

**MEMORANDUM OF AGREEMENT**  
***Kentucky Educational Collaborative For State Agency Children***  
***Eastern Kentucky University***  
***Fiscal Year 2019***  
***(July 1, 2018 - June 30, 2019)***

**I. INTRODUCTION**

This agreement is made and entered into this 1<sup>st</sup> day of July, 2018, by and between The Kentucky Educational Collaborative for State Agency Children (KECSAC), Eastern Kentucky University, (hereinafter called the FIRST PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky, and **Mercer County School District**, (hereinafter called the SECOND PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky.

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

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

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

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

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

**II. SCOPE OF WORK**

The SECOND PARTY will provide to state agency children in **Mercer County Day Treatment** a 210 day instructional program that includes a traditional instructional school calendar, or equivalent hours as approved by KDE as well as an extended school program which is in compliance with the Statutes and Regulations governing the CABINETS as they relate to state agency children in the Commonwealth of Kentucky. In addition to the terms and conditions described below, the SECOND PARTY also agrees to abide by all terms and conditions set forth under the Master Agreement between FIRST PARTY and the CABINETS.

**III. PERIOD OF PERFORMANCE**

Each Memorandum of Agreement is for a period of twelve months, beginning July 1, 2018, with an end date of June 30, 2019. 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 15th. The FIRST PARTY may decrease funding by quarterly increments for noncompliance with the submission deadline. If the Memorandum of Agreement is submitted but is incomplete, the FIRST PARTY has the authority to hold reimbursement for expenses until a completed Memorandum of Agreement is submitted to the FIRST PARTY.
6. The SECOND PARTY shall maintain an inventory of all items purchased with KECSAC funds. All items purchased with KECSAC funds remain the property of FIRST PARTY.
7. The SECOND PARTY shall notify the FIRST PARTY in writing, no less than 30 days in advance, when a state agency program will be closed.
8. The SECOND PARTY agrees to return all purchased items to the FIRST PARTY within 30 days of the closing date of a program.
9. The SECOND PARTY shall submit a new application for funds should an existing KECSAC program move to the SECOND PARTY'S district and if the SECOND PARTY is seeking funding for any activities or items not specified herein.
10. The SECOND PARTY shall immediately notify FIRST PARTY in writing of any problems, complaints or allegations relating to the use or administration of KECSAC funds or any program supported, in whole or part, by KECSAC funds. SECOND PARTY shall send such notification to FIRST PARTY at:

KECSAC  
Martin House  
Eastern Kentucky University  
521 Lancaster Avenue  
Richmond, KY 40475



11. The parties recognize that FIRST PARTY is an agency of the state and as such is vested with sovereign immunity, and nothing in this agreement shall be construed as a waiver of such immunity. SECOND PARTY agrees, to the extent permitted by law, to indemnify and hold harmless the FIRST PARTY from any and all liability, loss or damage that FIRST PARTY may suffer resulting from the acts or omissions of SECOND PARTY'S employees or agents relating to this Agreement.

## VI. COSTS AND PAYMENTS

1. On a quarterly cost reimbursement basis, the FIRST PARTY will request that payments be made by Kentucky Department of Education to the SECOND PARTY the cost, not to exceed approved requested funds, for direct labor, supplies, subcontracts, and incidental expenses necessary for the execution of the work. The SECOND PARTY will bill the FIRST PARTY in MUNIS **project budget report** format quarterly for expenditures as actual expenses are incurred (*as requested*). The budget is attached as ATTACHMENT 1 and incorporated herein by reference. New Memorandum of Agreements with an updated annual budget will be completed each year for each program.
2. The SECOND PARTY will provide documentation, in MUNIS format, that itemizes all funds that the SAC education program generates including KECSAC and SEEK funds. Any KECSAC funds not expended by June 30<sup>th</sup> of the current fiscal year will be deducted from the program's next fiscal year allocation amount.
3. The SECOND PARTY agrees that if 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 30<sup>th</sup>, up to 50% if the program closed on or before December 31<sup>st</sup> and up to 75% if the program closed on or before April 30<sup>th</sup>.
4. The FIRST PARTY will withhold 10% of the total allocation until the final (fourth quarter) reimbursement. If an education program receives the full amount of allotted funds and that education program closes without having spent all of the funds, the SECOND PARTY agrees to return any unspent funds.

## VII. RENEWAL

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

## VIII. CABINETS

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

## IX. ENDORSEMENTS

Both parties have executed this Agreement by duly authorized officers.

## X. PROGRAM GUIDELINES

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

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

1. Shall meet Kentucky educational certification requirements and be evaluated in accordance with local school district policy.
2. Shall complete a formal or informal academic assessment of the educational needs of all SAC, and vocational needs of SAC aged fourteen (14) and up or in eighth grade and above, within the first 30 days after admission to an on-site program. Any youth suspected to have an educational disability as governed by 707 KAR 1:180 and 707 KAR 1:190 shall be assessed following required due process procedures.
3. Shall, at on-site education programs, provide the treatment program director an opportunity to interview prospective new teachers for the on-site state agency education program when filling a teacher vacancy. At on-site education programs, the treatment program director shall provide the local school district with interview results regarding the applicants' suitability for teaching in the on-site state agency education program.
4. Shall designate a school administrator who will be the instructional leader of the state agency children educational program(s). School administrators shall attend two statewide meetings of the State Agency Children School Administrators Association (SACSAA) scheduled by the FIRST PARTY with the advice of the KECSAC Interagency Advisory Group and SACSAA. The SACSAA meetings are scheduled as follows:

