

Kentucky Educational Collaborative For State Agency Children (KECSAC)
Eastern Kentucky University
Memorandum of Agreement
Overview

Legislation enacted by the Kentucky General Assembly in 1992 (SB260) and 1994 (HB826) established KECSAC and defined “state agency children” (SAC) and the role of school districts in the provision of services to these youth (KRS 158.135). Subsequent regulations provide the foundation for the Memorandum of Agreement (MOA) between KECSAC (administered by the Eastern Kentucky University, College of Education) and the school district providing educational services to state agency children.

Working in cooperation with the Kentucky Departments of Education (KDE); Juvenile Justice (DJJ); Behavioral Health, Developmental and Intellectual Disabilities (BHDID); Community Based Services (DCBS); and Local Education Agencies, KECSAC annually requires that each school district submit the following items as attachments for each program to this MOA:

- **ATTACHMENT 1** - A total budget for the education of state agency children in the treatment programs in project budget report MUNIS format.
- **ATTACHMENT 2** - A comprehensive annual budget for the state agency children educational program.
- **ATTACHMENT 3** - A completed Program Educational Calendar Worksheet.
- **ATTACHMENT 4** - A plan for making up any of the 210 instructional days due to inclement weather or other district planned events.
- **ATTACHMENT 5** - A completed SEEK Calculation Worksheet.
- **ATTACHMENT 6** – A current 2014-2015 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 2013-2014 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 1st.

The educational programs that serve SAC must meet the special needs of students who, upon exiting a public or private treatment program in the Commonwealth, will return to a public school setting as well as those who will enter the work force or some other alternative program.

The original signed copy of the KECSAC MOA and attachments should be returned to the KECSAC office at Eastern Kentucky University, prior to September 5, 2014. 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 2015
(July 1, 2014 - June 30, 2015)

I. INTRODUCTION

This agreement is made and entered into this ____1st____ day of __July____, 2014, 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 **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 in **Programs** 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 Memorandum of Agreement is for a period of twelve months, beginning July 1, 2014, with an end date of June 30, 2015. 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 – School District

1. The SECOND PARTY will provide the services of a school administrator as the overall school district program(s) director, or a substitute acceptable to both parties.
2. Time and effort sheets will be maintained by the school administrator for staff providing services for each program under this Agreement. All wages and fringe benefits required hereunder will be provided within the terms of funding in this Agreement.
3. Personnel assigned by the school district to the education program will be afforded all of the amenities of **School District** faculty and/or staff. Such project personnel will be employees of the SECOND PARTY with selection dismissal, and all other employment decisions the responsibility of the SECOND PARTY.
4. Normal SECOND PARTY accounting procedures will be employed and records will be made available for inspection at the request of the FIRST PARTY for a period of up to five years beyond the termination date of a program.
5. The SECOND PARTY shall sign and return the Memorandum of Agreement, including all attachments, to the FIRST PARTY within ninety (90) days of issuance or no later than September 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 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 April 30th.
4. If an education program receives the full amount of allotted funds and that education program closes without having spent all of the funds, the SECOND PARTY agrees to return any unspent funds.

VII. RENEWAL

The parties hereby understand that each education program may be renewed for additional periods under these terms as may be mutually agreed upon in writing.

VIII. CABINETS

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

IX. ENDORSEMENTS

Both parties have executed this Agreement by duly authorized officers.

X. PROGRAM GUIDELINES

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

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

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

2. Shall complete a formal or informal academic assessment of the educational needs of all SAC, and vocational needs of SAC aged fourteen (14) and up or in eighth grade and above, within the first 30 days after admission to an on-site program.
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 5, 2014

Spring Statewide Meeting: March 6, 2015

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 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, 2014**. 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 703 KAR 5:040.

15. Shall, at on-site education 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. In addition, shall attach a copy of its plan to make up days missed due to adverse weather or other district planned activities as **Attachment 4**, incorporated herein by reference.
23. Shall submit the SEEK Calculation Worksheet as **Attachment 5**. Such SEEK Calculation Worksheet, as may be amended, is attached as **Attachment 5**, hereto and incorporated herein by reference.
24. Shall submit and maintain a current copy of the Interagency Agreement between the SECOND PARTY and the facility, or documentation explaining why such interagency agreement is not required. If the program is a Mental Health Day Treatment facility, a current copy of the Interagency Agreement between the education program and the approved service provider is required, including a copy of the current service provider's contract. Such Interagency Agreement, as may be amended, is attached as **Attachment 6**, hereto and incorporated herein by reference.
25. Shall attach a copy of the 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 2013-2014 Program Improvement Plan for the education program. Such Implementation and Impact Check, as may be amended, is attached as **Attachment 8**, hereto and incorporated herein by reference.

27. Shall attach a copy of the education program's Student Transition Plan (STP) that outlines the transition procedures for state agency children. The implementation and assessment of the STP is solely the responsibility of the SECOND PARTY. The transition planning to a post school setting shall comply with the STP and service requirements of the Individuals with Disabilities Education Act (IDEA), enacted as 20 USC 1400 to 1491o, and 707 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

School District

FIRST PARTY

Eastern Kentucky University

Name	Date
Superintendent	

Dr. Gerald J. Pogatshnik	Date
Associate Vice President for Research	

Dr. Ronnie Nolan	Date
KECSAC Director	

ATTACHMENT 1

Kentucky Educational Collaborative For State Agency Children Budget For 2015 Fiscal Year July 1, 2014 - June 30, 2015

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.

State Agency Children's Fund for 2014-2015 School Year

School District	Name of Program	Type of Program	Average Daily Membership Average 13-14*	Rated Capacity	2014-2015 SACS Allocation
Breathitt County School District	Breathitt Residential Treatment Center	DCBS	8	15	\$26,368.00
	Breathitt Regional Juvenile Detention Center	DJJ	21	48	\$158,208.00
	Cadet Leadership and Education Program	DJJ	31	40	\$131,840.00
				Total	\$316,416.00

*Average Daily Membership (ADM) Average is calculated based on 13-14 ADM Count
Residential DJJ programs are fully funded based upon their rated capacity for 14-15.

THROUGH JUL 2014

DESCRIPTION	INCEP REV BUDGET	* MONTH TO DATE	* EX P E N D I T U R E S QUARTER TO DATE	* YEAR TO DATE	* PROJECT TO DATE	* AVAILABLE BUDGET
103A KCSAC-DET CTR; DAY TRIM; BOOT CAM						
0312198 DETENTION CENTER						
0312198 0110 CERTIFIED PERMANENT SALARY	119666.00	.00	.00	.00	.00	119666.00
0312198 0111 EXTENDED DAY	29820.00	.00	.00	.00	.00	29820.00
0312198 0120 CERTIFIED SUBSTITUTE SALARY	1800.00	.00	.00	.00	.00	1800.00
0312198 0211 GROUP LIFE INSURANCE	44.00	.00	.00	.00	.00	44.00
0312198 0222 EMPLOYER MEDICARE CONTRIBUTION	2179.00	.00	.00	.00	.00	2179.00
0312198 0231 KTRS EMPLOYER CONTRIBUTION	3387.00	.00	.00	.00	.00	3387.00
0312198 0253 KSBA UNEMPLOYMENT INSURANCE	552.00	.00	.00	.00	.00	552.00
0312198 0260 WORKMENS COMPENSATION	760.00	.00	.00	.00	.00	760.00
TOTAL DETENTION CENTER	158208.00	.00	.00	.00	.00	158208.00
0322198 BREATHITT CO MENTAL HEALTH DAY						
0322198 0110 CERTIFIED PERMANENT SALARY	24248.00	.00	.00	.00	.00	24248.00
0322198 0120 CERTIFIED SUBSTITUTE SALARY	915.00	.00	.00	.00	.00	915.00
0322198 0211 GROUP LIFE INSURANCE	10.00	.00	.00	.00	.00	10.00
0322198 0222 EMPLOYER MEDICARE CONTRIBUTION	366.00	.00	.00	.00	.00	366.00
0322198 0231 KTRS EMPLOYER CONTRIBUTION	567.00	.00	.00	.00	.00	567.00
0322198 0253 KSBA UNEMPLOYMENT INSURANCE	132.00	.00	.00	.00	.00	132.00
0322198 0260 WORKMENS COMPENSATION	130.00	.00	.00	.00	.00	130.00
TOTAL BREATHITT CO MENTAL HEALTH DAY	26368.00	.00	.00	.00	.00	26368.00
0332198 BREATHITT CO. BOOT CAMP						
0332198 0110 CERTIFIED PERMANENT SALARY	57733.00	.00	.00	.00	.00	57733.00
0332198 0111 EXTENDED DAY	27681.00	.00	.00	.00	.00	27681.00
0332198 0120 CERTIFIED SUBSTITUTE SALARY	535.00	.00	.00	.00	.00	535.00
0332198 0130 CLASSIFIED REGULAR SALARY	32283.00	.00	.00	.00	.00	32283.00
0332198 0211 GROUP LIFE INSURANCE	110.00	.00	.00	.00	.00	110.00
0332198 0221 EMPLOYER FICA CONTRIBUTION	2000.00	.00	.00	.00	.00	2000.00
0332198 0222 EMPLOYER MEDICARE CONTRIBUTION	1783.00	.00	.00	.00	.00	1783.00
0332198 0231 KTRS EMPLOYER CONTRIBUTION	2021.00	.00	.00	.00	.00	2021.00

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BREATHITT CO. SCHOOLS
PROJECT BUDGET REPORT

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THROUGH JUL 2014

DESCRIPTION	INCEP REV BUDGET	* * * * *	MONTH TO DATE	* * * * *	EX P E N D I T U R E S * * * * *	QUARTER TO DATE	YEAR TO DATE	PROJECT TO DATE	AVAILABLE BUDGET
0332198 0232 CERS EMPLOYER CONTRIBUTION	5704.00		.00		.00	.00	.00	.00	5704.00
0332198 0253 KSBA UNEMPLOYMENT INSURANCE	1375.00		.00		.00	.00	.00	.00	1375.00
0332198 0260 WORKMENS COMPENSATION	615.00		.00		.00	.00	.00	.00	615.00
TOTAL BREATHITT CO. BOOT CAMP	131840.00		.00		.00	.00	.00	.00	131840.00
220 GRANT REVENUE SRF									
220 3200 RESTRICTED STATE REVENUE	-316416.00		.00		.00	.00	.00	.00	-316416.00
TOTAL GRANT REVENUE SRF	-316416.00		.00		.00	.00	.00	.00	-316416.00
TOTAL KECSAC-DET CTR; DAY TRTM; BOOT CAM	.00		.00		.00	.00	.00	.00	.00
TOTAL REVENUES	-316416.00		.00		.00	.00	.00	.00	-316416.00
TOTAL EXPENSES	316416.00		.00		.00	.00	.00	.00	316416.00
GRAND TOTALS	.00		.00		.00	.00	.00	.00	.00

