

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 2021-2022 Interagency Agreement between the school district and treatment program (not required for Department of Juvenile Justice programs).
- **ATTACHMENT 7** - A 2021-2022 Program Improvement Plan (PIP).
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2020-2021 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.

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. <ol style="list-style-type: none">a. Those children of school age committed to or in custody of the Cabinet for Health and Family Services and placed, or financed by the cabinet, in a Cabinet for Health and Family Services operated or contracted institution, treatment center, facility, including those for therapeutic foster care and excluding those for nontherapeutic foster care; orb. Those children placed or financed by the Cabinet for Health and Family Services 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; and3. Those children committed to or in custody of the Department of Juvenile Justice and placed in a department operated or contracted facility or program; and4. Those children referred by a family accountability, intervention, and response team as described in KRS 605.035 and admitted to a Department of Juvenile Justice operated or contracted day treatment 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, 2021. 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

Sherri Clusky at Sherri.Clusky@eku.edu

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

I. INTRODUCTION

This agreement is made and entered into this 1st day of July, 2021, by and between The Kentucky Educational Collaborative for State Agency Children (KECSAC), Eastern Kentucky University, (hereinafter called the FIRST PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky, and **Elizabethtown Independent Schools**, (hereinafter called the SECOND PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky.

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

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

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

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

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

II. SCOPE OF WORK

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

III. PERIOD OF PERFORMANCE

Each Memorandum of Agreement is for a period of twelve months, beginning July 1, 2021, with an end date of June 30, 2022. The education program may continue for multiple years and each subsequent year will be dealt with separately and will require a new Memorandum of Agreement. Initiation and continuation of this agreement are contingent upon FIRST PARTY’S receipt of funding from the CABINETS.

IV. DUTIES OF THE FIRST PARTY

1. The FIRST PARTY will provide the services of the Director of KECSAC or other KECSAC personnel to facilitate the distribution of the funds as described herein.
2. The FIRST PARTY will provide for all of the normal administrative requirements as established by the CABINETS.

V. DUTIES OF THE SECOND PARTY – Elizabethtown Independent Schools ,

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

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

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

VI. COSTS AND PAYMENTS

1. On a quarterly cost reimbursement basis, the FIRST PARTY will request that payments be made by Kentucky Department of Education to the SECOND PARTY the cost, not to exceed approved requested funds, for direct labor, supplies, subcontracts, and incidental expenses necessary for the execution of the work. The SECOND PARTY will bill the FIRST PARTY in MUNIS **project budget report** format quarterly for expenditures as actual expenses are incurred (*as requested*). The budget is attached as ATTACHMENT 1 and incorporated herein by reference. New Memorandum of Agreements with an updated annual budget will be completed each year for each program.
2. The SECOND PARTY will provide documentation, in MUNIS format, that itemizes all funds that the SAC education program generates including KECSAC and SEEK funds. Any KECSAC funds not expended by June 30th of the current fiscal year will be deducted from the program's next fiscal year allocation amount.
3. The SECOND PARTY agrees that if an education program closes during the year, the SECOND PARTY will be reimbursed up to 25% of the allocated amount if the program closed on or before September 30th, up to 50% if the program closed on or before December 31st and up to 75% if the program closed on or before March 31st.
4. The FIRST PARTY will withhold 10% of the total allocation until the final (fourth quarter) reimbursement. If an education program receives the full amount of allotted funds and that education program closes without having spent all of the funds, the SECOND PARTY agrees to return any unspent funds.
5. The FIRST PARTY reserves the right to reduce the allocated amount to the SECOND PARTY in the event a budget reduction is required by the Governor or the Legislature during the fiscal year.

VII. TERM AND RENEWAL

The Term of this Agreement shall run from July 1 – June 30 and shall be renewed annually upon mutual agreement of the parties in writing.

VIII. CABINETS

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

IX. ENDORSEMENTS

Both parties have executed this Agreement by duly authorized officers.