**Fall Statewide Meeting:                      September 7, 2018**

**Spring Statewide Meeting:                      March 1, 2019**


5. Shall ensure school administrators attend additional meetings upon thirty (30) days written notification from the FIRST PARTY or the CABINETS.
6. Shall be responsible to ensure school administrators complete and timely submit information including the required MUNIS and IC reports upon request from the CABINETS and/or the FIRST PARTY.
7. Shall ensure the school administrator, or a designee, participates in treatment planning conferences and team meetings for state agency children in programs they serve.
8. Shall comply with all policies of the CABINETS relative to the care and treatment of state agency children.
9. Shall, at on-site education programs, provide a professional development plan for all certified staff working in state agency children programs. All educators new to a state agency children's education program shall attend the "*New Educators Training*," which is scheduled for **August 29, 2018**. 505 KAR 1:080 recommends that three (3) non-instructional days per year be used for professional development designed for state agency children teachers.
10. Shall, at on-site education programs, maintain average teacher pupil ratios not to exceed: No more than ten (10) students to one (1) teacher without a classroom aide; and no more than fifteen (15) students to one (1) teacher with a classroom aide; and shall comply with 505 KAR 1:080 relating to students with educational disabilities. This ratio must be maintained during the regular and extended school calendar.
11. Shall provide the state required days of direct educational services for each state agency child. Students enrolled in a KECSAC program are also required to attend an extended school program for an annual total of 210 instructional days which is in compliance with 505 KAR 1:080. A minimum of four hours of direct instruction is required for each of the extended school days.
12. Shall develop, in coordination with the Individual Treatment Plan (ITP) for each state agency child, an Individual Plan of Instruction (IPI) or for youth determined to have an educational disability, an Individual Educational Plan as governed by 505 KAR 1:080.



13. Shall recognize state agency children status as it relates to the administration and testing of the GED®.
14. Shall administer to state agency children the same assessments administered to other public school youth and shall be included in the accountability as specified in Inclusion of Special Populations in the State-Required Assessment and Accountability Programs 703 KAR 5:070.
15. Shall request of sending school the educational records for all state agency children. Upon receipt of the school records, the SECOND PARTY shall notify within five (5) days the sending school of the state agency child's enrollment. Upon receipt of the school records, the state agency program shall notify the sending school district office of the pupil personnel director that the child is now in school attendance and not a drop out.
16. Shall ensure that the educational records of state agency children be forwarded to the receiving schools within five (5) school days following the release of the youth from the program.
17. Shall prepare an Educational Passport as required by KRS 158.137 and 605.110(3)(e).
18. Shall comply with all provisions of KRS Chapters 158, 161, 610, 635, 640, 645, 505 KAR 1:080, 922 KAR 1:300 and 922 KAR 1:305.
19. Shall maintain a **current** copy of the "Child Caring Facility License" issued by the State of Kentucky documenting the license capacity and type of program for **each** non-state operated or non-state contracted program for which the SECOND PARTY is requesting funding or otherwise have filed for a renewal sufficiently in advance of the expiration of any license.
20. Shall notify FIRST PARTY within 30 days of a change in the licensed or rated capacity of each programs.
21. Shall submit to the FIRST PARTY, a total educational budget in project budget report MUNIS format for **each** program providing education to state agency children as **Attachment 1** and a comprehensive annual budget as **Attachment 2**, attached hereto and incorporated herein by reference.
22. Shall provide to all state agency children an extended school calendar of two hundred and thirty (230) days with two hundred and ten (210) instructional days in accordance to 505 KAR 1:080. An Educational Calendar Worksheet outlining the two hundred and thirty (230) days shall be submitted as **Attachment 3**, incorporated herein by reference, with the annual Memorandum of Agreement. The calendar must include the legislatively required number of instructional days, or the equivalent hours, as approved by KDE, and thirty-three (33) KECSAC extended days. It is recommended that Infinite Campus, the state attendance program, show the entire school calendar, including the extended days. In addition, shall attach a copy of its plan to make up days missed due to adverse weather or other district planned activities as **Attachment 4**, incorporated herein by reference.
23. Shall submit the SEEK Calculation Worksheet as **Attachment 5**. Such SEEK Calculation Worksheet, as may be amended, is attached as **Attachment 5**, hereto and incorporated herein by reference.
24. Shall submit and maintain a current copy of the Interagency Agreement between the SECOND PARTY and the facility, or documentation explaining why such interagency agreement is not required. If the program is a Mental Health Day Treatment facility, a current copy of the Interagency Agreement between the education program and the approved service provider is required, including a copy of the current service provider's contract. Such Interagency Agreement, as may be amended, is attached as **Attachment 6**, hereto and incorporated herein by reference.
25. Shall attach a copy of the 2018-2019 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

26. Shall attach a copy of the Implementation and Impact Check based upon the submitted 2017-2018 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.