AUTHORIZED SIGNATURE: _____

DATE: _____

FOR 2015 01

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED		

1 GENERAL FUND									

0311198 DETENTION CENTER - STATE AGENC									

0311198 0110 103X CRT PRM SA	104,064	90,302.00	.00	.00	.00	90,302.00	.0%		
0311198 0111 103X EXTENDED D	30,347	4,787.00	.00	.00	.00	4,787.00	.0%		
0311198 0120 103X CRT SUB SA	0	1,800.00	.00	.00	.00	1,800.00	.0%		
0311198 0211 103X GRP LIF IN	46	22.00	.00	.00	.00	22.00	.0%		
0311198 0222 103X MEDICARE	1,636	909.00	.00	.00	.00	909.00	.0%		
0311198 0231 103X KTRS	2,030	1,413.00	.00	.00	.00	1,413.00	.0%		
0311198 0253 103X KSEA UNEMP	250	297.00	.00	.00	.00	297.00	.0%		
0311198 0260 103X WRK COMP	700	318.00	.00	.00	.00	318.00	.0%		
0311198 0650 103X COMP SUPP	0	2,500.00	.00	.00	.00	2,500.00	.0%		
TOTAL DETENTION CENTER - STATE	139,073	102,348.00	.00	.00	.00	102,348.00	.0%		

0321198 BREATHITT CO MENTAL HEALTH DAY									

0321198 0110 103X CRT PRM SA	26,802	23,477.00	.00	.00	.00	23,477.00	.0%		
TOTAL BREATHITT CO MENTAL HEAL	26,802	23,477.00	.00	.00	.00	23,477.00	.0%		

0331198 BREATHITT CO. BOOT CAMP									

0331198 0110 103X CRT PRM SA	70,873	143,421.00	.00	.00	.00	143,421.00	.0%		
0331198 0111 103X EXTENDED D	28,242	.00	.00	.00	.00	.00	.0%		
0331198 0113 103X OTHER CERT	3,090	.00	.00	.00	.00	.00	.0%		
0331198 0120 103X CRT SUB SA	0	2,535.00	.00	.00	.00	2,535.00	.0%		
0331198 0130 103X CLS REG SA	32,055	.00	.00	.00	.00	.00	.0%		
0331198 0211 103X GRP LIF IN	55	44.00	.00	.00	.00	44.00	.0%		
0331198 0221 103X FICA	1,707	.00	.00	.00	.00	.00	.0%		
0331198 0222 103X MEDICARE	1,400	1,648.00	.00	.00	.00	1,648.00	.0%		
0331198 0231 103X KTRS	1,150	2,543.00	.00	.00	.00	2,543.00	.0%		
0331198 0232 103X CERS	6,274	.00	.00	.00	.00	.00	.0%		
0331198 0253 103X KSEA UNEMP	400	610.00	.00	.00	.00	610.00	.0%		
0331198 0260 103X WRK COMP	550	567.00	.00	.00	.00	567.00	.0%		
0331198 0610 103X SUPPLIES	1,000	3,000.00	.00	.00	.00	3,000.00	.0%		

FOR 2015 01

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0331198 0650 103X COMP SUPP	1,000	3,000.00	.00	.00	.00	3,000.00	.0%
TOTAL BREATHITT CO. BOOT CAMP	147,796	157,368.00	.00	.00	.00	157,368.00	.0%
TOTAL GENERAL FUND	313,671	283,193.00	.00	.00	.00	283,193.00	.0%
TOTAL EXPENSES	313,671	283,193.00	.00	.00	.00	283,193.00	.0%
GRAND TOTAL	313,671	283,193.00	.00	.00	.00	283,193.00	.0%

** END OF REPORT - Generated by Darnell McIntosh **

ATTACHMENT 2
Comprehensive Budget For 2013 Fiscal Year
July 1, 2014 - June 30, 2015

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 26th day of August, 2014 and approved as to form and classification by the school district's finance officer on the 27th day of August, 2014. The following budget is adopted for **BREATHITT REGIONAL JUVENILE DETENTION CENTER'S** the Fiscal Year for 2014-2015 and the amounts stated are appropriated for the purposed indicated for the **BREATHITT REGIONAL JUVENILE DETENTION CENTER**.

Federal Programs Allocation FY15	
Title I, Part A	\$
Title I Part D, Subpart 2 Neglected & Delinquent	\$78,385
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 st Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$
IDEA B Preschool	\$
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
Total	\$78,385

State Programs Allocation FY15	
General Funds	\$
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$152,208
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$158,208

ATTACHMENT 2
Comprehensive Budget For 2013 Fiscal Year
July 1, 2014 - June 30, 2015

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 26th day of August, 2014 and approved as to form and classification by the school district's finance officer on the 27th day of August, 2014. The following budget is adopted for **BREATHITT RESIDENTIAL TREATMENT CENTER** the Fiscal Year for 2014-2015 and the amounts stated are appropriated for the purposed indicated for the **BREATHITT RESIDENTIAL TREATMENT CENTER**.

Federal Programs Allocation FY15	
Title I, Part A	\$
Title I Part D, Subpart 1 Neglected & Delinquent	\$
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 st Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$
IDEA B Preschool	\$
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
Total	\$

State Programs Allocation FY15	
General Funds	\$
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$26,368
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$26,368

ATTACHMENT 2
Comprehensive Budget For 2013 Fiscal Year
July 1, 2014 - June 30, 2015

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 26th day of August, 2014 and approved as to form and classification by the school district's finance officer on the 27th day of August, 2014. The following budget is adopted for **CADET LEADERSHIP EDUCATION PROGRAM** the Fiscal Year for 2014-2015 and the amounts stated are appropriated for the purposed indicated for the **CADET LEADERSHIP EDUCATION PROGRAM**.

Federal Programs Allocation FY15	
Title I, Part A	\$
Title I Part D, Subpart 1 Neglected & Delinquent	\$26,612.75
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 st Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$
IDEA B Preschool	\$
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
Total	\$26,612.75

State Programs Allocation FY15	
General Funds	\$
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$131,840
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$131,840

ATTACHMENT 3

2014-2015 School Calendar for Breathitt County Schools for Breathitt Regional Juvenile Detention Center

210 Instructional Days / 230 Total Days

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Inst. Days	Extended Days	Non-Inst Days	Vac Days	Total Days																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
July 2014		7/1		7/2		7/3		7/4		7/5		7/6		7/7		7/8		7/9		7/10		7/11		7/12		7/13		7/14		7/15		7/16		7/17		7/18		7/19		7/20		7/21		7/22		7/23		7/24		7/25		7/26		7/27		7/28		7/29		7/30		7/31		8/1		8/2		8/3		8/4		8/5		8/6		8/7		8/8		8/9		8/10		8/11		8/12		8/13		8/14		8/15		8/16		8/17		8/18		8/19		8/20		8/21		8/22		8/23		8/24		8/25		8/26		8/27		8/28		8/29		8/30		8/31		9/1		9/2		9/3		9/4		9/5		9/6		9/7		9/8		9/9		9/10		9/11		9/12		9/13		9/14		9/15		9/16		9/17		9/18		9/19		9/20		9/21		9/22		9/23		9/24		9/25		9/26		9/27		9/28		9/29		9/30		10/1		10/2		10/3		10/4		10/5		10/6		10/7		10/8		10/9		10/10		10/11		10/12		10/13		10/14		10/15		10/16		10/17		10/18		10/19		10/20		10/21		10/22		10/23		10/24		10/25		10/26		10/27		10/28		10/29		10/30		10/31		11/1		11/2		11/3		11/4		11/5		11/6		11/7		11/8		11/9		11/10		11/11		11/12		11/13		11/14		11/15		11/16		11/17		11/18		11/19		11/20		11/21		11/22		11/23		11/24		11/25		11/26		11/27		11/28		11/29		11/30		12/1		12/2		12/3		12/4		12/5		12/6		12/7		12/8		12/9		12/10		12/11		12/12		12/13		12/14		12/15		12/16		12/17		12/18		12/19		12/20		12/21		12/22		12/23		12/24		12/25		12/26		12/27		12/28		12/29		12/30		12/31		1/1		1/2		1/3		1/4		1/5		1/6		1/7		1/8		1/9		1/10		1/11		1/12		1/13		1/14		1/15		1/16		1/17		1/18		1/19		1/20		1/21		1/22		1/23		1/24		1/25		1/26		1/27		1/28		1/29		1/30		1/31		2/1		2/2		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		2/29		2/30		3/1		3/2		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		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		5/1		5/2		5/3		5/4		5/5		5/6		5/7		5/8		5/9		5/10		5/11		5/12		5/13		5/14		5/15		5/16		5/17		5/18		5/19		5/20		5/21		5/22		5/23		5/24		5/25		5/26		5/27		5/28		5/29		5/30		5/31		6/1		6/2		6/3		6/4		6/5		6/6		6/7		6/8		6/9		6/10		6/11		6/12		6/13		6/14		6/15		6/16		6/17		6/18		6/19		6/20		6/21		6/22		6/23		6/24		6/25		6/26		6/27		6/28		6/29		6/30		7/1		7/2		7/3		7/4		7/5		7/6		7/7		7/8		7/9		7/10		7/11		7/12		7/13		7/14		7/15		7/16		7/17		7/18		7/19		7/20		7/21		7/22		7/23		7/24		7/25		7/26		7/27		7/28		7/29		7/30		7/31		8/1		8/2		8/3		8/4		8/5		8/6		8/7		8/8		8/9		8/10		8/11		8/12		8/13		8/14		8/15		8/16		8/17		8/18		8/19		8/20		8/21		8/22		8/23		8/24		8/25		8/26		8/27		8/28		8/29		8/30		8/31		9/1		9/2		9/3		9/4		9/5		9/6		9/7		9/8		9/9		9/10		9/11		9/12		9/13		9/14		9/15		9/16		9/17		9/18		9/19		9/20		9/21		9/22		9/23		9/24		9/25		9/26		9/27		9/28		9/29		9/30		10/1		10/2		10/3		10/4		10/5		10/6		10/7		10/8		10/9		10/10		10/11		10/12		10/13		10/14		10/15		10/16		10/17		10/18		10/19		10/20		10/21		10/22		10/23		10/24		10/25		10/26		10/27		10/28		10/29		10/30		10/31		11/1		11/2		11/3		11/4		11/5		11/6		11/7		11/8		11/9		11/10		11/11		11/12		11/13		11/14		11/15		11/16		11/17		11/18		11/19		11/20		11/21		11/22		11/23		11/24		11/25		11/26		11/27		11/28		11/29		11/30		12/1		12/2		12/3		12/4		12/5		12/6		12/7		12/8		12/9		12/10		12/11		12/12		12/13		12/14		12/15		12/16		12/17		12/18		12/19		12/20		12/21		12/22		12/23		12/24		12/25		12/26		12/27		12/28		12/29		12/30		12/31		1/1		1/2		1/3		1/4		1/5		1/6		1/7		1/8		1/9		1/10		1/11		1/12		1/13		1/14		1/15		1/16		1/17		1/18		1/19		1/20		1/21		1/22		1/23		1/24		1/25		1/26		1/27		1/28		1/29		1/30		1/31		2/1		2/2		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		2/29		2/30		3/1		3/2		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		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		5/1		5/2		5/3		5/4		5/5		5/6		5/7		5/8		5/9		5/10		5/11		5/12		5/13		5/14		5/15		5/16		5/17		5/18		5/19		5/20		5/21		5/22		5/23		5/24		5/25		5/26		5/27		5/28		5/29		5/30		5/31		6/1		6/2		6/3		6/4		6/5		6/6		6/7		6/8		6/9		6/10		6/11		6/12		6/13		6/14		6/15		6/16		6/17		6/18		6/19		6/20		6/21		6/22		6/23		6/24		6/25		6/26		6/27		6/28		6/29		6/30		7/1		7/2		7/3		7/4		7/5		7/6		7/7		7/8		7/9		7/10		7/11		7/12		7/13		7/14		7/15		7/16		7/17		7/18		7/19		7/20		7/21		7/22		7/23		7/24		7/25		7/26		7/27		7/28		7/29		7/30		7/31		8/1		8/2		8/3		8/4		8/5		8/6		8/7		8/8		8/9		8/10		8/11		8/12		8/13		8/14		8/15		8/16		8/17		8/18		8/19		8/20		8/21		8/22		8/23		8/24		8/25		8/26		8/27		8/28		8/29		8/30		8/31		9/1		9/2		9/3		9/4		9/5		9/6		9/7		9/8		9/9		9/10		9/11		9/12		9/13		9/14		9/15		9/16		9/17		9/18		9/19		9/20		9/21		9/22		9/23		9/24		9/25		9/26		9/27		9/28		9/29		9/30		10/1		10/2		10/3		10/4		10/5		10/6		10/7		10/8		10/9		10/10		10/11		10/12		10/13		10/14		10/15		10/16		10/17		10/18		10/19		10/20		10/21		10/22		10/23		10/24		10/25		10/26		10/27		10/28		10/29		10/30		10/31		11/1		11/2		11/3		11/4		11/5		11/6		11/7		11/8		11/9		11/10		11/11		11/12		11/13		11/14		11/15		11/16		11/17		11/18		11/19		11/20		11/21		11/22		11/23		11/24		11/25		11/26		11/27		11/28		11/29		11/30		12/1		12/2		12/3		12/4		12/5		12/6		12/7		12/8		12/9		12/10		12/11		12/12		12/13		12/14		12/15		12/16		12/17		12/18		12/19		12/20		12/21		12/22		12/23		12/24		12/25		12/26		12/27		12/28		12/29		12/30		12/31		1/1		1/2		1/3		1/4		1/5		1/6		1/7		1/8		1/9		1/10		1/11