X. PROGRAM GUIDELINES

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

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

1. Shall meet Kentucky educational certification requirements and be evaluated in accordance with local school district policy.
2. Shall complete a formal or informal academic assessment of the educational needs of all SAC, and vocational needs of SAC aged fourteen (14) and up or in eighth grade and above, within the first 30 days after admission to an on-site program. Any youth suspected to have an educational disability as governed by 707 KAR 1:300 and 707 KAR 1:320 shall be assessed following required due process procedures.
3. Shall, at on-site education programs, provide the treatment program director an opportunity to interview prospective new teachers for the on-site state agency education program when filling a teacher vacancy. At on-site education programs, the treatment program director shall provide the local school district with interview results regarding the applicants' suitability for teaching in the on-site state agency education program.
4. Shall designate a school administrator who will be the instructional leader of the state agency children educational program(s). School administrators shall attend two statewide meetings of the State Agency Children School Administrators Association (SACSAA) scheduled by the FIRST PARTY with the advice of the KECSAC Interagency Advisory Group and SACSAA. The SACSAA meetings are scheduled as follows:

Fall Statewide Meeting: September 10, 2021

Spring Statewide Meeting: March 4, 2022

5. Shall ensure school administrators attend additional meetings upon thirty (30) days written notification from the FIRST PARTY or the CABINETS.
6. Shall be responsible to ensure school administrators complete and timely submit information including the required MUNIS and IC reports upon request from the CABINETS and/or the FIRST PARTY.
7. Shall ensure the school administrator, or a designee, participates in treatment planning conferences and team meetings for state agency children in programs they serve.
8. Shall comply with all policies of the CABINETS relative to the care and treatment of state agency children.
9. Shall, at on-site education programs, provide a professional development plan for all certified staff working in state agency children programs. All educators new to a state agency children's education program shall attend the "*New Educators Training*," which is scheduled for **August 27, 2021**. 505 KAR 1:080 recommends that three (3) non-instructional days per year be used for professional development designed for state agency children teachers.
10. Shall, at on-site education programs, maintain average teacher pupil ratios not to exceed: No more than ten (10) students to one (1) teacher without a classroom aide; and no more than fifteen (15) students to one (1) teacher with a classroom aide; and shall comply with 505 KAR 1:080 relating to students with educational disabilities. This ratio must be maintained during the regular and extended school calendar.
11. Shall provide the state required days of direct educational services for each state agency child. Students enrolled in a KECSAC program are also required to attend an extended school program for an annual total of 210 instructional days which is in compliance with 505 KAR 1:080. A minimum of four hours of direct instruction is required for each of the extended school days.

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

25. Shall attach a copy of the 2021-2022 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 2020-2021 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 KAR 1:320 for students with educational disabilities. Such Student Transition Plan, as may be amended, is attached as **Attachment 9**, hereto and incorporated herein by reference.

XI. MISCELLANEOUS

1. This Agreement shall be governed by the laws of the Commonwealth of Kentucky. To the extent any provision of this Agreement conflicts with governing law, the laws of the Commonwealth of Kentucky shall control.
2. In the event either party is unable to perform its obligations under the terms of this Agreement because of acts of God, strikes, pandemics, equipment or transmission failure or damage reasonably beyond its control, or other causes reasonably beyond its control, such party shall not be liable for damages to the other for any damages resulting from such failure to perform or otherwise from such causes.

SECOND PARTY

Elizabethtown Independent Schools

 8/31/21

Kelli Bush
Superintendent

Date

FIRST PARTY

Eastern Kentucky University

Gustav A. Benson, Director
Division of Sponsored Programs

Date

Dr. Ronnie Nolan
KECSAC Director

Date

ATTACHMENT 1

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

The total educational budget must be submitted in project budget report MUNIS format. The State Agency Children's Fund and SEEK must be included in the MUNIS report which is submitted with this MOA.

If a program does not receive SEEK funds a memo must be submitted stating that the state agency children are taught at the local school district.