Mercer County School District

 9/10/18  
\_\_\_\_\_  
Dennis Davis Date  
Superintendent

Eastern Kentucky University

Dr. Gerald J. Pogatshnik  
Associate Vice President for Research

Dr. Ronnie Nolan KECSAC Director	Date
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# Attachment I

09/10/2018 08:58  
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## MERCER COUNTY BOARD OF EDUCATION PROJECT BUDGET REPORT

PROJECT NUMBER: 103E  
STATE CODE:  
CFDA NUMBER:  
GRANT AMOUNT:

KECSAC  
THROUGH EOY 2019  
GAYLA JENKINS  
CHRIS SOUDER

P  
papjxr10

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* MONTH TO DATE	* QUARTER TO DATE	* YEAR TO DATE	* PROJECT TO DATE	* AVAILABLE BUDGET
0272198 DAY TREATMENT CTR ALT SCH							
0110 CERTIFIED PERMANENT SALARY	0	24681.58	.00	.00	3085.20	3085.20	21596.38
0111 EXTENDED DAY	0	2401.45	.00	.00	300.18	300.18	2101.27
0130 CLASSIFIED REGULAR SALARY	0	9766.84	.00	.00	1220.85	1220.85	8545.99
0221 EMPLOYER FICA CONTRIBUTION	0	142.00	.00	.00	75.68	75.68	66.32
0222 EMPLOYER MEDICARE CONTRIBUTION	0	2284.70	.00	.00	62.29	62.29	2222.41
0231 KTRS EMPLOYER CONTRIBUTION	0	850.55	.00	.00	101.55	101.55	749.00
0232 CERS EMPLOYER CONTRIBUTION	0	3015.00	.00	.00	262.25	262.25	2752.75
0253 KSBA UNEMPLOYMENT INSURANCE	0	300.00	.00	.00	.00	.00	300.00
0650 COMPUTER RELATED SUPPLIES	2500	3945.88	.00	.00	120.75	120.75	1325.13
TOTAL DAY TREATMENT CTR ALT SCH	2500	47388.00	.00	.00	5228.75	5228.75	39659.25
220 GRANT REVENUE SRF							
3200 RESTRICTED STATE REVENUE	0	-47388.00	.00	.00	.00	.00	-47388.00
TOTAL GRANT REVENUE SRF	0	-47388.00	.00	.00	.00	.00	-47388.00
TOTAL KECSAC	2500	.00	.00	.00	5228.75	5228.75	-7728.75
TOTAL REVENUES	0	-47388.00	.00	.00	.00	.00	-47388.00
TOTAL EXPENSES	2500	47388.00	.00	.00	5228.75	5228.75	39659.25



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MERCER COUNTY BOARD OF EDUCATION  
PROJECT BUDGET REPORT

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PROJECT NUMBER: 103EJ  
STATE CODE:  
CFDA NUMBER:  
GRANT AMOUNT:

DJJ (DEPTOF JUVENILE JUSTICE)  
THROUGH EOY 2019  
GAYLA JENKINS  
CHRIS SOUDER

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* MONTH TO DATE	* * MONTH TO DATE	* * * QUARTER TO DATE	* * * YEAR TO DATE	* * * PROJECT TO DATE	* * * AVAILABLE BUDGET
0272179 DAY TREATMENT CTR ALT SCH								
0110 CERTIFIED PERMANENT SALARY	0	15976.24	.00	.00	.00	2662.72	2662.72	13313.52
0111 EXTENDED DAY	0	3662.51	.00	.00	.00	610.40	610.40	3052.11
0130 CLASSIFIED REGULAR SALARY	0	50079.00	.00	.00	.00	6259.89	6259.89	43819.11
0222 EMPLOYER MEDICARE CONTRIBUTION	0	1459.75	.00	.00	.00	127.05	127.05	1332.70
0231 KTRS EMPLOYER CONTRIBUTION	0	2200.00	.00	.00	.00	286.00	286.00	1914.00
0253 KSBA UNEMPLOYMENT INSURANCE	0	332.50	.00	.00	.00	.00	.00	332.50
TOTAL DAY TREATMENT CTR ALT SCH	0	73710.00	.00	.00	.00	9946.06	9946.06	63763.94
220 GRANT REVENUE SRF								
3200 RESTRICTED STATE REVENUE	0	-73710.00	.00	.00	.00	.00	.00	-73710.00
TOTAL GRANT REVENUE SRF	0	-73710.00	.00	.00	.00	9946.06	9946.06	-73710.00
TOTAL DJJ (DEPTOF JUVENILE JUSTICE)	0	.00	.00	.00	.00	9946.06	9946.06	-9946.06
TOTAL REVENUES	0	-73710.00	.00	.00	.00	.00	.00	-73710.00
TOTAL EXPENSES	0	73710.00	.00	.00	.00	9946.06	9946.06	63763.94





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MERCER COUNTY BOARD OF EDUCATION  
PROJECT BUDGET REPORT

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PROJECT NUMBER: 103X  
STATE CODE:  
CFDA NUMBER:  
GRANT AMOUNT:

