


Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

502-869-8000
Fax 502-543-3608
www.bullittschools.org

TO: Mr. Jesse Bacon, Superintendent 

FROM: Adrienne Usher, Assistant Superintendent for Student Learning

RE: KECSAC

DATE: October 12, 2018

The attached is the yearly request for board approval of the Kentucky Educational Collaborative for State Agency Children (KECSAC) Memorandum of Agreement. These attachments form the basis for the operation and distribution of State Agency Children's Funds for the delivery of educational services to State Agency Children.

This Memorandum of Agreement and attachments are for both Spring Meadows and the Bullitt Alternative Center.

Please place on the November board agenda.



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 2018-2019 Interagency Agreement between the school district and treatment program (not required for Department of Juvenile Justice programs).
- ✓• **ATTACHMENT 7** - A 2018-2019 Program Improvement Plan (PIP).
- ✓• **ATTACHMENT 8** - Implementation and Impact Check, based upon 2017-2018 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 15, 2018. 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 digitally to:

Kristine Smith email address: Kristine.Smith@eku.edu

Or

Kaye Parker at Kaye.Parker@eku.edu

ATTACHMENT 1

Kentucky Educational Collaborative For State Agency Children Budget for 2019 Fiscal Year July 1, 2018 - June 30, 2019

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.

09/11/2018 08:58
9071sbon

BULLITT COUNTY BOARD OF EDUCATION
PROJECT BUDGET REPORT

P 1
paprrjr10

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

KECSAC DAY TREATMENT
THROUGH SEP 2018

DESCRIPTION		ENCUMBRANCE	REVISED BUDGET	* * * * * MONTH TO DATE	* * * * * QUARTER TO DATE	* * * * * YEAR TO DATE	* * * * * PROJECT TO DATE	AVAILABLE BUDGET
0322198 SPRING MEADOWS CHILDRENS HOME								
0110	CERTIFIED PERMANENT SALARY	0	49468.56	.00	1946.88	1946.88	1946.88	47521.68
0213	GROUP LIABILITY INSURANCE	0	68.04	.00	.00	.00	.00	68.04
0222	EMPLOYER MEDICARE CONTRIBUTION	0	720.53	.00	28.23	28.23	28.23	692.30
0231	KTRS EMPLOYER CONTRIBUTION	0	1490.74	.00	58.41	58.41	58.41	1432.33
0251	STATE UNEMPLOYMENT INSURANCE	0	44.40	.00	.00	.00	.00	44.40
0260	WORKMENS COMPENSATION	0	203.73	.00	7.98	7.98	7.98	195.75
	TOTAL SPRING MEADOWS CHILDRENS HOME	0	51996.00	.00	2041.50	2041.50	2041.50	49954.50
1202198 BULLITT CTY DAY TREATMENT CTR								
0110	CERTIFIED PERMANENT SALARY	0	21180.84	.00	873.85	873.85	873.85	20306.99
0213	GROUP LIABILITY INSURANCE	0	44.41	.00	.00	.00	.00	44.41
0222	EMPLOYER MEDICARE CONTRIBUTION	0	307.24	.00	12.67	12.67	12.67	294.57
0231	KTRS EMPLOYER CONTRIBUTION	0	635.66	.00	26.22	26.22	26.22	609.44
0251	STATE UNEMPLOYMENT INSURANCE	0	28.98	.00	.00	.00	.00	28.98
0260	WORKMENS COMPENSATION	0	86.87	.00	3.58	3.58	3.58	83.29
	TOTAL BULLITT CTY DAY TREATMENT CTR	0	22284.00	.00	916.32	916.32	916.32	21367.68
220 GRANT REVENUE SRF								
3200	RESTRICTED STATE REVENUE	0	-74280.00	.00	.00	.00	.00	-74280.00
	TOTAL GRANT REVENUE SRF	0	-74280.00	.00	.00	.00	.00	-74280.00
	TOTAL KECSAC DAY TREATMENT	0	.00	.00	2957.82	2957.82	2957.82	-2957.82
	TOTAL REVENUES	0	-74280.00	.00	.00	.00	.00	-74280.00
	TOTAL EXPENSES	0	74280.00	.00	2957.82	2957.82	2957.82	71322.18
	GRAND TOTALS	0	.00	.00	2957.82	2957.82	2957.82	-2957.82

AUTHORIZED SIGNATURE: _____

DATE: _____

09/11/2018 08:58
 9071sbon

| BULLITT COUNTY BOARD OF EDUCATION
 | PROJECT BUDGET REPORT

| P 2
 | paprjr10

REPORT OPTIONS

Sequence	Field #	Total	Page Break
Sequence 1	12	Y	Y
Sequence 2	09	Y	N
Sequence 3	11	Y	N
Sequence 4	00	N	N

Report title:
 PROJECT BUDGET REPORT

Print totals only: Y
 Include Encumbrances: Y
 Multiyear view: Default

File output: N
 Year/Period: 2019/03
 Print revenue as credit: Y
 (F)ull or (S)hort desc: F
 Print full GL account: N
 Double space: N
 Summ objs to position: 5
 Roll to major project? N
 Print journal detail: N
 Year/period: 2018/10
 to
 Year/period: 2018/12
 Sort by JE # or PO #: J
 Detail format option: 1

** END OF REPORT - Generated by Stephanie Bonnett **

ATTACHMENT 2
Comprehensive Budget For 2019 Fiscal Year
July 1, 2018 - June 30, 2019

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

The proposed budget has been approved by the school board and approved as to form and classification by the school district's finance officer.

The following budget is adopted for **SPRING MEADOWS** for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

Federal Programs Allocation FY19	
Title I, Part A	\$ 12,756.00
Title I Part D, Subpart 2 Neglected & Delinquent	\$
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 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	\$12,756.00

State Programs Allocation FY19	
General/District Funds	\$ 110,436.03
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$ 43,439.00
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	\$ 153,875.03

ATTACHMENT 2
Comprehensive Budget For 2019 Fiscal Year
July 1, 2018 - June 30, 2019

All budget information must be complete and accurate for each KECSAC program within the school district. The proposed budget has been approved by the school board and approved as to form and classification by the school district's finance officer.