08/11/2021 13:57
9152dmor

ELIZABETHTOWN INDEPENDENT SCHOOLS
PROJECT BUDGET REPORT

IP 1
|paprrjr10

PROJECT NUMBER: 1031
STATE CODE:
CFDA NUMBER:
GRANT AMOUNT:

KECSAC - State Agency Children
THROUGH JUL 2021

THROUGH JUL 2021

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* * * MONTH TO DATE	* * * QUARTER TO DATE	* * * YEAR TO DATE	* * * PROJECT TO DATE	* * * AVAILABLE BUDGET
103I KECSAC - State Agency Children							
0452198 GLEN DALE CENTER							
0110 CERTIFIED PERMANENT SALARY	.00	42473.00	.00	.00	.00	.00	42473.00
0113 OTHER CERTIFIED STAFF	.00	5572.00	.00	.00	.00	.00	5572.00
0120 CERTIFIED SUBSTITUTE SALARY	.00	450.00	.00	.00	.00	.00	450.00
0130 CLASSIFIED REGULAR SALARY	.00	5300.00	.00	.00	.00	.00	5300.00
0221 EMPLOYER FICA CONTRIBUTION	.00	305.00	.00	.00	.00	.00	305.00
0222 EMPLOYER MEDICARE CONTRIBUTION	.00	800.00	.00	.00	.00	.00	800.00
0231 KTRS EMPLOYER CONTRIBUTION	.00	1400.00	.00	.00	.00	.00	1400.00
0232 CERS EMPLOYER CONTRIBUTION	.00	1203.00	.00	.00	.00	.00	1203.00
0253 KPSA UNEMPLOYMENT INSURANCE	.00	73.00	.00	.00	.00	.00	73.00
0260 WORKMENS COMPENSATION	.00	160.00	.00	.00	.00	.00	160.00
TOTAL GLEN DALE CENTER	.00	57736.00	.00	.00	.00	.00	57736.00
220 GRANT REVENUE SRF							
3200 RESTRICTED STATE REVENUE	.00	-57736.00	.00	.00	.00	.00	-57736.00
TOTAL GRANT REVENUE SRF	.00	-57736.00	.00	.00	.00	.00	-57736.00
TOTAL KECSAC - State Agency Children	.00	.00	.00	.00	.00	.00	.00
TOTAL REVENUES	.00	-57736.00	.00	.00	.00	.00	-57736.00
TOTAL EXPENSES	.00	57736.00	.00	.00	.00	.00	57736.00
GRAND TOTALS	.00	.00	.00	.00	.00	.00	.00

AUTHORIZED SIGNATURE:

DATE:



08/11/2021 13:57
9152dmor

ELIZABETHTOWN INDEPENDENT SCHOOLS
PROJECT BUDGET REPORT

REPORT OPTIONS

Sequence	Field #	Total	Page	Break
Sequence 1	12	Y	N	
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: Life-to-date

File output: N
Year/Period: 2022/01
Print revenue as credit: Y
(F)ull or (S)hort desc: F
Print full GL account: N
Double space: N
Summ objs to position: 4
Roll to major project? N
Print journal detail: N
Year/period: 2021/12
to
Year/period: 2022/02
Sort by JE # or PO #: P
Detail format option: 2

** END OF REPORT - Generated by denise morgan **

08/11/2021 13:59
9152dmor

ELIZABETHTOWN INDEPENDENT SCHOOLS
PROJECT BUDGET REPORT

1
P
| paprjr10

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

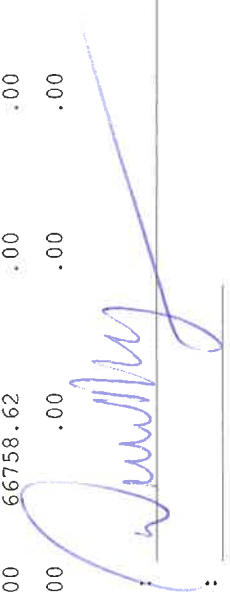
KECSAC - State Agency Children
THROUGH JUL 2021