DAY TREATMENT GF  
THROUGH EOY 2019  
JAMES CULBERTSON  
SUSAN RECORD

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* * * * *				E X P E N D I T U R E S				* * * * *				AVAILABLE BUDGET
			* MONTH TO DATE	* QUARTER TO DATE	* YEAR TO DATE	* PROJECT TO DATE	* TO DATE	* TO DATE	* TO DATE	* TO DATE	* TO DATE	* TO DATE	* TO DATE	* TO DATE	
0271179 DAY TREATMENT CTR ALT SCH															
0110 CERTIFIED PERMANENT SALARY	0	100412.18	.00	.00	15575.68	15575.68	84836.50								
0111 EXTENDED DAY	0	7930.07	.00	.00	1208.81	1208.81	6721.26								
0120 CERTIFIED SUBSTITUTE SALARY	0	510.00	.00	.00	.00	.00	510.00								
0130 CLASSIFIED REGULAR SALARY	0	32988.04	.00	.00	2898.47	2898.47	30089.57								
0221 EMPLOYER FICA CONTRIBUTION	0	1040.71	.00	.00	95.23	95.23	945.48								
0222 EMPLOYER MEDICARE CONTRIBUTION	0	2060.00	.00	.00	268.20	268.20	1791.80								
0231 KTRS EMPLOYER CONTRIBUTION	0	3800.00	.00	.00	544.23	544.23	3255.77								
0232 CERS EMPLOYER CONTRIBUTION	0	3664.00	.00	.00	331.38	331.38	3332.62								
0253 KPSA UNEMPLOYMENT INSURANCE	0	350.00	.00	.00	.00	.00	350.00								
0280 ON-BEHALF PAYMENTS	0	.00	.00	.00	.00	.00	.00								
0338 REGISTRATION FEES	0	500.00	.00	.00	.00	.00	500.00								
0341 DRUG TESTING	0	500.00	.00	.00	.00	.00	500.00								
0444 COPIER RENTAL	572	650.00	.00	.00	78.61	78.61	.92								
0531 POSTAGE & PO BOX RENT	0	100.00	.00	.00	55.00	55.00	45.00								
0532 TELEPHONE	0	300.00	.00	.00	25.48	25.48	274.52								
0580 TRAVEL	0	350.00	.00	.00	.00	.00	350.00								
0610 GENERAL SUPPLIES	0	600.00	.00	.00	489.90	489.90	110.10								
0646 TESTS	0	.00	.00	.00	.00	.00	.00								
0650 COMPUTER RELATED SUPPLIES	0	7492.00	.00	.00	122.71	122.71	7369.29								
0697 OTHER SUPPLIES & MATERIALS	60	.00	.00	.00	.00	.00	.00								
0733 FURNITURE & FIXTURES	0	500.00	.00	.00	.00	.00	500.00								
0734 TECH-RELATED HARDWARE	0	2000.00	.00	.00	.00	.00	2000.00								
0894 INSTRUCTIONAL FIELD TRIPS	0	500.00	.00	.00	.00	.00	500.00								
TOTAL DAY TREATMENT CTR ALT SCH	632	166247.00	.00	.00	21693.70	21693.70	143921.03								
TOTAL DAY TREATMENT GF	632	166247.00	.00	.00	21693.70	21693.70	143921.03								
TOTAL EXPENSES	632	166247.00	.00	.00	21693.70	21693.70	143921.03								



PROJECT NUMBER: 313E  
STATE CODE:  
CFDA NUMBER:  
GRANT AMOUNT:

TITLE INELECTED & DELQ CHLD  
THROUGH EOY 2019  
CHRIS SOUDER

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* * * * *	MONTH TO DATE	* * * * *	EXPENSE QUARTER TO DATE	* * * * *	YEAR TO DATE	* * * * *	PROJECT TO DATE	* * * * *	AVAILABLE BUDGET
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0272179 DAY TREATMENT CTR ALT SCH												
0130 CLASSIFIED REGULAR SALARY	0	8498.00		.00		.00		965.66		965.66		7532.34
0221 EMPLOYER FICA CONTRIBUTION	0	527.00		.00		.00		58.65		58.65		468.35
0222 EMPLOYER MEDICARE CONTRIBUTION	0	123.00		.00		.00		13.74		13.74		109.26
0232 CERS EMPLOYER CONTRIBUTION	0	1825.00		.00		.00		207.42		207.42		1617.58
0294 FEDERALLY FUNDED HEALTH CARE	0	5909.00		.00		.00		492.45		492.45		5416.55
0295 FEDERALLY FUNDED LIFE INS	0	9.00		.00		.00		.75		.75		8.25
0296 FEDERALLY FUNDED ADMIN FEE	0	75.00		.00		.00		6.21		6.21		68.79
0894 INSTRUCTIONAL FIELD TRIPS	0	1034.00		.00		.00		.00		.00		1034.00
TOTAL DAY TREATMENT CTR ALT SCH	0	18000.00		.00		.00		1744.88		1744.88		16255.12

220 GRANT REVENUE SRF												
4500 RESTRICTED FED THRU STATE	0	-18000.00		.00		.00		.00		.00		-18000.00
TOTAL GRANT REVENUE SRF	0	-18000.00		.00		.00		.00		.00		-18000.00
TOTAL TITLE INELECTED & DELQ CHLD	0	.00		.00		.00		1744.88		1744.88		-1744.88
TOTAL REVENUES	0	-18000.00		.00		.00		.00		.00		-18000.00
TOTAL EXPENSES	0	18000.00		.00		.00		1744.88		1744.88		16255.12
GRAND TOTALS	3132	166247.00		.00		.00		38613.39		38613.39		124501.34