The following budget is adopted for **BULLITT ALTERNATIVE CENTER** for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

Federal Programs Allocation FY19	
Title I, Part A	\$
Title I Part D, Subpart 2 Neglected & Delinquent	\$
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 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 FY19	
General/District Funds	\$ 1,188,433.39
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$ 31,592.00
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	\$ 1,220,025.39

ATTACHMENT 3

2018-2019 School Calendar for Bullitt County Public Schools and Bullitt Alternative Center/Spring Meadows
177 Instructional Days/33 Extended 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	Extende d Days	Non- Inst Days	Vac Days	Total Days
July 2018	7/2	7/3	7/4	7/5	7/6	7/9	7/10	7/11	7/12	7/13	7/16	7/17	7/18	7/19	7/20	7/23	7/24	7/25	7/26	7/27	7/30	7/31				0	6	0	16	22
Aug			8/1	8/2	8/3	8/6	8/7	8/8	8/9	8/10	8/13	8/14	8/15	8/16	8/17	8/20	8/21	8/22	8/23	8/24	8/27	8/28	8/29	8/30	8/31	18	3	1	4	26
Sept						9/3	9/4	9/5	9/6	9/7	9/10	9/11	9/12	9/13	9/14	9/17	9/18	9/19	9/20	9/21	9/24	9/25	9/26	9/27	9/28	23	0	2	0	25
Oct	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/17	10/18	10/19	10/22	10/23	10/24	10/25	10/26	10/29	10/30	10/31			17	0	6	0	23
Nov				11/1	11/2	11/5	11/6	11/7	11/8	11/9	11/12	11/13	11/14	11/15	11/16	11/19	11/20	11/21	11/22	11/23	11/26	11/27	11/28	11/29	11/30	17	0	5	0	22
Dec	12/3	12/4	12/5	12/6	12/7	12/10	12/11	12/12	12/13	12/14	12/17	12/18	12/19	12/20	12/21	12/24	12/25	12/26	12/27	12/28	12/31					13	0	8	0	21
Jan 2019		1/1	1/2	1/3	1/4	1/7	1/8	1/9	1/10	1/11	1/14	1/15	1/16	1/17	1/18	1/21	1/22	1/23	1/24	1/25	1/28	1/29	1/30	1/31		18	0	5	0	23
Feb					2/1	2/4	2/5	2/6	2/7	2/8	2/11	2/12	2/13	2/14	2/15	2/18	2/19	2/20	2/21	2/22	2/25	2/26	2/27	2/28		19	0	0	0	19
Mar					3/1	3/4	3/5	3/6	3/7	3/8	3/11	3/12	3/13	3/14	3/15	3/18	3/19	3/20	3/21	3/22	3/25	3/26	3/27	3/28	3/29	19	0	1	0	20
April	4/1	4/2	4/3	4/4	4/5	4/8	4/9	4/10	4/11	4/12	4/15	4/16	4/17	4/18	4/19	4/22	4/23	4/24	4/25	4/26	4/29	4/30				16	0	6	0	22
May			5/1	5/2	5/3	5/6	5/7	5/8	5/9	5/10	5/13	5/14	5/15	5/16	5/17	5/20	5/21	5/22	5/23	5/24	5/27	5/28	5/29	5/30	5/31	15	4	4	0	23
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						0	20	0	0	20
Total Days MUST Equal 230 or More:																										175	33	38	20	266

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 days, or the 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 Days)
H=Holidays PD=Professional Development Days V=Vacation Day M=Make Up Day O=Opening Day C=Closing Day

ATTACHMENT 4

Make Up Day Plan

Include a plan with your MOA for making up any of the 210 instructional days, or the equivalent hours, as approved by KDE, 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).

2018 – 19 Inclement Weather Plan for the Bullitt Alternative Center

Bullitt County Public schools have built in 15 make-up days for inclement weather. 2/18, 3/8, 5/24, 5/28, 5/29, 5/30, 5/31, 6/3, 6/4, 6/5, 6/6, 6/7, 6/10, 6/11 and 6/12 have all been designated as make-up days to offset any missed school due to inclement weather. Currently, May 23rd is the last day of school for BCPS students. May 24 is the last day for teachers and that is a Friday. The following Monday (5/27) is Memorial Day. The official extended days will begin on Tuesday, May 28, 2019. If BCPS misses school and the schedule is adjusted, the extended day schedule will be adjusted as well. For example, if we have one snow day and the calendar is adjusted by one day to offset the snow day, then the extended days will be pushed back by one day.

**Bullitt County Public Schools
2018-2019
School Calendar**

Approved 12-11-17

Preschool begins August 21st and ends May 20th.

JULY				
M	T	W	R	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST				
M	T	W	R	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER				
M	T	W	R	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER				
M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER				
M	T	W	R	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER				
M	T	W	R	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY				
M	T	W	R	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY				
M	T	W	R	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH				
M	T	W	R	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL				
M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY				
M	T	W	R	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE				
M	T	W	R	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

AUGUST	
6	No School - Professional Development Day
7	Opening Day for Teachers
8	First Day for Students

SEPTEMBER	
3	No School - Labor Day Holiday
4	No School - Teacher Planning Day

OCTOBER	
1 - 5	No School - Fall Break
8	No School - Teacher Planning Day

NOVEMBER	
5	No School - Teacher Planning Day
6	No School - Professional Development Day
21 - 23	No School - Thanksgiving Holiday

DECEMBER	
20 - 31	No School - Christmas Break

JANUARY	
1 - 2	No School
3 - 4	No School - Teacher Planning Day
21	No School - Martin Luther King Holiday

FEBRUARY	
18	No School - President's Day Holiday

MARCH	
	ACT Testing Date (11th grade only)
8	No School - Professional Development Day
11	No School - Teacher Planning Day

APRIL	
1 - 5	No School - Spring Break
8	No School - Teacher Planning Day

MAY	
	K-PREP testing - last 14 instructional days
3	No School
21	No School - Professional Development Day
23	Last Day for Students
24	Closing Day for Teachers
27	No School - Memorial Day

Days designated as make-up days for weather days:	
2/18, 3/8, 5/24, 5/28, 5/29, 5/30, 5/31, 6/3, 6/4, 6/5, 6/6, 6/7, 6/10, 6/11, 6/12,	

MAP Testing Windows (Grades K - 8)	
Fall:	September __, 2018 - October __, 2018
Winter:	November __, 2018 - February __, 2019
Spring:	March __, 2019 - May __, 2019

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.