ATTACHMENT 3

[illegible]

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 KEC SAC (33 Days) **O**=Opening Day
H=Holidays **PD**=Professional Development Days **V**=Vacation Day **M**=Make Up Day **C**=Closing Day

ATTACHMENT 3

2014-2015 School Calendar for Breathitt County Schools for Cadet Leadership Education Program

210 Instructional Days / 230 Total Days

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Inst. Days	Extended Days	Non-Inst Days	Vac Days	Total Days
July 2014		7/1	7/2	7/3	7/4	7/7	7/8	7/9	7/10	7/11	7/14	7/15	7/16	7/17	7/18	7/21	7/22	7/23	7/24	7/25	7/28	7/29	7/30	7/31		14	0	3	0	17
Aug					8/1	8/4	8/5	8/6	8/7	8/8	8/11	8/12	8/13	8/14	8/15	8/18	8/19	8/20	8/21	8/22	8/25	8/26	8/27	8/28	8/29	20	0	1	0	21
Sept	9/1	9/2	9/3	9/4	9/5	9/8	9/9	9/10	9/11	9/12	9/15	9/16	9/17	9/18	9/19	9/22	9/23	9/24	9/25	9/26	9/29	9/30			21	0	1	0	22	
Oct		10/1	10/2	10/3	10/6	10/7	10/8	10/9	10/10	10/13	10/14	10/15	10/16	10/17	10/20	10/21	10/22	10/23	10/24	10/27	10/28	10/29	10/30	10/31	21	0	1	1	23	
Nov	11/3	11/4	11/5	11/6	11/7	11/10	11/11	11/12	11/13	11/14	11/17	11/18	11/19	11/20	11/21	11/24	11/25	11/26	11/27	11/28					18	0	1	1	20	
Dec	12/1	12/2	12/3	12/4	12/5	12/8	12/9	12/10	12/11	12/12	12/15	12/16	12/17	12/18	12/19	12/22	12/23	12/24	12/25	12/26	12/29	12/30	12/31		15	0	1	7	23	
Jan 2015				1/1	1/2	1/5	1/6	1/7	1/8	1/9	1/12	1/13	1/14	1/15	1/16	1/19	1/20	1/21	1/22	1/23	1/26	1/27	1/28	1/29	1/30	19	0	2	1	22
Feb	2/2	2/3	2/4	2/5	2/6	2/9	2/10	2/11	2/12	2/13	2/16	2/17	2/18	2/19	2/20	2/23	2/24	2/25	2/26	2/27					20	0	0	0	20	
Mar	3/2	3/3	3/4	3/5	3/6	3/9	3/10	3/11	3/12	3/13	3/16	3/17	3/18	3/19	3/20	3/23	3/24	3/25	3/26	3/27	3/30	3/31			21	0	1	0	22	
April		4/1	4/2	4/3	4/6	4/7	4/8	4/9	4/10	4/13	4/14	4/15	4/16	4/17	4/20	4/21	4/22	4/23	4/24	4/27	4/28	4/29	4/30		8	14	0	0	22	
May					5/1	5/4	5/5	5/6	5/7	5/8	5/11	5/12	5/13	5/14	5/15	5/18	5/19	5/20	5/21	5/22	5/25	5/26	5/27	5/28	5/29	0	19	2	0	21
June	6/1	6/2	6/3	6/4	6/5	6/8	6/9	6/10	6/11	6/12	6/15	6/16	6/17	6/18	6/19	6/22	6/23	6/24	6/25	6/26	6/29	6/30			0	0	2	0	2	
																									177	33	15	10	235	
Total Days MUST Equal 230 or More:																														

Total Days MUST Equal 230 or More:

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 KECESAC (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).

Make Up Day Plan

Breathitt Regional Juvenile Detention Center

This facility does not close during inclement weather. However, we did include one makeup day, although we have not utilized a makeup day since the facility has been opened.

Legend

 Non-instructional day
 Non school day

Key Dates

Fr, Jul 11 Non-instructional Day, Opening
We, Jul 23 Non-instructional Day, Professional Dev
Th, Jul 24 Non-instructional Day, Professional Dev
Mo, Sep 1 Non-instructional Day, Holiday
Fr, Oct 10 Non school Day, Break
Th, Nov 27 Non-instructional Day, Holiday
Fr, Nov 28 Non school Day, Break
Mo, Dec 22 Non school Day, Break
Tu, Dec 23 Non school Day, Break
We, Dec 24 Non school Day, Break
Th, Dec 25 Non-instructional Day, Holiday
Fr, Dec 26 Non school Day, Break
We, Dec 31 Non school Day, Break
Th, Jan 1 Non-instructional Day, Holiday
Fr, Jan 2 Non-instructional Day, Professional Dev
Mo, Jan 19 Non school Day, Other
Fr, Mar 13 Non-instructional Day, Professional Dev
Th, Apr 2 Non school Day, Break
Fr, Apr 3 Non school Day, Break
Mo, May 25 Non school Day, Break
Fr, May 29 Non-instructional Day, Closing
Mo, Jun 1 Non school Day, Makeup

July						
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Total Instructional
Days: 210
Minutes: 77700

Total Non-Instructional:
Days: 10
Minutes: 7400

Total Non-School:
Days: 145
Minutes: 38480

January						
Su	Mo	Tu	We	Th	Fr	Sa
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Make Up Day Plan

Breathitt Residential Treatment Center

This facility rarely closes during inclement weather, but we do have six makeup days in the calendar. The calendar is attached that indicates the makeup days.

Legend

 Non-instructional day
 Non school day

Key Dates

Fr, Jul 11 Non-instructional Day, Opening
Fr, Aug 29 Non-instructional Day, Professional Dev
Mo, Sep 1 Non-instructional Day, Holiday
Fr, Oct 10 Non school Day, Break
Mo, Oct 13 Non-instructional Day, Professional Dev
Th, Nov 27 Non-instructional Day, Holiday
Fr, Nov 28 Non school Day, Break
Mo, Dec 22 Non school Day, Break
Tu, Dec 23 Non school Day, Break
We, Dec 24 Non school Day, Break
Th, Dec 25 Non-instructional Day, Holiday
Fr, Dec 26 Non school Day, Break
Mo, Dec 29 Non school Day, Break
Tu, Dec 30 Non school Day, Break
We, Dec 31 Non school Day, Break
Th, Jan 1 Non-instructional Day, Holiday
Fr, Jan 2 Non-instructional Day, Professional Dev
Mo, Jan 19 Non school Day, Other
Fr, Mar 13 Non-instructional Day, Professional Dev
Mo, May 25 Non school Day, Break
Fr, May 29 Non-instructional Day, Closing
Mo, Jun 1 Non school Day, Makeup
Tu, Jun 2 Non school Day, Makeup
We, Jun 3 Non school Day, Makeup
Th, Jun 4 Non school Day, Makeup
Fr, Jun 5 Non school Day, Makeup
Mo, Jun 8 Non school Day, Makeup

July						
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Total Instructional
Days: 210
Minutes: 77700

Total Non-Instructional:
Days: 10
Minutes: 7400

Total Non-School:
Days: 145
Minutes: 40330

January						
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Make Up Day Plan

Cadet Leadership Education Program

This facility does not close during inclement weather. However, we did include one makeup day, although we have not utilized a makeup day since the facility has been opened.