AUTHORIZED SIGNATURE: \_\_\_\_\_  
DATE: \_\_\_\_\_



**Mercer Day Treatment Program  
Budget FY 2018-19**

DJJ  
KECSAC  
Title I  
SEEK

	73,710.00
	47,388.00
	18,000.00
	166,247.00
\$	305,345.00

XXXX	0272179-XXXX-103EJ	0272198-XXXX-103E	0272179-XXXX-313E	0271179-XXXX-103X	0401918-XXXX	
Objects:	DJJ	KECSAC	Title I	SEEK/Gen Fund	Total	Mercer Central
0130	Counselor #1 SP (ktrs)	50,079.00			50,079.00	
0111	Extended Days				-	
0110	Counselor #2 Open * (ktrs)			-	-	16,062.59
0111	Extended Days				-	
0110	Teacher #1- DS 47/53%	24,681.58		27,832.42	52,514.00	100,412.18
0111	Extended Days (18) 47/53%	2,401.45		2,708.02	5,109.47	7,930.07
0110	Teacher #2 - DWS			60,027.00	60,027.00	
0111	Extended Days (15.5)			5,029.29	5,029.29	
0110	Director-JG 28/22/50%	15,976.24		12,552.76	28,529.00	28,529.00
0111	Extended Days (25) 47.5/2.5%	3,662.51		192.76	3,855.27	3,855.27
0112	Extra Certified PD				-	7,124.54
0120	Sub			510.00	510.00	3,570.00
0130	Instr. Assistant - PJ 75/25		8,498.00	6,952.40	15,450.40	32,988.04
0130	Instr. Assistant - SL (ktrs)			16,268.80	16,268.80	
0130	Instr. Assistant				-	
0130	Secretary - MR 50/50%	-	9,766.84	9,766.84	19,533.68	
0131	Additional Secr Work				-	
0221	FICA	-	142.00	527.00	1,040.71	1,709.71
0222	Medicare	1,459.75	2,284.70	123.00	2,060.00	5,927.45
0231	KTRS	2,200.00	850.55	3,800.00	6,850.55	1,900.00
0232	CERS	-	3,015.00	1,825.00	3,664.00	8,504.00
0253	Unemployment	332.50	300.00	-	350.00	982.50
0294	Federal Health Insurance			5,909.00	5,909.00	310.00
0295	Life Insurance			9.00	9.00	
0296	Administrative Fee			75.00	75.00	
0297	Waive Health Ins.				-	
0338	Registration			500.00	500.00	
0341	Drug Kits			500.00	500.00	
0347	Security Services					3,000.00
0444	Copier			650.00	650.00	
0529	Other Insurance					800.00
0531	Postage			100.00	100.00	60.00
0532	Telephone			300.00	300.00	
0580	Travel		-	350.00	350.00	1,400.00
0610	General Supplies			600.00	600.00	2,500.00
0616	Food Non-Instr			-	-	
0617	Food Instr Non Food Serv				-	
0646	Tests			-	-	
0650	Supplies Technology		3,945.88	7,492.00	11,437.88	6,000.00
0651	Tech Related Devices				-	
0673	Fees & Reg Student Act				-	
0674	Awards (Student Activ)				-	
0679	Student Activities			-	-	
0733	Furniture & Fixtures			500.00	500.00	
0734	Technology Hardware			2,000.00	2,000.00	
0735	Technology Software		-		-	
0810	Dues & Fees		-		-	
0894	Instructional Field Trips			1,034.00	500.00	1,534.00
Totals:	73,710.00	47,388.00	18,000.00	166,247.00	305,345.00	76,011.40

\*Note: Position unfilled - will fill as needed  
\*\* Remaining 50% paid by Mercer Central

# ATTACHMENT 3

## 2018-2019 School Calendar for Mercer County Schools and Mercer Day Treatment Program

173 Instructional Days/37 Extended Days/230 Total Days

	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	Inst. Days	Extended Days				
July 2018	7/2	7/3	7/4	7/5	7/6	7/7	7/9	7/10	7/11	7/12	7/13	7/14	7/16	7/17	7/18	7/19	7/20	7/21	7/23	7/24	7/25	7/26	7/27	7/28	7/30	7/31	0	5	
Aug			8/1	8/2	8/3	8/4	8/6	8/7	8/8	8/9	8/10	8/11	8/13	8/14	8/15	8/16	8/17	8/18	8/20	8/21	8/22	8/23	8/24	8/25	8/27	8/28	8/29	8/30	8/31
Sept	9/3	9/4	9/5	9/6	9/7	9/8	9/10	9/11	9/12	9/13	9/14	9/15	9/17	9/18	9/19	9/20	9/21	9/22	9/24	9/25	9/26	9/27	9/28	9/29					
Oct	10/1	10/2	10/3	10/4	10/5	10/6	10/8	10/9	10/10	10/11	10/12	10/13	10/15	10/16	10/17	10/18	10/19	10/20	10/22	10/23	10/24	10/25	10/26	10/27	10/29	10/30	10/31		
Nov			11/1	11/2		11/3	11/5	11/6	11/7	11/8	11/9	11/10	11/12	11/13	11/14	11/15	11/16	11/17	11/19	11/20	11/21	11/22	11/23	11/24	11/26	11/27	11/28	11/29	11/30
Dec	12/3	12/4	12/5	12/6	12/7	12/8	12/10	12/11	12/12	12/13	12/14	12/15	12/17	12/18	12/19	12/20	12/21	12/22	12/24	12/25	12/26	12/27	12/28	12/29	12/31				
Jan 2019		1/1	1/2	1/3	1/4	1/5	1/7	1/8	1/9	1/10	1/11	1/12	1/14	1/15	1/16	1/17	1/18	1/19	1/21	1/22	1/23	1/24	1/25	1/26	1/28	1/29	1/30	1/31	
Feb						2/2	2/4	2/5	2/6	2/7	2/8	2/9	2/11	2/12	2/13	2/14	2/15	2/16	2/18	2/19	2/20	2/21	2/22	2/23	2/25	2/26	2/27	2/28	
Mar						3/2	3/4	3/5	3/6	3/7	3/8	3/9	3/11	3/12	3/13	3/14	3/15	3/16	3/18	3/19	3/20	3/21	3/22	3/23	3/25	3/26	3/27	3/28	3/29
April	4/1	4/2	4/3	4/4	4/5	4/6	4/8	4/9	4/10	4/11	4/12	4/13	4/15	4/16	4/17	4/18	4/19	4/20	4/22	4/23	4/24	4/25	4/26	4/27	4/29	4/30			
May			5/1	5/2	5/3	5/4	5/6	5/7	5/8	5/9	5/10	5/11	5/13	5/14	5/15	5/16	5/17	5/18	5/20	5/21	5/22	5/23	5/24	5/25	5/27	5/28	5/29	5/30	5/31
June	6/3	6/4	6/5	6/6	6/7		6/10	6/11	6/12	6/13	6/14		6/17	6/18	6/19	6/20	6/21		6/24	6/25	6/26	6/27	6/28						
Total Days MUST Equal 230 or More:																								173	37				