School District: Bullitt County Schools

Name of Treatment Program: Bullitt Alternative Center

School Code: 120

A.	Projected 2018-2019 School Year Average Daily Attendance (ADA)	<u>50.00</u>	
B.	Projected Base SEEK \$4,000 x ADA		\$ <u>200,000.00</u>
C.	Projected At-Risk Add-on \$4,000 x 0.15 x ADA for residential & group home youth*		\$ <u>21,432.00</u>
D.	December 1, 2017 Child Count: Severe (Low) <u>3</u> Moderate <u>2</u> Speech (High) _____		
D1.	Projected Low Incidence Add-On ¹ \$4,000 x 2.35 = \$9,400 x 12-1-17 Child Count		\$ <u>28,200.00</u>
D2.	Projected Moderate Incidence Add-On ² \$4,000 x 1.17 = \$4,680 x 12-1-17 Child Count		\$ <u>9,360.00</u>
D3.	Projected High Incidence Add-On ³ \$4,000 x 0.24 = \$960 x 12-1-17 Child Count		\$ <u>0.00</u>
E.	Total Projected SEEK for 2018-2019 School Year		\$ <u>258,992.00</u>
F.	SEEK Funds to be provided by Kentucky Department of Education		\$ <u>179,170.67</u>
	State Ratio** <u>69.18%</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
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.

School District: Bullitt County Schools

Name of Treatment Program: Spring Meadows

School Code: 032

A.	Projected 2018-2019 School Year Average Daily Attendance (ADA)	20.00	
B.	Projected Base SEEK \$4,000 x ADA		\$ <u>80,000.00</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>3</u> Moderate <u>1</u> Speech (High) _____		
D1.	Projected Low Incidence Add-On ¹ \$4,000 x 2.35 = \$9,400 x 12-1-17 Child Count		\$ <u>28,200.00</u>
D2.	Projected Moderate Incidence Add-On ² \$4,000 x 1.17 = \$4,680 x 12-1-17 Child Count		\$ <u>4,680.00</u>
D3.	Projected High Incidence Add-On ³ \$4,000 x 0.24 = \$960 x 12-1-17 Child Count		\$ <u>0.00</u>
E.	Total Projected SEEK for 2018-2019 School Year		\$ <u>112,880.00</u>
F.	SEEK Funds to be provided by Kentucky Department of Education State Ratio** <u>69.18%</u> x Total Projected SEEK (Line E)		\$ <u>78,090.38</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.

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
2018-2019 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.

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 1st 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 **Bullitt 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 **Bullitt Alternative Center and Sunrise Children's Services-Spring Meadows Center** 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 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. 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

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 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.

SECOND PARTY

Bullitt County Schools District

FIRST PARTY

Eastern Kentucky University

Jesse Bacon
Superintendent

Date

Dr. Gerald J. Pogatshnik
Associate Vice President for Research

Date

Dr. Ronnie Nolan
KECSAC Director

Date

ATTACHMENT 7
2018-2019 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.

District Name
Bullitt

Facility Name
Bullitt Alternative Center

Contact
Shannon Hall

Tool 3: Conducting a Needs Assessment

This set of resources provides basic tools and frameworks that follow the steps of the needs assessment process for States, subgrantees, or facilities to adapt as needed.

Note: There are several points in time when State educational agencies (SEAs) and State agencies (SAs) should assess the educational needs of the children and youth being served under Title I, Part D, such as:

1. when developing the State Plan (see Section 1414(a)(1)(A));
2. when developing the SA Application (see Section 1414(c)(1));
and
3. when implementing an institution-wide project (see Section 1416).

However, needs assessments may occur at any point in time by any agency or facility for program planning and improvement purposes; it is not an activity that is limited to Subpart 1 alone.

Purpose of the Tools

Conducting a needs assessment can be overwhelming. These tools provide a starting point for those working with Title I, Part D, programs and undertaking a needs assessment. They are intended to assist **administrators and assessment team members** as they work through the process. All of the tools can be used in isolation or as a set and are designed to be flexible and customizable in order to meet the goals of individual needs assessments. These tools do not reflect any mandatory Title I, Part D, requirements.

1. Identifying the Scope of the Assessment and Developing a Team: Use to determine why the needs assessment is being conducted, the goals of the assessment, and to identify who should be involved in the needs assessment team.
2. Developing Questions and Summarizing Data for the Program Overview: Once the goals of the assessment are understood, use this worksheet to identify the questions that need to be answered and help summarize the findings.
3. Identifying and Using the Data: Reference these questions throughout the assessment process—from identifying data, to gathering data, to reviewing data—to determine if the available information is useable, or if more data are needed.
4. Identifying Needs and Setting Priorities: Use this template to help determine which needs to focus on first when several are identified.

Details on **how to use** these tools are provided with each individual tool.

4. What resources are required to conduct the needs assessment?

Administration team, teachers and students will all have input regarding the needs of the

- Who should be involved? Are outside resources/consultants needed? program.
- How long will the effort take given the scope of the assessment?
- What will the budget allow for?

Establishing a Needs Assessment Planning Team Administration, teachers, students

The planning team will lead the process of conducting the needs assessment. The members of the planning team will depend on the level at which the assessment is being conducted (SEA, SA, LEA, or facility) and on the focus of the needs assessment.

Depending upon the purpose and the scope of the assessment, identify individuals who should be involved in the assessment team.