Legend

Non-instructional day

Non school day

Key Dates

Fr, Jul 11 Non-instructional Day, Opening
Fr, Aug 29 Non-instructional Day, Professional Dev
Mo, Sep 1 Non-instructional Day, Holiday
Fr, Oct 10 Non school Day, Break
Mo, Oct 13 Non-instructional Day, Professional Dev
Th, Nov 27 Non-instructional Day, Holiday
Fr, Nov 28 Non school Day, Break
Mo, Dec 22 Non school Day, Break
Tu, Dec 23 Non school Day, Break
We, Dec 24 Non school Day, Break
Th, Dec 25 Non-instructional Day, Holiday
Fr, Dec 26 Non school Day, Break
Mo, Dec 29 Non school Day, Break
Tu, Dec 30 Non school Day, Break
We, Dec 31 Non school Day, Break
Th, Jan 1 Non-instructional Day, Holiday
Fr, Jan 2 Non-instructional Day, Professional Dev
Mo, Jan 19 Non school Day, Other
Fr, Mar 13 Non-instructional Day, Professional Dev
Mo, May 25 Non school Day, Break
Fr, May 29 Non-instructional Day, Closing
Mo, Jun 1 Non school Day, Makeup

July						
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Total Instructional
Days: 210
Minutes: 77700

Total Non-Instructional:
Days: 10
Minutes: 7400

Total Non-School:
Days: 145
Minutes: 38480

January						
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ATTACHMENT-5
State Agency Children SEEK Calculation Worksheet
2014-2015 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: Breathitt County

Name of Treatment Program: BREATHITT REGIONAL JUVENILE DETENTION CENTER

School Code: 031

A.	Projected 2014-2015 School Year Average Daily Attendance (ADA)	<u>18.00</u>	
B.	Projected Base SEEK \$3,911 x ADA		\$ <u>70,398.00</u>
C.	Projected At-Risk Add-on \$3,911 x 0.15 x ADA for residential & group home youth*		\$ <u>10,559.00</u>
D.	December 1, 2013 Child Count: Severe (Low) <u>2</u> Moderate <u>4</u> Speech (High) <u>0</u>		
D1.	Projected Low Incidence Add-On ¹ \$3,911 x 2.35 = \$9,190.85 x 12-1-13 Child Count		\$ <u>18,381.70</u>
D2.	Projected Moderate Incidence Add-On ² \$3,911 x 1.17 = \$4,575.87 x 12-1-13 Child Count		\$ <u>18,303.48</u>
D3.	Projected High Incidence Add-On ³ \$3,911 x 0.24 = \$938.64 x 12-1-13 Child Count		\$ <u>0.00</u>
E.	Total Projected SEEK for 2014-2015 School Year		\$ <u>117,642.18</u>
F.	SEEK Funds to be provided by Kentucky Department of Education		\$ <u>102,348.70</u>
	State Ratio** <u>87.00%</u> x Total Projected SEEK (Line E)		

* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.

** To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.

¹Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury;

²Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay;

³High Incident Disability, 0.24 weight - Communication Disorders of Speech or Language.

NOTE: THESE CALCULATIONS ARE CONTINGENT ON THE FINAL APPROVAL OF THE STATE BUDGET

ATTACHMENT-5
State Agency Children SEEK Calculation Worksheet
2014-2015 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: Breathitt County

Name of Treatment Program: BREATHITT RESIDENTIAL TREATMENT CENTER

School Code: 032

A.	Projected 2014-2015 School Year Average Daily Attendance (ADA)	6.00	
B.	Projected Base SEEK \$3,911 x ADA		\$ 23,466.00
C.	Projected At-Risk Add-on \$3,911 x 0.15 x ADA for residential & group home youth*		\$ 3,519.00
D.	December 1, 2013 Child Count: Severe (Low) _____ Moderate _____ Speech (High) _____		
D1.	Projected Low Incidence Add-On ¹ \$3,911 x 2.35 = \$9,190.85 x 12-1-13 Child Count		\$ 0.00
D2.	Projected Moderate Incidence Add-On ² \$3,911 x 1.17 = \$4,575.87 x 12-1-13 Child Count		\$ 0.00
D3.	Projected High Incidence Add-On ³ \$3,911 x 0.24 = \$938.64 x 12-1-13 Child Count		\$ 0.00
E.	Total Projected SEEK for 2014-2015 School Year		\$26,985.00
F.	SEEK Funds to be provided by Kentucky Department of Education		\$ 23,476.95
	State Ratio** 87.00% x Total Projected SEEK (Line E)		

* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.

** To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.

¹Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury;

²Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay;

³High Incident Disability, 0.24 weight - Communication Disorders of Speech or Language.

NOTE: THESE CALCULATIONS ARE CONTINGENT ON THE FINAL APPROVAL OF THE STATE BUDGET

ATTACHMENT-5
State Agency Children SEEK Calculation Worksheet
2014-2015 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: Breathitt County

Name of Treatment Program: CADET LEADERSHIP AND EDUCATION PROGRAM

School Code: 033

A.	Projected 2014-2015 School Year Average Daily Attendance (ADA)	<u>29.00</u>	
B.	Projected Base SEEK \$3,911 x ADA		\$ <u>113,419.00</u>
C.	Projected At-Risk Add-on \$3,911 x 0.15 x ADA for residential & group home youth*		\$ <u>17,013.00</u>
D.	December 1, 2013 Child Count: Severe (Low) <u>3</u> Moderate <u>5</u> Speech (High) <u>0</u>		
D1.	Projected Low Incidence Add-On ¹ \$3,911 x 2.35 = \$9,190.85 x 12-1-13 Child Count		\$ <u>27,572.55</u>
D2.	Projected Moderate Incidence Add-On ² \$3,911 x 1.17 = \$4,575.87 x 12-1-13 Child Count		\$ <u>22,879.35</u>
D3.	Projected High Incidence Add-On ³ \$3,911 x 0.24 = \$938.64 x 12-1-13 Child Count		\$ <u>0.00</u>
E.	Total Projected SEEK for 2014-2015 School Year		\$ <u>180,883.90</u>
F.	SEEK Funds to be provided by Kentucky Department of Education		\$ <u>157,368.99</u>
	State Ratio** <u>87.00%</u> x Total Projected SEEK (Line E)		

* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.

** To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.

¹Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury;

²Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay;

³High Incident Disability, 0.24 weight - Communication Disorders of Speech or Language.

NOTE: THESE CALCULATIONS ARE CONTINGENT ON THE FINAL APPROVAL OF THE STATE BUDGET

ATTACHMENT 6
2014-2015 Interagency Agreement between School District
And Treatment Program

A current Interagency Agreement between **School District** and each contracted program for Cabinet for Health and Family Services should be attached and returned with the MOA. A sample copy of an interagency agreement can be found at www.kecsac.eku.edu, under Documents.

Mental Health Day Treatment programs are required to comply with the KECSAC Mental Health Day Treatment Program Standards of Practice.

DJJ Interagency Agreements are provided to us by DJJ and do not need to be included with the MOA.



Regional Office
178 Community Way
P.O. Box 794
Jackson, KY 41339
(606) 666-9006
Fax (606) 666-5840

**INTERAGENCY AGREEMENT BETWEEN
KENTUCKY RIVER COMMUNITY CARE, INC.
SEWELL FAMILY AND CHILDREN'S CENTER AND
BREATHITT COUNTY PUBLIC SCHOOLS**

This Agreement has the mutual goal of providing care and educational services to all those children while they are under the supervision of the above mentioned agencies. This Agreement will assist through a collaborative approach the target of providing high quality education to all children being served by both entities. This Agreement is not meant in any way to inhibit either approach to addressing the total need(s) of each child.

This Memorandum of Agreement regarding care for youth has been agreed upon by the two agencies.

BEHAVIOR AND CLASSROOM MANAGEMENT

The facility will have staff available in the event education staff may need assistance in dealing with inappropriate or disruptive behavior of students. Should the situation warrant, facility staff will remove the student from the classroom and place him/her in an appropriate dayroom until such time he/she is willing to reach a resolution to the problem through demonstrating a cooperative attitude and behavior. During this time, the student is expected to complete school assignments to the satisfaction of the education staff. The student may return to the classroom when expectations regarding behavior and attitude have been met. School assignments not completed by the time the student is permitted to return to the classroom setting will be made up later in the day and submitted to the teacher at the beginning of the following school day. The teacher will decide if credit will be given for the work completed.

ONGOING COMMUNICATION BETWEEN FACILITY AND LEA

The facility will regularly schedule administrative staff meetings. These meetings will include the school administrator (designee) and will also include discussions of school related issues. Upon the request of either party, staff will be available at the other times as needed to take part in or assist with education matters. Minutes of these meetings will be recorded and kept in a centralized location for future reference.



Breathitt County/BCSchools 2015 kb

Serving Breathitt, Knott, Lee, Leslie, Letcher, Owsley, Perry & Wolfe Counties
24-Hour Crisis & Information Line 800-262-7491
24-Hour Hearing Impaired Line 800-787-5043 (TTY)
Equal Employment Opportunity Employer
www.krcccares.com



LEA INSTRUCTIONAL OBJECTIVES

The Lead Education Agency (Breathitt County Board of Education) staff will deliver instruction to children (K-12) based upon the instructional goals listed within the Programs of Studies for Kentucky Schools and includes these learner concepts.

1. Knowledge of Basic Skills
2. Connections among content areas.
3. Active student involvement and learning.
4. Use of higher order thinking skills.
5. Continuous authentic assessment.
6. Relevancy to real life.

In addition, goals outlined by Senate Bill1, the Kentucky Department of Education, the Core Content and the National Standard will be addressed as means of instruction for each facility student. The LEA staff objective is to provide individualized programs of instruction based upon individual needs. Among the programs utilized in reaching specified objectives are the Mini Battery of Achievement (MBA) and the Skillsbank IV computer software program. Both of these programs provide individual pacing for each student within the academic core subjects of math, science, social studies, language arts, and life skills. Finally, the staff delivers informal counseling on a routine basis.

If a teacher aide is indicated on a student IEP than the LEA, will provide the teacher/aide with staff development training for their acknowledgement of procedures in meeting IEP educational and legal objectives when delivering instructional strategies to special needs students.

The LEA agrees to provide a teacher with appropriate qualifications should a child have Special Behavioral needs.