**Instructions:** Please fill out the calendar by using the following letters to indicate the type of day for the program. The calendar must include the required number of instructional equivalent hours, as approved by KDE and thirty-three (33) KECSAC extended days.

A=Administrative Days/No School

I=Instructional (177 Days or Equivalent Hours)

E=Extended KECSAC (33 D



Non-Inst Days	Vac Days	Total Days
3	0	8
4	0	26
1	0	22
5	0	25
2	0	23
8	0	22
3	0	25
1	0	22
0	0	23
5	0	24
1	0	23
0	0	0
33	0	243

ional days, or the  
ays)

## **ATTACHMENT 4**

### **MAKE-UP DAY PLAN**

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

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

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



**ATTACHMENT-5**  
**State Agency Children SEEK Calculation Worksheet**  
**2018-2019 School Year**

All programs must submit a completed worksheet even if the program does not receive SEEK funds. The school district receives SEEK funds for those state agency children that are taught at the local on-site programs. Do not leave any category blank. Insert \$0 for categories with no dollars or NA if a category is not applicable.

<b>School District:</b>	<u>Mercer County Schools</u>		<b>School Code:</b>	<u>421-027</u>
<b>Name of Treatment Program:</b>	<u>Mercer County Day Treatment</u>			

A.	Projected 2018-2019 School Year Average Daily Attendance (ADA)	<u>15.00</u>	
B.	Projected Base SEEK \$4,000 x ADA		\$ <u>60,000.00</u>
C.	Projected At-Risk Add-on \$4,000 x 0.15 x ADA for residential & group home youth*		\$ <u>0.00</u>
D.	December 1, 2017 Child Count: Severe (Low) <u>2</u> Moderate <u>4</u> Speech (High) <u>0</u>		
D1.	Projected Low Incidence Add-On <sup>1</sup> \$4,000 x 2.35 = \$9,400 x 12-1-17 Child Count		\$ <u>18,800.00</u>
D2.	Projected Moderate Incidence Add-On <sup>2</sup> \$4,000 x 1.17 = \$4,680 x 12-1-17 Child Count		\$ <u>18,720.00</u>
D3.	Projected High Incidence Add-On <sup>3</sup> \$4,000 x 0.24 = \$960 x 12-1-17 Child Count		\$ <u>0.00</u>
E.	<b>Total Projected SEEK for 2018-2019 School Year</b>		\$ <u>97,520.00</u>
F.	SEEK Funds to be provided by Kentucky Department of Education State Ratio** <u>70.83%</u> x Total Projected SEEK (Line E)		\$ <u>69,073.42</u>

\* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.  
 \*\* To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.

<sup>1</sup>Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury;  
<sup>2</sup>Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay;  
<sup>3</sup>High Incident Disability, 0.24 weight - Communication Disorders of Speech or Language.

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

# KECSAC PROGRAM IMPROVEMENT PLAN

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

District Name	Mercer County Schools	Component Manager	Jaziel Guerra	Preliminary (X)	X

Program Name Mercer Day Treatment Date 7/25/2018 Revised ( ) \_\_\_\_\_

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}
<p>(How was our past student performance weak?)</p> <ol style="list-style-type: none"> <li>1. Once students transition back to the regular school setting we do not follow or monitor progress. Thus we have a lack of data showing whether the transition was successful or not.</li> <li>2. All students who enter MDT will be implemented in a Reading Plus program designed to enhance and improve their reading.</li> <li>3. Since MDT consists of only 1 teacher, 1 counselor, and 1 instructional assistant, there is difficulty in creating a professional learning community (PLC). Thus, ideas, instructional strategies, assessments, and other teaching comments are not readily shared with our staff. This school year the MDT staff is intentionally reaching out to other day treatment programs for collaboration. (Standard 3.5)</li> </ol>	<p>(How will our future student performance be stronger?)</p> <ol style="list-style-type: none"> <li>1. During the 2018-2019 school year 100% of the students who transition to regular school will be monitored for success. Grades, attendance and behavior reports will be monitored monthly and success will be measured if the student successfully completes the school year and passes to the next grade level.</li> <li>2. During the 2018-2019 school year all students will work daily on Reading Plus to improve their reading skills. 80% of students who spend a minimum of 90 days in the MDT program will improve at least 2 grade levels on Reading Plus.</li> <li>3. During the 2018-2019 school year, the MDT staff will increase efforts of collaboration by 25% with other day treatment staffs in order to learn new instructional strategies, assessments strategies, and new innovative teaching concepts. In May of 2019 the MDT staff will share</li> </ol>