- Establish a team leader who pulls the larger team together and directs the needs assessment process
- Make sure the team is comprised of individuals who have a variety of skills or knowledge and who can actively contribute to one or more aspects of the needs assessment process, such as the:
 - ☐ ability to request and obtain data and resources,
 - ☐ ability to analyze and synthesize the data, or access to a team of people who can assist with this
 - ☐ ability to prepare a report and develop action items
 - ☐ ability to act on the results once the action items are identified
 - ☐ ability to represent a unique perspective (e.g. teachers, parents, students) of all impacted groups
- Ensure a cross-section of individuals (as applicable) are represented on the team
 - ☐ *Individuals who work in the system* and who will be involved in implementing changes based on the results, such as administrators, principals, teachers, transition coordinators, security and/or other staff
 - ☐ *Individuals who benefit from or are impacted by the services*, such as parents or family representatives, students, community members, and other stakeholders
 - ☐ Consider developing a permanent (rather than 1-time) needs assessment team who can revisit the resulting plan and priorities, and identify new needs as they arise on an ongoing basis.

Categories and Guiding Questions	What Do the Data Tell You?
B. Comparing Current Services, Resources, and Systems to the Student Population and Program Goals (e.g., identifying gaps)	
<p>Student Educational Services and Offerings: Gather information on the type(s) of educational programming that currently exist(s) to assess alignment with the needs of the student population.</p> <ul style="list-style-type: none"> • What are the primary educational offerings within the eligible programs (e.g., basic education/vocational education/etc.)? • What types of supplemental educational services are offered? • Do these services align with the needs of the student population? • Are there enough services /staff to adequately serve the students in need? • Are the services of high quality and demonstrating results? 	<p>Our academic goals for our kids are three-fold. 1. We hope to keep kids on grade level, ready to transition back to their home school once they complete the program. 2. We work to make sure our student earn as many required credits as possible while at BAC. 3. If we get a senior, our goal shifts toward graduation and what we can do to help the student earn their diploma. Kids have access to Edgenuity as well as project based learning. They also have the opportunity to take classes at the Area Technology Center IF their behavior is appropriate and consistently progressing. One continuous area of</p>
<p>Student Outcomes: Review performance data to determine whether programming is preparing students to return to school, the community, and/or obtain employment at a level at least equivalent to the local district school.</p> <ul style="list-style-type: none"> • What data on student outcomes are being collected? Are data missing? • How are students performing across multiple subject areas? • Are students earning a high school diploma or obtaining a GED? • How do these data compare with district averages? • What do trend data indicate in terms of student performance? • Are students tracked after enrollment to follow their outcomes? What would be needed to do so? 	<p>MAP scores upon entrance and exit from the program. ACT Scores KPREP Scores Graduation Rates All students are working toward a diploma from their home high school. Student performance typically falls below the district averages. Students are tracked while they are at BAC and also while they are under the transition umbrella. Once the transition phase has successfully been completed, the student is tracked by their home school.</p>
<p>Student Support Services: Gather information about the additional services that exist to support students academically to assess whether these services are successful and readily available.</p> <ul style="list-style-type: none"> • What types of additional services are offered in the eligible programs (e.g., mental health screening, counseling, transition services, family involvement policies)? • Do these services align with the needs of students being served? • Are there enough services and staff to adequately serve the population? • Are the services of high quality and meeting the needs of students? 	<p>Centerstone Counseling Services are available but not accessed by all students. The services are aligned with the needs of our students, but there are often barriers (parental support, transportation etc.) that keep are students from consistently accessing these services.</p> <p>During one of our audits last year it came to our attention that our kids weren't aware that they were receiving "treatment" during their time at BAC. Despite receiving individual and group counseling.</p>

Categories and Guiding Questions	What Do the Data Tell You?
<p>Systems and Infrastructure: Explore whether the current systems work effectively for obtaining the data, information sharing and ensuring students receive services in a timely manner.</p> <ul style="list-style-type: none"> • How soon do facilities receive students' records after they are enrolled? • How soon are records transferred after students exit a facility? • How soon do facilities assess students after enrollment (e.g., for academic placement, mental health, special education, etc.)? • How long are students enrolled before they begin to take classes? • How are student data collected, reported and shared? • Are the data integrated with the State educational reporting system? • Are they part of a longitudinal data collection system? 	<p>Typically, records are exchanged during the hearing and/or intake process. Because BAC only receives students from Bullitt County, all records are accessible via Infinite Campus. The assessment process begins on day one. The student and parent complete the intake process and then begin working to establish baseline. Students are enrolled in classes and begin working on day 2. BAC collects data just like the regular education high schools. We track both behavior and academic data and use that information to determine the best course of action. That information is shared with the home school during the transition meeting to help make the transition back as smooth as possible.</p>

Questions to Ask About the Data Identified and Collected	What do the data tell you?
Additional Data Collection <ul style="list-style-type: none"> • If data have not been collected, what collection methods could be used to obtain the data? • What steps and costs are involved in collecting this information (e.g., creating and administering a survey, organizing focus groups, developing interview protocols, or hiring outside consultants)? <ul style="list-style-type: none"> <input type="checkbox"/> How long will such a collection take to develop and implement? 	<p>Collaborate with home schools to determine graduation rates for students that had spent time at BAC.</p> <p>Create an ad-hoc report that keys in on BAC enrollments.</p>

Needs Assessment 4: Identifying Needs and Setting Priorities

After analyzing the data, gaps between the program's goals and the current status of the program will be apparent. Next, priorities and action steps should be set. The table below provides one example of how to approach this process. Keep in mind that: (1) in order to achieve one goal, other issues may need to be addressed beforehand, and (2) there may be opportunities to be more efficient—if outcomes are examined comprehensively, problems may be identified that impact several outcomes, and as a result, solutions may address more than one need.

How to Use This Tool

The first row of this table provides sample outcomes and related responses, and additional rows may be added to include outcomes and goals in the same manner. While some assessments may not fully align with this format, this table can be used to inform an assessment team's thinking about the prioritization process and can help identify ways to modify or develop a separate tool that meets the team's needs.