The LEA agrees to provide staff that has completed background screenings that ensures that staff:

- Have not been convicted of a misdemeanor offense involving illegal substances within the five previous years; or
- Have not been convicted of or entered a plea of guilty of sex crime as defined in KRS 17.165; or
- Have not been convicted of or entered a plea of guilty as a violent offender as defined in KRS 17.165; or
- Have not had an incident of child or adult abuse or neglect substantiated by the Cabinet of Families and Children after having been provided an opportunity to appeal the substantiated to an administrative or judicial body.
 1. For which the individual waived the right to appeal the substantiation, or
 2. For which an administrative body upheld the substantiated incident.
- Are not under investigation for any of the above.

The LEA agrees to notify KRCC's Director of Child and Family Services at 606-666-7591, Extension 1003 immediately upon knowledge that LEA staff are the subject of investigation, or received a conviction for any of the above.

STAFF DUE PROCESS

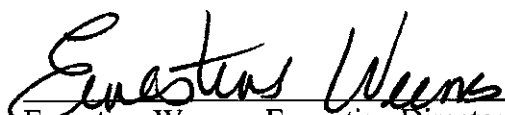
KRCC and Contractor shall work closely to ensure complaints, problems, concerns, or disputes are reviewed according to established procedures. Eligible complaints include working conditions, safety, unfair treatment, disciplinary actions, or any other form of alleged discrimination. Said procedures will include:

1. Concerns will first be addressed with immediate supervisor.
2. School Principal and Clinical Specialist will meet to discuss and resolve the concern.
3. If the Principal and Clinical Specialist cannot reach a resolution, the Clinical Specialist or Principal will submit a written summary of the meeting along with a request for the Clinical Director and Superintendent to meet for resolution.

Commitment to the points in this Agreement signifies each party's effort toward professional collaboration for providing quality treatment and educational services to each student for whom there is shared responsibility.

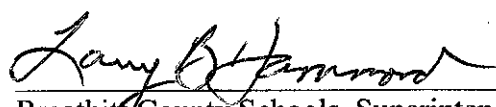
This agreement shall be in effect from July 1, 2014 to June 30, 2015 until a mutually agreed upon revision is requested by either party. This document shall be reviewed annually by both parties.

KENTUCKY RIVER COMMUNITY CARE, INC.


Ernestine Weems, Executive Director, Acting

Dated: 7/16/14

BREATHITT COUNTY SCHOOLS


Breathitt County Schools, Superintendent

Dated: 7/23/14

Local School Administrator

Dated: _____

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.

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

School Plan Format Copyright © Kentucky Department of Education, 2005

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

START WITH A PLAN SUMMARY

Begin your Executive summary with a very brief Plan Summary that lists the main things the school will be working on under this Plan. For readability, try to make this summary no longer than half a page.

CONTINUE WITH A PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, answer the following questions:

1. When and how did your school develop its mission statement? When and how did your school community last review it?
2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.
3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.
4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?
5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?
6. When did the council review drafts of the components?
7. When did the council review estimates for costs and drafts of Section 7 requests?
8. When was the public meeting held to present the Plan to the community, and who attended?
9. When did the council officially adopt your revised Plan?
10. When did the council officially adopt any Section 7 requests?
11. When and why has the Plan been revised since that data?
12. How will you evaluate your Plan, and when?
13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

In the early drafts of your Process Summary, the answers to questions 7-10 may still be in the future. Feel free to just say something like "This step is still in the future. As of today, March 7, the plan is to finish this step at the March 28 council meeting." You will have actual dates by the time you make the plan available to the public

For guidelines regarding the Executive Summary, download the Comprehensive School Improvement Planning Framework (2005) from the Kentucky Department of Education web page link on page one of this document.

Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14

Priority Need	Goal (Addresses the Priority Need)
Test results show that district KPREP scores are below state average in all content areas.	To raise KPREP scores in all content areas to equal or surpass the state mean.

Causes and Contributing Factors	Objectives with Measures of Success
Instructional strategies and learning activities are not systematically aligned with state aligned curriculum. Classroom assessments of student learning are not sufficiently frequent, rigorous, and aligned with KY's Core Content for assessment. Curriculum standards are not sufficiently connected across all transitional levels, allowing unnecessary overlaps and harmful gaps in what students learn and from school to school.	The district will provide opportunities for teachers to develop and implement effective, state-aligned instructional strategies. The district will provide opportunities for teachers to analyze student work using the performance level descriptors. The district will provide opportunities for teachers to align curriculum vertically, horizontally, and spirally across all transition levels.

EVIDENCE OF CAUSES: 1. Scholastic audit and reviews show instructional strategies and learning activities were textbook-driven, unvaried, teacher-directed, and unaligned to school curriculum. 2. Scholastic audits and reviews indicate that classroom assessments are not completely aligned with standards-based curriculum. 3. Based on scholastic review and district curriculum coordinator reports, the district is making some attempt to address overlaps, redundancy of content skills or curriculum gaps in mathematics, yet needs to identify curriculum transition points in other content areas.	MEASURES OF OBJECTIVES (PRACTICE AND RESULTS) 1. All schools will maintain documentation of a state-aligned curriculum (i.e., Curriculum Designer) and consistent school-wide lesson plans (i.e. STI) to be reviewed biannually (October and March). 2. Using the district's assessment review instrument and schedule, the district will monitor and review each school's classroom assessments including samples of student work, rubrics, and analysis grids to ensure consistency with the KY Performance Level Descriptors. 3. The district will review and monitor the implementation of KY Association of School Councils' Core Content Checklist at all grade levels in each school biannually (October and March) to identify gaps and overlaps in curricular gaps.
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Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Instructional Strategies	The district will provide PD for all teachers addressing inclusion and differentiated instruction such as multiple intelligences, learning styles and learning modes, higher level thinking skills, gender learning curve, and effects of poverty in the school environment. The PD will meet all requirements for KPREP.	PD Agendas & Rosters	PD Coordinator	Aug. 2014	Ongoing	PD Funds Title 1 Funds Title 2
	Teachers will receive training in the use of Curriculum Designer, Skills Connection, Rubricator, all IC software, all Pearson learning software, open response items, etc.	PD Rosters Certified Evaluations	Superintendent	Aug. 2014	Ongoing	PD Title 2 Title 1

	PD Agendas & Rosters	PD Coordinator Tech Prep Coordinator	Aug. 2014	Ongoing	Perkins PD
The district will provide PD for all teachers addressing curriculum transition points in all core content areas.					
CLEP will send parent/guardian educational survey in order to improve parent/guardian involvement, promote successful transition back to community and school, and enhance overall academic experience.	Insure a smooth and successful transition back to their community and school with a positive attitude toward their academic future.	CLEP staff	Aug. 2014	Ongoing	
CLEP will provide 27 computers to aid students in credit recovery through a web based software program.	Help students stay on a graduation track that will allow them to graduate with peers of their age group.	CLEP staff	Aug. 2014	Ongoing	
CLEP staff will use new instructional strategies obtained at KEC SAC 2014 At Risk Conference to be conducted at Richmond, Ky. July 23 & 24 th .	With this training, teachers will be able to deliver differentiated types of instruction that will meet all the learning styles of Kinesthetic, Tactic, Auditory, ect.	CLEP Staff	Aug. 2014	Ongoing	

Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Assessment	District will provide PD for all software on assessment kits.	PD Agendas & Rosters	PD Coordinator Federal Programs Coord.	Aug. 2014	Ongoing	PD Funds Title 1 Funds Title 2
	District will monitor authentic assessment through the assessment review instrument.	Improved KPREP scores.	Curriculum Coordinators	Aug. 2014	Ongoing	

Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Curriculum	District will monitor each school's utilization of the approved district curriculum and school-wide lesson plans.	Improved test scores.	Instructional Supervisor	Aug. 2014	Ongoing	
	CLEP will adopt lesson plan format that addresses different learning styles and areas of interest	Improved instruction and test Scores.	CLEP teachers	Aug. 2014	Ongoing	
	Staff will ensure all open response items are accompanied by a rubric CLEP Staff will use Web-Seminars, Professional Development, and all other training opportunities to become knowledgeable of the Quality Core End of	Improved performance on all open response items whether in class or on Assessments Help student pass Exams and receive credit for required class.	CLEP teachers	Aug. 2014	Ongoing	
		Teachers will be knowledgeable of this subject and the terminology used with it when	CLEP Staff Central Office Staff P.D. Staff	Aug. 2014	Ongoing	

	Course Assessment CLEP will use any additional funds to obtain technology in the form of student slots in the Novel Star program, Plato, & Edgenuity. Provide survey to all parents to assist in identifying students in need of LEP services	they are in trainings where this will be discussed. CLEP will be in compliance with state regulations regarding this new assessment. Improved Student Self Esteem Return Student to peer grade level. Increase the number of High Schools Diplomas awarded. Allows the students to maximize their academic ability (Earn More than the 3.5 Credits that the average CLEP student earns). Upon receiving parent surveys teachers will administer WIDA if needed. Assist Teachers in providing differentiated instructions to increase ACCESS, KPREP scores and student self-esteem.	CLEP Staff Central Office Staff Technology Staff Federal Programs Director CLEP Teachers District Staff	Aug. 2014 Aug. 2014	Ongoing Ongoing	
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Action Component Learning EnvironmentDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14

Priority Need	Goal (Addresses the Priority Need)
District KPREP Performance Report and Aftercare Plans show the following rates: Attendance (92.46%), Retention (2.6%), and Transition (93.8%). ????????????????	The dropout rate will decrease to below 5%; Retention rate will decrease to below 3%; and attendance rate will increase by 2%. Successful transition at A-6 schools will increase by 10%. ????????????????
Causes and Contributing Factors	Objectives with Measures of Success
1. We do not adequately support students making a transition from one level to the next, including A-6 schools, and then on to continuing education, life, and career options. 2. We do not adequately support students we can identify as being at risk based on discipline, academic difficulties, lack of extra-curricular involvement, or other signs of dropout potential.	1. The district will develop strategies/activities to enhance successful student transition from exiting preschool, intermediate, middle, and high school grades, and A-6 students will have an Individual Transition Plan. 2. The district will make available alternate education programs for at-risk students and expand the supplemental academic programs to address the individual needs of all students.