	their correspondences and findings of the other day treatments with the principal of the program and show evidence of strategies learned.
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Causes of the Need	Objectives for Reaching the Goal
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISl were not fully developed and implemented?)</p> <ol style="list-style-type: none"> <li>1. Student transition was not being monitored. Once students returned to regular school no supports were in place to monitor and help the student stay on track.</li> <li>2. Most DT students enter the program below reading level. This causes issues in all subjects especially when an online course such as APEX is used to recover credits. Students struggle to complete the course on time due to slow reading.</li> <li>3. Our students seem to be performing at great levels. However without collaboration with other DT programs we only see our data. We need to make sure our data is comparable with other programs.</li> </ol>	<p>(What will be different in our program so that we will have stronger student performance?)</p> <ol style="list-style-type: none"> <li>1. We will continue to prepare students for transition. Once transitioned we will monitor progress with students and give aid and support when needed.</li> <li>2. If students can increase their reading levels they can improve the speed in which they can complete other APEX courses as well as other classes in general.</li> <li>3. DT teacher will have a better understanding of how instruction is delivered at other DT programs. This understanding will provide him with a way to measure his progress and success with that of other programs.</li> </ol>

Evidence of the Causes	Measures of Objectives
<p>(What data showed that the causes were really happening in our program?)<sup>1</sup></p> <ol style="list-style-type: none"> <li>1. In previous years some DT students were returning to DT due to not being successful in the regular school.</li> </ol>	<p>(What data will show that we are reaching the objective? What data will show that our student performance is improving?)</p> <ol style="list-style-type: none"> <li>1. We will monitor grades, attendance, and behavior for 1</li> </ol>

<ol style="list-style-type: none"><li>2. 60%-80% of students entering the program are below reading level.</li><li>3. Lack of collaboration with other Day Treatments to determine best possible instructional strategies for at risk students.</li></ol>	<p>school year to ensure student success. If students are struggling we will consider allowing them to return to DT for extra support.</p> <ol style="list-style-type: none"><li>2. All students will take the TABE assessment for initial scoring along with the initial Reading Plus assessment. Once the initial baseline is established, the Reading Plus program will indicate grade level.</li><li>3. DT teacher will have email evidence of instructional strategies used by other teachers.</li></ol>
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**Strategies/Activities {activity or sequence of activities to achieve objective(s)}**

Objective Label	Activity/Strategy	Expected Impact	Responsible Person(s)	Start Date	End Date	Estimated Cost	Funding Source
1. Transition Success	Monitor attendance, grades, and behavior of students who have transitioned into the regular school setting.	Help students transition to regular school.  Allow us to understand where students may be struggling in order to enhance our program and figure out how to fix the issue.	Jaziel Guerra Stacey Price David Sullivan	August 2018	May 2019	0	0
2. Increase Reading Levels and Comprehension	Students will utilize Reading Plus on a daily basis to improve their reading comprehension.	Increase of at least 2 grade levels by 80% of our students.	Pat Johnson David Sullivan Jaziel Guerra	July 2018	May 2019	3,000 for Reading Plus Program	KECSAC and Title Funds
3. PLC	Correspondence with other Day Treatment teachers requesting strategies and ideas.	Formation of a PLC among with our DT teacher and DT teachers from other programs.	David Sullivan Jaziel Guerra	August 2018	May 2019	0	0



## KECSAC—Attachment 8

### Implementation and Impact Check for School Year 2017-2018

**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 2014-2015 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
A-1	Improve Collaboration with design of authentic assessments	I	yes	Shakespeare unit—collaborated with High School class—highly successful actually took their test and they took ours—we did better!	Mr. Sullivan will Collab with Mercer Central teacher MS. Collins in area of Greenhouse Technology and possible Lego Robotics- 3D Printing
A-2	Analyzing student work samples to better design instruction	IP	Yes	Positive feedback increase attention and participation	Helps with transition from DT.
B-1	Conduct Home visits	I	Yes	Attendance was higher of those we did home visits	Positive response from parents need to try and do this throughout the year

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
B-2	Improve College and Career Ready benchmarks	IP	No	Need better understanding of how to get students to value the importance of this plus very young group this school year	Still trying to learn the best way to deliver this to students with one teacher and so many grade levels/subjects to cover. WE now have a good grasp of what works best for each student-very individualized
C-1	Improve ADA to 90%	IP	Yes	Home visits/parent nights	Very difficult to reach goal of 90% with just 15 students. With just one absent it takes it below our goal!
C-2	Technology Geared for instruction	IP	Yes	Clevertouch Technology board-used daily if instruction Recent mini-grant award of 3D Printer	APEX Learning curriculum Reading Plus curriculum Chrome Books for each student

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
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# Attachment 9

## Mercer Day Treatment

### Transition Plan

Plan developed during treatment and prior to change of educational placement

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

Date \_\_\_\_\_

Student: \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_

Date of Educational Placement \_\_\_\_\_ Anticipated Discharge Date \_\_\_\_\_

#### Educational

Educational goal: \_\_\_\_\_  
\_\_\_\_\_

#### Pre and Post Assessments

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

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

Is the student participating in a GED Program? \_\_\_\_\_

#### Current Schedule


#### Current Behavior


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

**Contact Person** \_\_\_\_\_

**Vocational**

Vocational goal: \_\_\_\_\_  
\_\_\_\_\_

Individual Learning Plan: \_\_\_\_\_  
\_\_\_\_\_

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

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

**Contact Person** \_\_\_\_\_

**Mental/Physical Health**

Mental/Physical Health goal: \_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Contact Person** \_\_\_\_\_