KECSAC

Standard/Indicator Program Improvement Summary

District: Bullitt

Program Name: Bullitt Alternative Center

Lead Specialist: Sonny McManus

Assisted by:

Assisted by:

Date of Visit: 2/28/2018

Program Description

Bullitt Alternative Center is an on-site education and treatment facility for students between the ages of 11 and 17 years old. The program was established in 1984 with a capacity of 50 students and average length of stay is approximately 50 days. Of the 38 students who were enrolled on the day of this visit, 21 were in attendance, eight were designated as KECSAC students, four students received special education services, and one had a 504 plan. The educational staff consists of six teachers (two with special education certification), six instructional assistants, two counselors, one secretary, one assistant principal, and one principal. Information for this report was obtained from six classroom visits, four student interviews, five teacher interviews, two counselor interviews, and a review of prepared documentation as required by the Standards, Indicators, Descriptors, and Evidences tool. The orientation visit was conducted with Shannon Hall, Principal.

RUBRIC

- 4 *Exemplary*
- 3 *Accomplished/Fully Functioning*
- 2 *Developing/Limited or Partial*
- 1 *Ineffective/Little or No*
- NA *Not Applicable*

Submit by e-mail

Should this program receive a letter of intervention?

Standard 1: Purpose and Direction

Performance Level

- | | | |
|-----|--|---------------|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | 4 - Exemplary |
| 1.2 | The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 4 - Exemplary |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | 4 - Exemplary |

Standard 2: Governance and Leadership

Performance Level

- | | | |
|-----|---|---------------|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | 4 - Exemplary |
| 2.2 | The governing body operates responsibly and functions effectively. | 4 - Exemplary |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 4 - Exemplary |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | 4 - Exemplary |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | 4 - Exemplary |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | 4 - Exemplary |

KECSAC

Standard/Indicator Program Improvement Summary

Standard 3: Teaching and Assessing for Learning		Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	4 - Exemplary
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	4 - Exemplary
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	4 - Exemplary
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	4 - Exemplary
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	4 - Exemplary
3.6	Teachers implement the school's instructional process in support of student learning.	4 - Exemplary
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3 - Accomplished/Fully Functional
3.8	The school engages families/stakeholders in meaningful ways in their children's education and keeps them informed of their children's learning progress.	4 - Exemplary
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4 - Exemplary
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	4 - Exemplary
3.11	All staff members participate in a continuous program of professional learning.	4 - Exemplary
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	4 - Exemplary
3.A	Formal and informal assessments are used to identify causes of behavior, reasons for the behaviors, replacement behaviors, student interview/involvement and multi-component interventions that influence student learning.	4 - Exemplary
3.B	Education and treatment staffs collaborate and use behavior, social rating, learning style and career interest assessments to improve student learning.	4 - Exemplary
3.C	Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.	4 - Exemplary
3.D	Highly structured classrooms include behavior management, student self-management skills instruction and provide opportunities for high rates of positive reinforcement.	4 - Exemplary
3.E	Education and treatment staffs use PD and student need assessment data to identify interventions and measure specific student outcomes.	4 - Exemplary
3.F	An individual growth plan is available and is supported by an individual professional development plan for all education staff.	4 - Exemplary
Standard 4: Resources and Support System		Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	4 - Exemplary
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	4 - Exemplary
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	4 - Exemplary

KECSAC

Standard/Indicator Program Improvement Summary

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	4 - Exemplary
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	4 - Exemplary
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	4 - Exemplary
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	4 - Exemplary
4.A	Instructional materials are comparable (quality/quantity) to those provided to regular school students.	3 - Accomplished/Fully Functional

Standard 5: Support		Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	4 - Exemplary
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	4 - Exemplary
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	4 - Exemplary
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	4 - Exemplary
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	4 - Exemplary

KECSAC Required Indicators		Performance Level
KR.1	School leadership is involved in the selection of teaching and support staff.	3 - Accomplished/Fully Functional
KR.2	Leadership designates a school administrator who is the instructional leader of the educational program.	Yes
KR.3	Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings.	Yes
KR.4	Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs.	Yes
KR.5	Students are enrolled in core curriculum courses and are making appropriate progress for success at the next level.	3 - Accomplished/Fully Functional
KR.6	Educational records are requested from the sending school.	Yes
KR.7	Educational records are forwarded to the receiving school within five days following the release of the student from the school/program.	Yes
KR.8	An educational passport is prepared.	Yes
KR.9	A minimum of 1,062 instructional hours and no fewer than 170 student attendance days is provided.	Yes
KR.10	An annual interagency agreement between the local school district and the treatment program exists.	Yes
KR.11	School personnel participate in treatment planning meetings.	Yes

KECSAC

Standard/Indicator Program Improvement Summary

KR.12	The KECSAC mandated extended school calendar includes 33 additional days, each with a minimum of 4 hours of direct instruction.	Yes
KR.13	All educators meet state certification requirements.	Yes
KR.14	The teacher pupil ratio for on-site state agency school programs shall average, based on annual average daily attendance, no more than ten (10) students to (1) teacher without a classroom aide and fifteen (15) students to one (1) teacher with a classroom aide.	Yes
KR.15	Time sheets for educational staff are maintained.	Yes