THROUGH JUL 2021

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	* * * MONTH TO DATE	* * * QUARTER TO DATE	* * * YEAR TO DATE	PROJECT TO DATE	* * * AVAILABLE BUDGET
103G KECSAC - State Agency Children							
0452198 GLEN DALE CENTER							
0110 CERTIFIED PERMANENT SALARY	.00	44087.62	.00	.00	.00	44087.62	.00
0113 OTHER CERTIFIED STAFF	.00	5880.00	.00	.00	.00	4725.00	1155.00
0120 CERTIFIED SUBSTITUTE SALARY	.00	450.00	.00	.00	.00	330.00	120.00
0130 CLASSIFIED REGULAR SALARY	.00	5300.00	.00	.00	.00	5501.42	-201.42
0221 EMPLOYER FICA CONTRIBUTION	.00	305.00	.00	.00	.00	450.56	-145.56
0222 EMPLOYER MEDICARE CONTRIBUTION	.00	800.00	.00	.00	.00	809.57	-9.57
0231 KTRS EMPLOYER CONTRIBUTION	.00	1400.00	.00	.00	.00	1538.01	-138.01
0232 CERS EMPLOYER CONTRIBUTION	.00	1203.00	.00	.00	.00	1864.08	-661.08
0253 KSBA UNEMPLOYMENT INSURANCE	.00	73.00	.00	.00	.00	75.03	-2.03
0260 WORKMENS COMPENSATION	.00	160.00	.00	.00	.00	277.33	-117.33
0643 SUPPLEMENTARY BKS/STUDY GUIDES	.00	1200.00	.00	.00	.00	1200.00	.00
0734 TECH-RELATED HARDWARE	.00	5900.00	.00	.00	.00	5900.00	.00
TOTAL GLEN DALE CENTER	.00	66758.62	.00	.00	.00	66758.62	.00
220 GRANT REVENUE SRF							
3200 RESTRICTED STATE REVENUE	.00	-66758.62	.00	.00	.00	-66758.62	.00
TOTAL GRANT REVENUE SRF	.00	-66758.62	.00	.00	.00	-66758.62	.00
TOTAL KECSAC - State Agency Children	.00	.00	.00	.00	.00	.00	.00
TOTAL REVENUES	.00	-66758.62	.00	.00	.00	-66758.62	.00
TOTAL EXPENSES	.00	66758.62	.00	.00	.00	66758.62	.00
GRAND TOTALS	.00	.00	.00	.00	.00	.00	.00

AUTHORIZED SIGNATURE:

DATE:



08/11/2021 13:59
9152dmor

ELIZABETHTOWN INDEPENDENT SCHOOLS
PROJECT BUDGET REPORT

P 2
paprrjr10

REPORT OPTIONS

Sequence	Field #	Total	Page	Break	
Sequence 1	12	Y	N		File output: N
Sequence 2	09	Y	N		Year/Period: 2022/01
Sequence 3	11	Y	N		Print revenue as credit: Y
Sequence 4	00	N	N		(F)ull or (S)hort desc: F
					Print full GL account: N
					Double space: N
					Summ objs to position: 4
					Roll to major project? N
					Print journal detail: N
					Year/period: 2021/12 to
					Year/period: 2022/02
					Sort by JE # or PO #: P
					Detail format option: 2

Report title:
PROJECT BUDGET REPORT

Print totals only: Y
Include Encumbrances: Y
Multiyear view: Life-to-date

** END OF REPORT - Generated by denise morgan **

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

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

The following budget is adopted for **Glen Dale Center** for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

Federal Programs Allocation FY22	
Title I, Part A	\$ 36,994
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	\$ 36,994

State Programs Allocation FY22	
General/District Funds	\$ 76,844
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$ 57,736
KECSAC	\$
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	\$ 134,580

2021-2022 School Calendar for Elizabethtown Independent Schools and Valley View Education Center/Glen Dale Center
177 Instructional Days/33 Extended Days/230 Total Days

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 (177) or the equivalent hours as approved by KDE (1,062), one opening day, one closing day, four professional development days, four holidays, and thirty-three KECsAC extended days. The overall total of the calendar should equal to or more than 210 instructional days.