**Treatment Team Members**

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

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

### **Academic/Vocational /Mental Health**

#### *Reading Programs*

\_\_\_\_\_ *Reading Plus*

\_\_\_\_\_ *Reading class*

\_\_\_\_\_ *SAR*

#### *Learning Styles*

\_\_\_\_\_ *Piney Mountain*

\_\_\_\_\_ *Pre-GED*

\_\_\_\_\_ *Career Scope*

\_\_\_\_\_ *Records Review*

\_\_\_\_\_ *Math & Reading*

\_\_\_\_\_ *Kentucky Core Content Check off List*

\_\_\_\_\_ *Portfolio Writing*

\_\_\_\_\_ *Open Response / On Demand Writing*

\_\_\_\_\_ *Psychosocial*

\_\_\_\_\_ *Career Futures*

\_\_\_\_\_ *ACT Preparation*

\_\_\_\_\_ *Individual Learning Plan*

\_\_\_\_\_ *Weekly Progress Notes*

\_\_\_\_\_ *IPI*

\_\_\_\_\_ *IEP*

\_\_\_\_\_ *Job Shadowing*

### **Academic Strategies**

\_\_\_\_\_ *Treatment Team Meetings*

\_\_\_\_\_ *Behavior Modifications /*

\_\_\_\_\_ *Special Accommodations*

\_\_\_\_\_ *Parents invited to conferences*

\_\_\_\_\_ *Phone Documentation*

\_\_\_\_\_ *Career Skills*

\_\_\_\_\_ *Instruction based on KY Core Content*

\_\_\_\_\_ *Open Response / On Demand Writing*

\_\_\_\_\_ *Teach to Learning Styles*

\_\_\_\_\_ *Extended School Services*

\_\_\_\_\_ *Reading / Math*

\_\_\_\_\_ *Portfolio Writing*

\_\_\_\_\_ *Pre-GED*

\_\_\_\_\_ *SRA*

\_\_\_\_\_ *Reading Plus*

\_\_\_\_\_ *Practical Living Skills*

### **During Academic Placement**

\_\_\_\_\_ *IEP*

\_\_\_\_\_ *IPI*

\_\_\_\_\_ *IGP/ILP*

\_\_\_\_\_ *IEP Meeting (if applicable)*

\_\_\_\_\_ *IPI Meeting*

\_\_\_\_\_ *Treatment Team Meeting*

\_\_\_\_\_ *60 Day Reviews*

\_\_\_\_\_ *Community Resources / Vocational Referrals*

\_\_\_\_\_ *Vocational / Technical School*

\_\_\_\_\_ *Military / ASVAB*

\_\_\_\_\_ *Educational Opportunities*

\_\_\_\_\_ *GED / Adult Learning*

\_\_\_\_\_ *Job Corps*

\_\_\_\_\_ *Guest Speakers*



### **During Treatment**

\_\_\_\_ Weekly Progress Notes  
\_\_\_\_ Records Review  
\_\_\_\_ ITP Meeting/Development  
\_\_\_\_ Individual Counseling  
\_\_\_\_ Group Counseling (circle)  
\_\_\_\_ Goals  
\_\_\_\_ Life Skills Development  
\_\_\_\_ Anger Management  
\_\_\_\_ Substance Abuse  
\_\_\_\_ Academics  
\_\_\_\_ Social Skills

\_\_\_\_ Family Meetings/ Counseling offered  
\_\_\_\_ Drug Screens  
\_\_\_\_ Behavior Management  
\_\_\_\_ Treatment Team meeting  
\_\_\_\_ 60-Day Reviews  
\_\_\_\_ Court Reports  
\_\_\_\_ Meetings /Community Agencies  
\_\_\_\_ Mentoring  
\_\_\_\_ Transition Meeting  
\_\_\_\_ Other \_\_\_\_\_

### **Health/Mental Health**

\_\_\_\_ Immunizations  
\_\_\_\_ Physical Form  
\_\_\_\_ Referral for Mental Health (circle)  
\_\_\_\_ IMPACT PLUS  
\_\_\_\_ DCBS  
\_\_\_\_ Independent Living  
\_\_\_\_ Out Patient Counseling  
\_\_\_\_ Rivendell  
\_\_\_\_ CCSU  
\_\_\_\_ Lincoln Trail

### **On Exit**

\_\_\_\_ Math  
\_\_\_\_ Reading  
\_\_\_\_ Transition Meeting

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

***Mercer Day Treatment Center***  
***937 Moberly Rd. Harrodsburg, KY 40330***  
**Phone (859) 733-7120 Fax (859) 733-7104**

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

***Follow up for Successful Completion of the program***

***Name:*** \_\_\_\_\_

***Date of Birth:*** \_\_\_\_\_ ***Social Security Number*** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

*Two months* following completion of the program.

Contact made with: \_\_\_\_\_ Date: \_\_\_\_\_

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

*Six months* following completion of the program.

Contact made with: \_\_\_\_\_ Date: \_\_\_\_\_

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

*One year* following completion of the program.

Contact made with: \_\_\_\_\_ Date: \_\_\_\_\_

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