Program Strength Areas Based on Evidence of Standards and Indicators

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning

- Two social workers provide individual, group, and treatment team counseling on a structured and regular basis. Some of the group counseling topics include substance abuse, bullying, school violence, career building, coping skills, domestic and date violence, and building relationships.
- Classrooms are highly structured and include behavior management and student self-management skills instruction. The Positive Behavior Intervention System (PBIS) continues to be implemented effectively with holding students accountable for behaviors. An incentive program is utilized that is associated with math scores and includes rewards of food and days off for students. Students receive "Way to go Tickets" as rewards every two weeks.
- Staff interviews and a review of documentation indicates certified and classified staffs attend regularly scheduled faculty meetings. Certified staff also attend regularly scheduled PLC meeting. All teachers attend regularly scheduled treatment team meetings along with the social workers. Agendas, meeting minutes, and sign-in sheets are used to document attendance.
- Student interviews indicated they feel safe here due to locked doors and having a resource officer housed in the building. Students commented they could get more work done here due to the structure, small class sizes, and the willingness of the teachers and aides to help you. "Teachers are very caring." "Teachers are very supportive." "I have met the best people and teachers here-I can really trust."
- Teacher interviews, student interviews, and classroom observations revealed multiple instructional strategies being used to address all learning styles. Students were engaged and active participants in their learning. One social studies class observed was using Face time to converse with a Louisville TV meteorologist. After giving them a virtual tour of the TV studio, the meteorologist engaged in a Q&A with the students that was very well orchestrated and implemented by the teacher. The students behaved admirably and appreciated the learning opportunity.
- In addition to all components of Unbridled Learning, K-Prep, ACT, EOC, MAP, SAT and Edgenuity assessments are administered. Edgenuity Computer Curriculum is utilized for credit recovery. Documentation was rich with examples of compilation and analysis of student data from multiple assessments.
- Students have access to Edgenuity via 45 desktops, 15 Chrome books, and 10 laptops. Each classroom is equipped with a smart board.
- An exemplary career research and study exists.

KECSAC

Standard/Indicator Program Improvement Summary

Standard 4: Resources and Support System

- Professional development activities are aligned with the program improvement plan and the teachers' PD Growth Plan.
- Professional Growth Plans for teachers include goals for professional development.
- Documentation review included these components: Emergency plans and drills, ILPs, Social Work (counselor) lesson plans, student folders with graduation plans and transcripts, cards sent to parents to celebrate student achievement, scoring guides, learning styles surveys, end of course assessment results, meeting agendas and minutes for every professional learning community, faculty meeting, PBIS meeting, teaching partner, and parent conferences.
- BAC has implemented a new tutoring program. Each teacher is assigned a homeroom roster that meets daily at the beginning of the day for 50 minutes. Students receive social skills training that includes one-on-one counseling, IGPs, ILPs, course matrix, short/long term goals and transitional planning.
- All classrooms exhibit posters that provide students, core content, rules and expectations (e.g., D.O.K. 1-4 Questions and Key Terms, CHAMPS, SLANT).
- BAC strives to nurture parent involvement with the implementation of the following: Thanksgiving dinner, 9 weeks student celebration of academic achievement, end of year student celebration, and annual open house.

Standard 5: Support

KECSAC Required

Areas in Need of Improvement Based on Evidence of Standards and Indicators

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Learning

- Extending learning needs to be broadened to include field trips, guest speakers, mentors, and more opportunities for community service projects. Some of these may include recycling products, adopting a highway, and compiling care packages for the under advantaged and the homeless.
- A qualified full-time math teacher needs to be hired to provide instruction in core-content courses.
- Interviews and classroom observations indicated a strong need for more direct instruction in all classes. Students complained of the monotony of sitting at the computer all day. A suggestion is to alternate days between Edgenuity and direct instruction in some courses. Also, comparable KECSAC programs have resolved similar issues effectively and would make good networking resources.
- Teacher interviews indicate there is a need for updated equipment for the P.E. class.

KECSAC

Standard/Indicator Program Improvement Summary

Standard 4: - Students need to be made aware of the treatment team review process and have access to appropriate disclosure of information that is pertinent to their academic and treatment progress.
Resources and Support System

Standard 5:
Support

KECSAC - Students did not know their learning styles or number of current credits when asked during interviews.
Required

Additional Comments and Considerations

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 2017-2018 Program Improvement Plan. The report should include updates on the goals set from the previous academic year.

Implementation and Impact Check

According to the 2017 – 2018 KECSAC Improvement Summary, the Bullitt Alternative Center (BAC) Scored high marks across the board. All sub-standards under standards 1 and 2 were all marked “exemplary”. Standard 3 received all exemplary marks with the exception of sub-standard 3.7. Sub-standard 3.7 is described as “mentoring, coaching and induction programs that support instructional improvement consistent with the school’s values and beliefs about teaching and learning”. The sub-standard was marked as “accomplished/fully functional”. Under standard 4, BAC scored all exemplary marks with the exception of 4.A, “instructional materials are comparable (quality/quantity) to those provided to regular school students”. BAC received “accomplished/fully functional” for sub-standard 4.A. Standard 5, “support” had 5 sub-standards and BAC received exemplary marks in all areas. Under the “KECSAC Required Indicators” received all “YES” responses with the exception of KR.1 and KR.5. Both KR.1 and KR.5 received “accomplished/fully functional” in those two areas.

Areas of concern that were mentioned involved “hiring a full staff”. At the time of the site visit BAC had three key vacancies. Two were teacher vacancies and one was a social worker vacancy. At the time of the site visit, there were two full time substitute teachers for the two teaching vacancies and we were without a social worker. Our 3rd social worker resigned about the same time we found out that KECSAC funding was potentially being severely cut. During that time BAC was put in a holding pattern to see what was going to happen financially with KECSAC and DJJ. Once funding was restored, BAC was allowed to hire a 3rd social worker. Since that time, BAC has hired two teachers and a 3rd social worker. We currently have one Instructional Assistant position open. All other vacancies have been filled with quality people with a passion for helping “at-risk” students.

Another suggestion addressed the PE equipment on hand at BAC. The improvement summary suggested investing in some upgraded equipment for the students to utilize during their gym/PE time. Since the summary, BAC has upgraded PE equipment to include new jump ropes, basketballs, footballs and volleyballs. Kids have access to the equipment in the gym. They also get access to the equipment when they go on their daily walks around the campus.

It was stated in the improvement summary that “students did not know their learning styles or number of current credits when asked during interviews”. It was also noted that “students need to be made aware of the treatment review process and have access to appropriate disclosure of information that is pertinent to their academic and treatment progress”.

Based on the improvement summary, BAC has addressed all issued documented from the site visit. In addition to addressing the items listed in the improvement summary, BAC continues to focus on a continuous push towards developing a more well rounded treatment program. Students are assessed during intake and the learning styles are immediately established. During intake and throughout the time at BAC, the social workers explain the treatment plan, establish goals and continuously help the student work towards those goals.