3. Families, community members, and staff are not actively involved in formulating school goals, strategies, needs, and opportunities for involvement. 4. There is no effective program/system in place to target and/or assist potential dropouts. EVIDENCE OF CAUSES: 1. KPREP non-cognitive data indicates that dropout, retention, and transition rates are not within acceptable state guidelines. 2. Cognitive and non-cognitive data indicates that the needs of identified at-risk students are not being met. 3. Parent interviews and surveys, school visitor logs, volunteer schedules indicate a greater need for parent involvement.	3. The district will provide opportunities for all schools to increase positive interaction among schools, community leaders, parents and children that will lead to bonding and generate a foundation for academic success. 5. The district will continue providing support with the effective dropout prevention program that will target potential dropouts and address their specific needs. MEASURES OF OBJECTIVES 1. KPREP data will indicate that the dropout and retention rates will decrease while the transition and attendance rates will increase, as well as A-6 Counselor visitation/follow-ups will serve as a monitoring instrument for successful transition. 2. The district will provide a comprehensive list of alternate education programs that are available for at-risk students; SBDM policies and minutes, school budgets, master schedules and lists of co-curricular programs will reflect the opportunity for all students to participate in supplemental academic programs. 3. Parent interviews and surveys, school visitor logs, and volunteer schedules will indicate that community partnerships, school programs, and learning activities are generating more academic success.
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Action Component Learning EnvironmentDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	The district will fund, monitor, and provide essential professional development for the implementation of the following: • Update curriculum – Implement board policy for updating/revising curriculum. Adjust policy as needed. • Curriculum specialists – Continue utilization of curriculum coordinators. • Transition program MS, HS, A-6 Schools. • Inclusion of special needs students.	Updated Board Policy Curriculum Document, Job Descriptions, Personnel Participation logs, attendance data, coursework success/failure, discipline records, Transition program records and BESI Inventory. After Care Plans	Superintendent FPC Instructional Supervisor, FPC CLEP, BJDC	Aug. 2014 Aug. 2014 Aug. 2014 Aug. 2014	Ongoing Ongoing Ongoing Ongoing	PD Funds Title 1 Funds Title 2 PD Federal Programs CLEP Title 1 CLEP

	After Care Plan will continue to be implemented and Individual Transition Plans will be developed for each A-6 student.	Successful Transition of students back to the community, school, and/or workplace.	Transition Facilitators	Aug. 2014	Ongoing	Title 1
	Training for appropriate use of CIITS as it pertains to Student Records, TPGES and other professional needs.	Enter PGP, appropriate parts of TPGES, and other professional records in CIITS system.	CLEP Staff Central Office Personel	Aug. 2014	Ongoing	PD Funds
	CLEP & BRJDC Teachers will work collaboratively under the supervision of Sabrina Turner to form a PLC for PGPs.	PLC will develop and implement PGPS targeted toward goals of DJJ students in Breathitt County.	CLEP Staff BRJDC Sabrina Turner	Aug. 2014	Ongoing	PD Funds

Action Component Learning EnvironmentDistrict Name Breathitt County SchoolsComponent Manager Dean SmithSchool Name CLEPDate 08-07-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	The district will fund and monitor program and provide essential professional development for the following: - Dropout prevention – enhancement of current program, including CLEP, Breathitt Juvenile Detention Center, and early identification of at-risk students. - Credit Recovery	Decrease in Dropout Rate Increase in credits for students.	FPC, Dropout Prevention Coordinator, Instructional Supervisor CLEP Staff FPC	Aug. 2014 Aug. 2014 Aug. 2014	Ongoing Ongoing Ongoing	PD Funds Title 1 Funds Title 2 CLEP Title 1 Dropout Prevention

Career Readiness	Students will view the 16 volume DVD series, Pathways for Career Success	Students will be exposed to and identify with 16 career clusters. DVD series will collaboratively assist students with updating ILP's on careercreating.com .	CLEP Staff	Aug. 2014	Ongoing	
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BREATHITT REGIONAL JUVENILE DETENTION CENTER

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2014-2015

The Breathitt Regional Juvenile Detention Center school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2005) prior to approval of our plan.

Debra Drake

Chairperson, School Council

8-14-2014

Date

Chairperson, School Planning Committee

Date

Plan Approved by the School Council:

Date

School Council Members:

Debra Drake	Rhonda Herald
Roxanne Fugate	Marilyn Graham

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2010-2011 are in the *Comprehensive School Improvement Planning Framework* (2005) and can be downloaded from the KDE Web Page at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

START WITH A PLAN SUMMARY

Begin your Executive summary with a very brief Plan Summary that lists the main things the school will be working on under this Plan. For readability, try to make this summary no longer than half a page.

CONTINUE WITH A PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, answer the following questions:

1. When and how did your school develop its mission statement? When and how did your school community last review it?
2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.
3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.
4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?
5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?
6. When did the council review drafts of the components?
7. When did the council review estimates for costs and drafts of Section 7 requests?
8. When was the public meeting held to present the Plan to the community, and who attended?
9. When did the council officially adopt your revised Plan?
10. When did the council officially adopt any Section 7 requests?
11. When and why has the Plan been revised since that data?
12. How will you evaluate your Plan, and when?
13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

In the early drafts of your Process Summary, the answers to questions 7-10 may still be in the future. Feel free to just say something like, "This step is still in the future. As of today, March 7, the plan is to finish this step at the March 28 council meeting." You will have actual dates by the time you make the plan available to the public

For guidelines regarding the Executive Summary, download the Comprehensive School Improvement Planning Framework (2005) from the Kentucky Department of Education web page link on page one of this document.

Action Component Academic PerformanceDistrict Name: Breathitt County Schools

Component Manager: _____

School Name: Breathitt Regional Juvenile Detention CenterDate: 8-14-2014

Priority Need	Goal (Addresses the Priority Need)
Test results show that district KPREP scores are below state average in all content areas.	To raise KPREP scores in all content areas to equal or surpass the state mean.

Causes and Contributing Factors	Objectives with Measures of Success
Instructional strategies and learning activities are not systematically aligned with state aligned curriculum. Classroom assessments of student learning are not sufficiently frequent, rigorous, and aligned with KY's Core Content for assessment. Curriculum standards are not sufficiently connected across all transitional levels, allowing unnecessary overlaps and harmful gaps in what students learn and from school to school.	The district will provide opportunities for teachers to develop and implement effective, state-aligned instructional strategies. The district will provide opportunities for teachers to analyze student work using the performance level descriptors. The district will provide opportunities for teachers to align curriculum vertically, horizontally, and spirally across all transition levels.
EVIDENCE OF CAUSES: 1. Scholastic audit and reviews show instructional strategies and learning activities were textbook-driven, unvaried,	MEASURES OF OBJECTIVES (PRACTICE AND RESULTS) 1. All schools will maintain documentation of a state-aligned curriculum to be reviewed biannually (October and March).

teacher-directed, and unaligned to school curriculum. 2. Scholastic audits and reviews indicate that classroom assessments are not completely aligned with standards-based curriculum. 3. Based on scholastic review and district curriculum coordinator reports, the district is making some attempt to address overlaps, redundancy of content skills or curriculum gaps in mathematics, yet needs to identify curriculum transition points in other content areas.	2. Using the district's assessment review instrument and schedule, the district will monitor and review each school's classroom assessments including samples of student work, rubrics, and analysis grids to ensure consistency with the KY Performance Level Descriptors. 3. The district will review and monitor the implementation of KY Association of School Councils' Core Content Checklist at all grade levels in each school biannually (October and March) to identify gaps and overlaps in curricular gaps.
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Action Component Academic PerformanceDistrict Name: Breathitt County Schools

Component Manager: _____

School Name: Breathitt Regional Juvenile Detention CenterDate: 8-14-2014**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Instructional Strategies	The district will provide PD for all teachers addressing inclusion and differentiated instruction such as multiple intelligences, learning styles and learning modes, higher level thinking skills, gender learning curve, and effects of poverty in the school environment.	PD Agendas & Rosters PD 360	PD Coordinator	July 2014	Ongoing	PD Funds Title 1 Funds Title 2
	Teachers will receive training in the use of the Study Island software program, constructed response items, Novel Stars credit recovery, Infinite Campus, ACT Quality Core, and Edgenuity	PD Rosters Certified Evaluations Classified Evaluations	Superintendent	July 2014	Ongoing	PD Title 2 Title 1

	The district will provide PD for all teachers addressing curriculum transition points in all core content areas. BRJDC staff will use new instructional strategies learned at the 2014 KECSC At-Risk conference.	PD Agendas & Rosters PD 360 KET PD Webinars Training will enable teachers to deliver differentiated instruction to meet learning styles.	PD Coordinator Tech Prep Coordinator BRJDC staff	July 2014 July 2014	Ongoing Ongoing	PD PD

Action Component Academic PerformanceDistrict Name: Breathitt County Schools

Component Manager: _____

School Name: Breathitt Regional Juvenile Detention CenterDate: 8/14/2014**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Assessment	District will provide PD for all software on assessment kits and End of Course Assessments District will monitor authentic assessment through the assessment review instrument.	PD Agendas & Rosters Improved KPREP scores.	PD Coordinator Federal Programs Coord. Curriculum Coordinators	July 2014 July 2014	Ongoing Ongoing	PD Funds Title 1 Funds Title 2

Action Component Academic PerformanceDistrict Name: Breathitt County Schools

Component Manager:

School Name: Breathitt Regional Juvenile Detention CenterDate: 8/14/2014**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Curriculum	District will monitor the update of district curriculum across key transition points through the use of KASC Core Content Checklists.	Aligned curriculum document.	Instructional Supervisor	July 2014	Ongoing	
	District will monitor each school's utilization of the approved district curriculum and school-wide lesson plans.	Improved KPREP scores.	Instructional Supervisor	July 2014	Ongoing	
	BRJDC will submit lesson plan format that addresses different learning styles and areas of interest.	Improved instruction and KPREP scores.	BRJDC teachers	July 2014	Ongoing	
	BRJDC will provide ten computers per classroom for student use in credit	Help students remain on track to graduate, keeping them with peers of their age group.	BRJDC teachers	July 2014	Ongoing	

	recovery and remediation programs Staff will ensure all constructed response items are accompanied by a scoring rubric	Improved performance on all constructed response items whether in class or on KPREP test	BRJDC teachers	July 2014	Ongoing	
	BRJDC will use KCCT practice items in preparation for KPREP testing prior to testing window	Improved KPREP scores	BRJDC teachers	July 2014	Ongoing	

Action Component Learning EnvironmentDistrict Name: Breathitt County Schools

Component Manager: _____

School Name: Breathitt Regional Juvenile Detention CenterDate: 8/14/2014

Priority Need	Goal (Addresses the Priority Need)
TABE scores reflect that residents at BRJDC have an average reading level of 7.9 and math level of 6.2	The reading and math level will increase by .5 to 1.0 grade level depending on length of stay.