A=Administrative Days/No School	I=Instructional (177 Days or 1,062 Equivalent Hours)	E=Extended KECsAC Days (33)
H=Holidays (4)	PD=Professional Development Days (4)	V=Vacation Day
	O=Opening Day (1)	M=Make Up Day
	C=Closing Day (1)	

ELIZABETHTOWN INDEPENDENT SCHOOLS

Calendar 2021/2022

July 2021

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2021

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2021

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31



First day for students is August 11, 2021

Last day for students is May 26, 2022**

Preschool first day - August 19, 2021

Preschool last day - May 18, 2022

NINE WEEK GRADING PERIODS

1st	Aug 11 - Oct 15 (41 days)
2nd	Oct 18 - Dec 17 (40 days)
3rd	Jan 4 - Mar 10 (46 days)
4th	Mar 11 - May 26 (47 days)

PROGRESS REPORT DATES

Sept 13 (8/11 - 9/8); Nov 19 (10/18 - 11/16);
Feb 9 (1/4 - 2/4); Apr 25 (3/11 - 4/20)

REPORT CARD DATES

Oct 22; Jan 10; Mar 17; May 26

The yearly report card distributed on the last day of school is for K-8 students.

STUDENT DISMISSAL DAYS

Teacher Planning Days:

Aug 9, Oct 11, Jan 3

Professional Development Days:

Aug 3 - 5, Nov 2

Holidays:

Sept 6, Nov 25, Dec 31, Jan 17

BREAKS

FALL Oct 4 - 8

CHRISTMAS Dec 20 - 31

SPRING Apr 4 - 8

Dismissal Days:

Nov 1, 24, 26, Feb 21, Mar 18, May 6, 17

Staff Opening Day is Aug 10; Closing Day is May 27

SCHEDULED MAKE-UP DAYS

Note: School will not be in session *unless* used as make-up day if miss for weather.

May 31, June 1 - 3, 6 - 9

Dates are subject to change due to unforeseen circumstances.

January 2022

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

****Last day for students is subject to change.**

Scheduled Make-Up Days (8)

Holidays (4)

Dismissal Days/Breaks

PD Days (4)

Planning (3)