The team and system in place at BAC work hard to meet student needs and to address all issues highlighted in the KECSAC Program Improvement Summary.

ATTACHMENT 9

Student Transition Plan

KECSAC programs are required to submit a Student Transition Plan (STP) for the 2018-2019 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 administrator 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.)

THE BULLITT ALTERNATIVE PHASE SYSTEM

INITIATING THE PROCESS:

To initiate the transition from the home school to Bullitt Alternative Center, the home school will initiate a meeting with the Bullitt Alternative Center administration. The home schools will initiate the *Student Intervention Document (SID)*. Once the SID is completed, the home school will attach the *Behavior Intervention Plan (BIP)* to the student intervention document. The document will include 4-6 weeks' worth of intervention data, including the dated time periods the interventions were used and anecdotal notes explaining why the interventions were deemed unsuccessful. After reviewing the data, Bullitt Alternative Center administration will determine whether or not the program is the best placement for the student. If it is decided that BAC placement is appropriate, the home school will contact the parent, inform them of the placement decision and instruct the parent to contact BAC to set up a day and time for intake. If the student is to be placed at the Bullitt Alternative Center they will complete the program through a 4 phase program.

PHASE I: TREATMENT AND MONITORING (30 successful days)

1. Treatment goals will be identified at the time of placement during an intake meeting with student AND guardian. The treatment goals will include behavioral, social, and academic goals.
2. A core treatment team will come together to hold an Individual Learning Plan- Addendum or Admissions and Release Committee Meeting based on student needs. Members of this team include (only if student is out of Phase IV):
 - a. Bullitt Alternative Center Administrator
 - b. Bullitt Alternative Center Social Worker (assigned to student)
 - c. Bullitt Alternative Center Regular Education Teacher
 - d. Home School Representative
 - e. Guardian of Student
 - f. Student
 - g. Ad hoc Members such as: special education teacher, therapists, court designated workers, and other key people working with the student.
3. In the Individual Learning Plan- Addendum or Admissions and Release Committee Meeting based on student needs the following will be discussed:
 - a. Behavior in both home school and alternative center
 - b. Academics in both home school and alternative center
 - c. Treatment goals created with guardians in the initial intake meeting
 - d. Goals the home school wants to set for student to be successful in the traditional setting

PHASE III: TRANSITION TO HOME SCHOOL (10 successful days)

1. During Phase III, the student must earn 5 successful days at BAC. After earning 5 successful days, the student will transition back to the home school where they must earn an additional 5 successful days.
2. This phase provides the student with the opportunity to prove that they can successfully transition back to the home school while maintaining the support of the Treatment Team.
3. Home school will have access to a Bullitt Alternative Point sheet. The home school will mark the point sheet and communicate the progress (or lack thereof) to BAC.
4. Once a student has demonstrated the ability to have 10 successful days (5 at BAC and 5 at the home school), pass two drug screenings, and is on track to meet treatment goals, then the student will have successfully completed phase III and will enter phase IV.

PHASE IV: RETURN TO HOME SCHOOL (60 days)

1. Bullitt Alternative Center staff will collaborate with home school to address any transitioning concerns.
2. A minimum of two check-ins will occur during Phase IV. Check-ins can be through Infinite Campus, student and/or parent meetings and administration follow up. Additional visits by the Bullitt Alternative staff may be made as deemed necessary throughout this 60 day phase.
3. Random drug testing can still occur during this phase as the student is still part of the Bullitt Alternative Center program.
4. Academic and behavioral records will be kept for each student and will be shared with the home school to provide necessary support of the student's success. Current and accurate documentation will also be maintained through Infinite Campus and through KYCID's SWIS program when made available.

PROGRAM EXIT

1. At the conclusion of Phase IV, students who SUCCESSFULLY demonstrate the ability to remain at their home school will exit the program and be considered a successful transition.

THE BULLITT ALTERNATIVE PHASE SYSTEM

PHASE I: TREATMENT AND MONITORING (30 successful days)

INITIATING THE PROCESS:

To initiate the transition from the home school to Bullitt Alternative Center, the home school will initiate a meeting with the Bullitt Alternative Center administration. If the student is in Phase IV (60 day period after completion of BAC program) and is deemed unsuccessful the student will be placed at the Bullitt Alternative Center to repeat the program again through a different phase track. This is considered a **FAILED TRANSITION**

If the student is out of Phase IV, the *Student Intervention Document* will be reviewed. The *Behavior Intervention Plan* (BIP) will be attached to the student intervention document. The document will include 4-6 weeks' worth of intervention data, including the dated time periods the interventions were used and anecdotal notes explaining why the interventions were deemed unsuccessful. After reviewing the data, Bullitt Alternative Center administration will determine rather or not the program is the best placement for the student. If it is decided that BAC placement is appropriate, the home school will contact the parent, inform them of the placement decision and instruct the parent to contact BAC to set up a day and time for intake. If the student is to be placed at the Bullitt Alternative Center they will repeat the program through a different 4 phase track.

PHASE I: TREATMENT AND MONITORING (30 successful days)

1. Prior to Phase I beginning, a student repeating the program will start out by spending 10 **SUCCESSFUL** days in isolation. These days **DO NOT** count toward the overall day count. After 10 successful days, the student will transition to the classroom and begin officially working on Phase I.
2. Treatment goals will be identified at the time of placement during an intake meeting with student AND guardian. The treatment goals will include behavioral, social, and academic goals.
3. A core treatment team will come together to hold an Individual Learning Plan-Addendum or Admissions and Release Committee Meeting based on student needs. Members of this team include (only if student is out of Phase IV):
 - a. Bullitt Alternative Center Administrator
 - b. Bullitt Alternative Center Social Worker (assigned to student)
 - c. Bullitt Alternative Center Regular Education Teacher
 - d. Home School Representative
 - e. Guardian of Student
 - f. Student

4. Phase II begins when the student has successfully completed Phase I (30 successful days) based on point sheets.
5. During Phase II, the student will not have the privileges of GAIN, pizza for attendance, no earning days off by passing assignments, no Friday lunch bunch, no field trips. The student will be escorted to breakfast, restroom, lunch, and bus daily. The student can earn daily PE.

