order to assure successful transition and mentoring in the new school.
6. Continue to try to contact the student and/or family member periodically if the student has graduated from high school.