Causes and Contributing Factors	Objectives with Measures of Success
- Residents arriving at BRJDC are not working at grade level in reading and math due to a high rate of truancy. - Residents have not been provided consistent educational opportunities due to frequent placement changes. - Residents that have fallen behind have not been provided individual instruction or assistance when needed due to class size, behavior infractions, and lack of attendance. - Some residents that arrive at BRJDC are already dropouts and have not attended a public school in three to five years.	- BRJDC teachers will use Renaissance Learning (AR)/Star Reader Assessment to assess and accurately target students for reading improvement. Students will be subjected to various levels of high interest reading material - Students will use Timed Lessons in math, social studies, and science to increase reading rate, build reading fluency, comprehension, and improve math skills. - Silent sustained reading time is provided during classes daily and for homework two days per week. Math reinforcement activities are also provided for homework two days per week. - BRJDC teachers will use TABE scores to accurately target

EVIDENCE OF CAUSES: 1. KPREP non-cognitive data indicates that dropout, retention, and transition rates are not within acceptable guidelines. 2. Resident's school attendance records reflect high absenteeism. 3. Resident discipline reports show multiple infractions of school conduct violations. 4. Resident academic records reflect multiple school and placement enrollments. 5. Cognitive and non-cognitive data indicates that the needs of identified at-risk students are not being met. 6. Resident records are incomplete, non-existent, or out of date/non-compliant with state requirements.	students for remediation for math an reading improvement. Targeted students will participate in remedial math and reading instruction as well as regular classroom activities. 5. Plato Math software will be utilized to keep students working at grade level or above. MEASURES OF OBJECTIVES 1. KPREP data will indicate that the dropout and retention rates will decrease while the transition and attendance rates will increase. 2. The district will provide a comprehensive list of alternate education programs that are available for at-risk students. 3. Students will be assessed using Star Reading upon entry into program, at thirty day, and ninety day intervals to assess progress. 4. Students will chart their ongoing reading and comprehension rate to self assess progress in Timed Reading activities. 5. Silent reading is monitored using a reading log, daily record, and journal with scoring rubric. 6. Students will be administered the TABE test upon entry and at ninety day intervals to assess progress and academic needs. 7. Students using Plato math will record their own scores and
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data to see progress.

Action Component Learning EnvironmentDistrict Name: Breathitt County Schools

Component Manager: _____

School Name: Breathitt Regional Juvenile Detention CenterDate: 8/14/2014**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resource s and Costs
	The district will fund, monitor, and provide essential professional development for the implementation of the following: • Update curriculum – Implement board policy for updating/revising curriculum. Adjust policy as needed. • Curriculum specialists – Continue utilization of curriculum coordinators. • Transition program MS, HS, A-6 Schools.	Updated Board Policy Curriculum Document, Job Descriptions, Personnel Participation logs, attendance data, coursework success/failure, discipline records, Transition	Superintendent FPC Instructional Supervisor, FPC	July 2014 July 2014 July 2014	Ongoing Ongoing Ongoing	PD Funds Title 1 Funds Title 2 PD Federal Programs BRJDC Title 1

Career Readiness	BRJDC and CLEP teachers will work collaboratively under the supervision of Sabrina McElroy to form a PLC which develops and implements PGPs and implement targeted toward goals of DJJ students in Breathitt County	program records.	CLEP, BRJDC teachers and BRTC principal	August 2014	Ongoing	BRJDC Title 1
	Training for appropriate usage of CIITS as pertains to student records, TPGES, and other professional needs	Completion of student/teacher growth goals Enter PGP, appropriate parts of TPGES, and other professional records in CIITS program	BRJDC Teachers	July 2014	Ongoing	
	Inclusion of special needs students.		BRJDC Teachers/Transition	July 2014	Ongoing	Title I
	A Transition Plan will be developed for A-6 students.				Ongoing	0

	BRJDC classrooms have been upgraded to intelligent classrooms each having smart boards.	Increased class participation and address learning styles.		July 2014	Ongoing	
	Suicide training will be provided to all staff.	Increase student awareness and provide resources.	BRJDC staff	July 2014	Ongoing	
	Students will view the 16 volume DVD series, Pathways for Career Success	Increase student awareness and provide resources.	BRJDC staff and teachers	July 2014	Ongoing	

Action Component Learning EnvironmentDistrict Name: Breathitt County Schools

Component Manager: _____

School Name: Breathitt Regional Juvenile Detention CenterDate: 8/14/2014**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	The district will monitor program and provide essential professional development for the following: • Enhancement of the current alternative education program, including Breathitt Regional Juvenile Detention Center. • Safe School Emergency Plan for lockdown procedures has been implemented.	Increase District enrollment, attendance rate, and graduation completion status Prepare staff and students for emergency situations, ie.(fire, severe weather, earthquake, and intruder)	FPC, Instructional Supervisor Safe Schools Coordinator and DJJ Youth Worker Supervisor and Facility Superintendent	July 2014 July 2014	Ongoing Ongoing	PD Funds KECSAC Funds Title 2 BRJDC Title 1

Date: July 2014

To be completed at review date:

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Date: July 2014

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Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Sabrina McElroySchool Name Breathitt Residential Treatment CenterDate 7-11-14

Priority Need	Goal (Addresses the Priority Need)
Test results show that district KPREP scores are below state average in all content areas.	To raise KPREP scores in all content areas to equal or surpass the state mean.

Causes and Contributing Factors	Objectives with Measures of Success
Instructional strategies and learning activities are not systematically aligned with state aligned curriculum. Classroom assessments of student learning are not sufficiently frequent, rigorous, and aligned with KY's Core Content for assessment. Curriculum standards are not sufficiently connected across all transitional levels, allowing unnecessary overlaps and harmful	The district will provide opportunities for teachers to develop and implement effective, state-aligned instructional strategies. The district will provide opportunities for teachers to analyze student work using the performance level descriptors. The district will provide opportunities for teachers to align curriculum vertically, horizontally, and spirally across all

gaps in what students learn and from school to school.

EVIDENCE OF CAUSES:

1. Scholastic audit and reviews show instructional strategies and learning activities were textbook-driven, unvaried, teacher-directed, and unaligned to school curriculum.
2. Scholastic audits and reviews indicate that classroom assessments are not completely aligned with standards-based curriculum.
3. Based on scholastic review and district curriculum coordinator reports, the district is making some attempt to address overlaps, redundancy of content skills or curriculum gaps in mathematics, yet needs to identify curriculum transition points in other content areas.

transition levels.

MEASURES OF OBJECTIVES (PRACTICE AND RESULTS)

1. All schools will maintain documentation of a state-aligned curriculum and consistent school-wide lesson plans to be reviewed biannually (October and March).
2. Using the district's assessment review instrument and schedule, the district will monitor and review each school's classroom assessments including samples of student work, rubrics, and analysis grids to ensure consistency with the KY Performance Level Descriptors.
3. The district will review and monitor the implementation of KY Association of School Councils' Core Content Checklist at all grade levels in each school biannually (October and March) to identify gaps and overlaps in curricular gaps.

Action Component Academic Performance**District Name Breathitt County Schools****Component Manager Sabrina McElroy****School Name Breathitt Residential Treatment Center****Date 7-11-14****Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Instructional Strategies	The district will provide PD for teacher addressing inclusion and differentiated instruction such as multiple intelligences, learning styles and learning modes, higher level thinking skills, gender learning curve, and effects of poverty in the school environment. The PD will meet all requirements for NCLB.	PD Agendas & Rosters	PD Coordinator	July 2014	Ongoing	PD Funds
	Teachers will receive training in the use of Infinite Campus software, open response items, etc.	PD Rosters Certified Evaluations	Superintendent And Central Office Staff	July 2014	Ongoing	PD

Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Sabrina McElroySchool Name Breathitt Residential Treatment CenterDate 7-11-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Assessment	District will monitor authentic assessment through the assessment review instrument. Assessments will be given during and the end of all units to ensure understanding of the material taught.	Improved KPREP scores. Improved KPREP scores.	PD Coordinator Federal Programs Coord. Curriculum Coordinators	July 2014 July 2014	Ongoing Ongoing	PD Funds

Action Component Academic PerformanceDistrict Name Breathitt County SchoolsComponent Manager Sabrina McElroySchool Name Breathitt Residential TreatmentDate 7-11-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Curriculum	District will monitor the update of district curriculum across key transition points through the use of Common Core Checklists.	Aligned curriculum document.	Instructional Supervisor	July 2014	Ongoing	
	District will monitor each school's utilization of the approved district curriculum and school-wide lesson plans.	Improved KPREP scores.	Instructional Supervisor	July 2014	Ongoing	
	A lesson plan format that addresses different learning styles and areas of interest will be adopted.	Improved instruction and KPREP scores	Sabrina McElroy	July 2014	Ongoing	
	Staff will ensure all open response items are	Improved performance on all open response items whether in	Sabrina McElroy	July 2014	Ongoing	

	accompanied by a rubric	class or on KPREP test	Sabrina McElroy	July 2014	Ongoing	
	Lessons will be taught to instruct/assess students' rubric comprehension.	Improved KPREP scores and open response efficiency.	Sabrina McElroy	July 2014	Ongoing	
	Breathitt Residential Treatment will have a KPREP Scrimmage day prior to the KPREP testing window	Improved KPREP scores	Sabrina McElroy	July 2014	Ongoing	

Action Component Learning EnvironmentDistrict Name Breathitt County SchoolsComponent Manager Sabrina McElroySchool Name Breathitt Residential TreatmentDate 7-11-14

Priority Need	Goal (Addresses the Priority Need)
KPREP Performance Report and Aftercare Plans show a high rate in the following areas: Attendance, Retention, and Transition.	The dropout rate will decrease to below 5%; Retention rate will decrease to below 3%; and attendance rate will increase by 2%. Successful transition at A-6 schools will increase by 12%.

Causes and Contributing Factors	Objectives with Measures of Success
1. We do not adequately support students making a transition from one level to the next, including A-6 schools, and then on to continuing education, life, and career options. 2. We do not adequately support students we can identify as being at risk based on discipline, academic difficulties, lack of extra-curricular involvement, or other signs of dropout potential.	1. The district will develop strategies/activities to enhance successful student transition from exiting preschool, intermediate, middle, and high school grades, and A-6 students will have an Individual Transition Plan. 2. The district will make available alternate education programs for at-risk students and expand the supplemental academic programs to address the individual needs of all students.