PHASE III: TRANSITION TO HOME SCHOOL (20 successful days)

1. During Phase III, the student must earn 10 successful days at BAC. After earning 10 successful days at BAC, the student will transition back to the home school where they must earn an additional 10 successful days (student will officially enroll at the home school at this time).
2. This phase provides the student with the opportunity to prove that they can successfully transition back to the home school while maintaining the support of the Treatment Team.
3. Home school will have access to a Bullitt Alternative Point sheet. The home school will mark the point sheet and communicate the progress (or lack thereof) to BAC.
4. Once a student has earned 20 successful days (10 at BAC and 10 at the home school), pass two drug screenings, and is on track to meet treatment goals, then the student will go back to their home school full time.
5. During Phase III, the student is able to earn daily PE.

PHASE IV: RETURN TO HOME SCHOOL (60 days)

1. Bullitt Alternative Center staff will collaborate with home school to address any transitioning concerns.
2. A minimum of two check-ins will occur during Phase IV. Check-ins can be through Infinite Campus, student and/or parent meetings and administration follow up. Additional visits by the Bullitt Alternative staff may be made as deemed necessary throughout this 60 day phase.
3. Random drug testing can still occur during this phase as the student is still part of the Bullitt Alternative Center program.
4. Academic and behavioral records will be kept for each student and will be shared with the home school to provide necessary support of the student's success. Current and accurate documentation will also be maintained through Infinite Campus and through KYCID's SWIS program when made available.

PROGRAM EXIT

1. At the conclusion of Phase IV, students who SUCCESSFULLY demonstrate the ability to remain at their home school will exit the program and be considered a successful transition.

Bullitt Alternative Center

TRANSITION TRACK FOR FIRST ENROLLMENT

PHASE I- 30 Successful Days	PHASE II- 10 Successful Days	PHASE III- 10 Successful Days (5 days at BAC, 5 days at home school)	PHASE IV- 60 days
PE can be earned	PE can be earned	PE can be earned	Starts once full-time enrollment starts
GAIN- 15 minutes of extra PE on Friday's if grades are above 70%, perfect attendance, and no behavior events	GAIN- 15 minutes of extra PE on Friday's if grades are above 70%, perfect attendance, and no behavior events	GAIN- 15 minutes of extra PE on Friday's if grades are above 70%, perfect attendance, and no behavior events	Random drug testing from BAC staff
Snack incentive on Friday for perfect attendance	Snack incentive on Friday for perfect attendance	Snack incentive on Friday for perfect attendance	Referrals, Behaviors, Attendance, and Grades will be discussed throughout the transition back to the home school.
May earn 1 day off of phase for every 12 quizzes passed with a 70% or higher	May earn 1 day off of phase for every 12 quizzes passed with a 70% or higher	Random Drug Testing	Involved in Youth Service Center or any other wrap around services that are available (ie. Centerstone).
May attend field trips if meets school requirements	May attend field trips if meets school requirements	May attend field trips if meets school requirements	
Random Drug Testing	Random Drug Testing	Escorted to all areas	
Escorted to all areas	Escorted to all areas	Friday Lunch Bunch	
	Friday Lunch Bunch		

When emailing a SID or SID review - write in the email subject line:

- SID for Truancy (include school initials)
- SID for Administrative Placement (include school initials)
- SID for Alternative Placement or Expulsion (include school initials)

Big 3 (Weapons, Drugs, Serious Bodily Harm)

Reg Ed -

School notifies Pat Smith, completes SID, consultant reviews for child find, school uploads to PLP, sends to Betsy Nutt

Central Office administration schedules a hearing

At the hearing, placement is determined

1. Special Ed - On the day of the incident, the school notifies Pat Smith, completes the SID, consultant reviews, and notes the date of the ARC for a manifestation determination. The school uploads the SID to PLP.

2. School schedules ARC for a manifestation determination (psychologist, BAC rep, and consultant should be at the table).

Option A is for a behavior that IS NOT a manifestation of the student's disability

A. At the hearing, placement is determined

A. Pending hearings decision an ARC may be required to review and revise special education services.

Option B is used when the behavior IS a manifestation of the student's disability. The ARC determines placement (student stays at home school, BAC, performance based, etc). The IEP should be amended, as needed, for the LRE placement.

B1) When a FBA or BIP is on file review and or revise BIP and collect data

B2) If no FBA or BIP - Get consent for FBA and create a BIP or a safety plan, start data collection

Administrative Placement or ARC placed Reoccurring Chronic Misbehavior

DRAFT 9/14/2015

Reg Ed -

School completes SID, consultant reviews for child find, school uploads to PLP, & sends to BAC admin.

School & BAC Admin review Tier 3 intervention data (4-6 weeks).

School Administrator works with BAC Admin to determine placement

1. Special Ed. - Once reoccurring or patterns of behaviors are present a conversation is held between administrators at school and BAC regarding interventions and data, the sped continuum (LRE), and placement options. An **ARC should be held** to address the behavior within the school. The LRE placement decisions and a behavior contract with interventions and a contingency plan is created and documented in the ARC summary. Set a date for a follow up ARC to review behavior data and if necessary discuss manifest. FBA and/or BIP.

2. At the follow up ARC meet to review data and to discuss next steps (psychologist, BAC rep and consultant should be at the table). Was there progress? If **YES, and the data shows there was progress** the student stays put.

3. If there's **NO improvement in behavior**, the school completes a manifestation determination during the ARC. Discuss a FBA and BIP.

3A). If the behavior is NOT a manifestation of the student's disability Administrators (school and BAC) determine the school placement. Within an ARC, review and revise special education services.

3B). When the behavior IS a manifestation of the student's disability, the ARC determines placement based on the LRE continuum (includes student's home school or BAC).