3. Families, community members, and staff are not actively involved in formulating school goals, strategies, needs, and opportunities for involvement. 4. There is no effective program/system in place to target and/or assist potential dropouts. EVIDENCE OF CAUSES: 1. KPREP non-cognitive data indicates that dropout, retention, and transition rates are not within acceptable state guidelines. 2. Cognitive and non-cognitive data indicates that the needs of identified at-risk students are not being met. 3. Parent interviews and surveys, school visitor logs, volunteer schedules, Marzano surveys and SISI audits/reviews indicate that a high percentage of parents feel unwelcome and uncomfortable in our schools.	3. The district will provide opportunities for all schools to increase positive interaction among schools, community leaders, parents and children that will lead to bonding and generate a foundation for academic success. 5. The district will continue providing support with the effective dropout prevention program that will target potential dropouts and address their specific needs. MEASURES OF OBJECTIVES 1. KPREP data will indicate that the dropout and retention rates will decrease while the transition and attendance rates will increase, as well as A-6 Counselor visitation/follow-ups will serve as a monitoring instrument for successful transition. 2. The district will provide a comprehensive list of alternate education programs that are available for at-risk students; SBDM policies and minutes, school budgets, master schedules and lists of co-curricular programs will reflect the opportunity for all students to participate in supplemental academic programs. 3. Parent interviews and surveys, school visitor logs, volunteer schedules, Marzano Surveys and SISI audits/reviews will indicate that community partnerships, school programs, and learning activities are generating more academic success.
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Action Component Learning EnvironmentDistrict Name Breathitt County SchoolsComponent Manager Sabrina McElroySchool Name Breathitt Residential TreatmentDate 7-11-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	The district will fund, monitor, and provide essential professional development for the implementation of the following: • Update curriculum – Implement board policy for updating/revising curriculum. Adjust policy as needed. • Curriculum specialists – Continue utilization of curriculum coordinators. • Transition program MS, HS, A-6 Schools. • Inclusion of special needs students.	Updated Board Policy Curriculum Document, Personnel Participation logs, attendance data, coursework success/failure, discipline records, Transition program records.	Superintendent FPC Instructional Supervisor, FPC	7-14 7-14 7-14	Ongoing Ongoing Ongoing	PD Funds PD Federal Programs

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Action Component Learning EnvironmentDistrict Name Breathitt County SchoolsComponent Manager Sabrina McElroySchool Name Breathitt Residential TreatmentDate 7-11-14**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	The district will fund and monitor program and provide essential professional development for the following: • Dropout prevention – enhancement of current program, and early identification of at-risk students. • Credit Recovery	Decrease in Dropout Rate	Dropout Prevention Coordinator, Instructional Supervisor	July 2014	Ongoing	PD Funds Dropout Prevention
		Increase in credits for students.	Sabrina McElroy	July 2014	Ongoing	Technology and KECSAC Funds

		Aid our students in computer classes, Life Skills class, Relapse Prevention plans and increase skills in internet research.				
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Date: July 2014

[illegible]

[illegible]

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 2013-2014 Program Improvement Plan. The report should include updates on the goals set from the previous academic year.

KECSAC

Implementation and Impact Check for School Year 2014-2015

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 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
PD that will focus on best practices for working with at-risk youths	Teachers will receive PD in the use of best practices for at risk youth, these practices are discussed in KECSAC meetings	IP	Y	Presently using best practices for addressing different learning styles for at-risk students	Teachers will be able to see progress on all types of assessment.
ILP	Teachers will receive PD training on the computer based version of the ILP.	I	Y	Teachers are able to help students map out their academic track and all kids leave with an ILP on the computer that they can access from their next school.	Teachers will be more knowledgeable of the computer based ILP and better prepared to instruct students with academic decisions

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
Instruction	Teachers will work together to develop a thematic/integrated unit of study with a culminating event.	I	Y	Teachers are collaborating on lesson plans to make sure all different learning styles are addressed in the unit.	Student enthusiasm and the outcome of their assessment will determine the success of this strategy.
ELL	Provide survey to all parents to assist in identifying students in need of LEP services	I	Y	Returned surveys indicated need for LEP services and ACCESS test was administrated.	Teachers will be more knowledgeable of the LEP services available and better prepared to instruct students enrolled in the LEP program.
Career Readiness	Students will view the 16 volume DVD Series Pathways for Career Success.	I	Y	Students compile packets of career information that they are interested in and present this info. to their peers.	Teachers & counselors will see more Cadets become employed in/or seek postsecondary education in chosen career clusters.

PLC's to develop effective student/teacher growth goals	Collaborate on PLC's and PD's with BRJDC & BRTC	IP	Y	Receive Performance Level – “Accomplished “ on TPGES	More effective teaching which will increase student scores on KPREP.
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Implementation and Impact Check

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 Reasons Expected Impact Did not Occur
Instructional Strategies	PD on Study Island, Novel Stars-Credit Recovery, and Edgeunity, and Smart Boards PD on Smart Board usage in instruction	IP IP	Yes	Teachers will use the Study Island and Edgeunity programs with differentiated instruction built-in remediation as a reinforcement tool to what has already been taught. Teachers will implement smart board activities to provide instruction.	Students will show quicker success with differentiated learning and remediation reinforcement. Students will have the opportunity to recover credits to help them get back on track to graduate high school.

Assessment	PD District Monitoring	I	Yes	Improved KPREP, ACT, PLAN, EXPLORE, and EOC testing	Prepares students for assessment
Curricular	District Monitoring Addressing Learning Styles and Career Majors	I		Students needs are better met with understanding of learning styles/differentia ted learning	
Career Readiness	Students will view the 16 volume DVD series Pathways for Career Success	I	No	Students will develop a research paper on career interest.	Increase student awareness as evidenced by ILP completion.

Learning Environment	Students will participate in lockdown drill	I	Yes	District Superintendent will verify to KDE that school is compliant with emergency plans.	Increase student and staff awareness of Emergency Plans and Procedures.
PLCs to develop effective student/teacher growth goals	Collaboration on PLCs PD involving BRJDC and BRTC	IP	YES	Receive performance level "Accomplished" on TPGES	Better effective teaching will improve scores on state mandated tests

Breathitt Residential Treatment Center Implementation and Impact Check

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 Reasons Expected Impact Did not Occur
Instructional Strategies	PD	I	Yes	Curriculum Aligned, Lesson Plans, KPREP-like assessment	Classes aligned with district and state requirements
Assessment	PD District Monitoring	I	Yes	KPREP-like assessment	Prepares students for KPREP assessment
Curricular	District Monitoring Addressing Learning Styles	I	Yes	Students needs are better met with understanding of learning difficulties	Improved grades

ATTACHMENT 9

Student Transition Plan

KECSAC programs are required to submit a Student Transition Plan (STP) for the 2014-2015 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.)

**CADET LEADERSHIP & EDUCATION PROGRAM
TRANSITION PLAN
2014-2015**

I. ACADEMIC EDUCATION

- A. Instruction and assessment is aligned for all students to the Program of Studies, Core Content, and Breathitt County Schools Curriculum.
- B. Academic/Transcript Analysis will occur within 21 days after entry into the program.
- C. Academic assessments will occur within 21 days after entry into the program.
- D. Development of IGP, ILP, IPI, and IEP will be completed within 21 days after entry into the program.
- E. Individual progress reports will occur every month.

II. HEALTH/MENTAL HEALTH

- A. Complete general Physical/Mental analysis to determine individual needs.
- B. Development and implementation of ITP within 21 days.
- C. Conduct individual student progress reviews every month.
- D. Engage in counseling and transition activities relevant to ITP.

III. VOCATIONAL EDUCATION

- A. Complete vocational assessments and identification of career major will be completed within 14 days.
- B. Complete Life Skills class within 62 days.
- C. Engage in Career Exploration activities within 14 days.

Facility Transition Plan
Breathitt Regional Juvenile
Detention Center
Education Department

Transition Component: Academic Education

Objective: To provide all students with aligned curriculum, instruction, and academic support services designed to meet their individual needs. To assess academic needs, career interests, learning styles, and behavioral needs upon entering our program. To afford students targeted support and transition services to ensure successful return to their previous educational setting or the most appropriate academic environment as determined by the court upon discharge from the BRJDC educational program.

Strategy/Task	Implementation Measures/Resources
1. Upon admission all students will complete a variety of academic assessments and interpersonal inventories as specified by program policy. These tools will be used to identify specific student academic needs, career interests, and learning styles, thus determining their most appropriate academic plan.	TABE; Piney Mountain Learning Styles; Career Scope; Accelerated Reader STAR Reading Test.
2. Educational and facility staff will meet weekly to review student transcripts, entering assessments, educational records, and interpersonal learning styles. Both departmental staff members will work cooperatively to plan individualized academic placement, targeted instructional strategies, and support services necessary to ensure successful student achievement and the eventual transition following their release from BRJDC.	Transcripts IEP, ILP, IPI
3. Regularly scheduled progress reviews that include parents will provide opportunity for necessary modifications to student plans.	IEP (ARC) Meetings
4. Educational staff will encourage family participation in all ARC meetings. Staff will seek (agreement, cooperation) of parents/guardians for GED placement if necessary.	IEP (ARC) Meetings GED Placement/Parental Consent
5. Use of community resources will be planned and integrated according to individualized student academic, career, and interpersonal needs.	ACT Tests, GED Tests, OPT, and the WAM Program EOC Tests, 4-H Programs
6. Upon discharge from BRJDC designated educational staff will follow up with receiving school or placement representatives to offer transitional assistance and ensure academic progress. Staff will also track dropouts and homeschool students for 90 days	Phone Contact; Forwarding of Student Records

BREATHITT RESIDENTIAL TREATMENT PROGRAM
STUDENT TRANSITION PLAN
2014-2015

I. ACADEMIC EDUCATION

- a. Instruction and assessment is aligned for all students to the Program of Studies, Core Content, and Breathitt County Schools Curriculum.
- b. Academic/Transcript Analysis will occur within 3 days after entry into the program.
- c. Academic assessments will occur within 3 days after entry into the program.
- d. Development of IGP, IPI, and IEP will be completed within 7 days after entry into the program.
- e. Individual progress reports will occur every 3 days.

II. HEALTH/ MENTAL HEALTH

- a. Complete general mental analysis to determine individual needs.
- b. Development and implantation of ITP within 3 days.
- c. Conduct individual student progress reviews every 3 days.
- d. Engage in counseling and transition activities relevant to ITP.

III. VOCATIONAL EDUCATION

- a. Complete vocational assessments and identification of career major will be completed within 3 days.
- b. Complete Practical Living Classes daily.
- c. Engage in Career Exploration activities at least once a week.
- d. Work on ILP within 5 days after entry into the program.