Opening (1)/Closing (1) days for teachers

81

93

ELIZABETHTOWN INDEPENDENT SCHOOLS CALENDAR for 2021-2022

August 3-5, Tuesday – Thursday	Professional Development for Teachers
August 9, Monday	Planning Day for Teachers
August 10, Tuesday	Opening Day for Teachers
August 11, Wednesday	First Day for Students – FULL DAY OF INSTRUCTION
August 19, Thursday	PreSchool First Day
September 6, Monday	Labor Day Holiday - SCHOOL DISMISSED
September 8, Wednesday	Midway of first grading period
September 13, Monday	Progress Reports distributed (based on 20 days; Aug 11 – Sep 8)
October 4-8, Monday – Friday	Fall Break - SCHOOL DISMISSED
October 11, Monday	Planning Day for Teachers – SCHOOL DISMISSED
October 15, Friday	End of first grading period (41 days; Aug 11 – Oct 15)
October 22, Friday	Report Card Day (first grading period)
November 1, Monday	SCHOOL DISMISSED (FDEA)
November 2, Tuesday	Planning Day for Teachers – SCHOOL DISMISSED
November 16, Tuesday	Midway of second grading period
November 19, Friday	Progress Reports distributed (based on 20 days; Oct 18 – Nov 16)
November 24, Wednesday	Thanksgiving Break - SCHOOL DISMISSED
November 25, Thursday	Thanksgiving Holiday - SCHOOL DISMISSED
November 26, Friday	Thanksgiving Break - SCHOOL DISMISSED
December 17, Friday	End of second grading period (40 days; Oct 18 – Dec 17); End of First Semester (81 days)
December 20 – 31	Christmas Break - SCHOOL DISMISSED
January 3, Monday	Planning Day for Teachers – SCHOOL DISMISSED
January 4, Tuesday	Students return to school after Christmas Break
January 10, Monday	Report Card Day (second grading period)
January 17, Monday	Martin Luther King Day Holiday - SCHOOL DISMISSED
February 4, Friday	Midway of third grading period
February 9, Wednesday	Progress Reports distributed (based on 23 days; Jan 4 – Feb 4)
February 21, Monday	Presidents' Day – SCHOOL DISMISSED
March 10, Thursday	End of third grading period (46 days; Jan 4 – Mar 10)
March 17, Thursday	Report Card Day (third grading period)
March 18, Friday	SCHOOL DISMISSED
April 4-8, Monday – Friday	Spring Break/KEA – SCHOOL DISMISSED
April 20, Wednesday	Midway of fourth grading period
April 25, Monday	Progress Reports distributed (based on 23 days; Mar 11 – Apr 20)
May 6, Friday	SCHOOL DISMISSED
May 17, Tuesday	SCHOOL DISMISSED (Primary Elections)
May 18, Wednesday	*PreSchool Last Day
May 26, Thursday	*Last Day for Students – FULL DAY OF INSTRUCTION
	*End of 4 th grading period (47 days; Mar 11 – May 26); End of second semester (93 days)
	*Report Card Day (fourth grading period)
May 27, Friday	*Closing Day for Teachers
May 31-June 9	*SCHOOL DISMISSED UNLESS USED AS MAKE-UP DAYS

PLEASE NOTE - KPREP Testing Window is the last 14 instructional days.
AP Testing for EHS will be administered the first 2 week in May.

Dates are subject to change due to unforeseen circumstances.
Dates of Progress Reports and Report Cards are subject to change due to printing and/or technology issues.
**Only if make-up days are not needed to meet state requirements.*

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.

- The Glen Dale Center will operate under the Elizabethtown Independent School District Calendar.
- When EIS is closed due to inclement weather, then the Glen Dale Center students will also be out of school.
- When EIS makes up days, so with the students from the Glen Dale Center.
- The Glen Dale Center will 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.
- Tentative make-up days are built into the EIS school calendar.
- See EIS School Calendar and Attachment 3.

ATTACHMENT-5 **State Agency Children SEEK Calculation Worksheet** **2021-2022 School Year**

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

School District: <u>Elizabethtown Independent Schools</u>		School Code: <u>045</u>
Name of Treatment Program: <u>Glen Dale Center</u>		
A.	Projected 2021-2022 School Year Average Daily Attendance (ADA)	<u>14.00</u>
B.	Projected Base SEEK \$4,000 x ADA	\$ <u>56,000.00</u>
C.	Projected At-Risk Add-on \$4,000 x 0.15 x ADA for residential & group home youth*	\$ <u>8,400.00</u>
D.	December 1, 2020 Child Count: Severe (Low) <u>0</u> Moderate <u>2</u> Speech (High) <u>0</u>	
D1.	Projected Low Incidence Add-On ¹ \$4,000 x 2.35 = \$9,400 x 12-1-20 Child Count	\$ <u>0.00</u>
D2.	Projected Moderate Incidence Add-On ² \$4,000 x 1.17 = \$4,680 x 12-1-20 Child Count	\$ <u>9,360.00</u>
D3.	Projected High Incidence Add-On ³ \$4,000 x 0.24 = \$960 x 12-1-20 Child Count	\$ <u>0.00</u>
E.	Total Projected SEEK for 2021-2022 School Year	\$ <u>73,760.00</u>
F.	SEEK Funds to be provided by Kentucky Department of Education State Ratio** <u>75.00%</u> x Total Projected SEEK (Line E)	\$ <u>55,320.00</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

State Agency Children's Fund for 2021-2022 School Year

School District	Program	Program Type	Rated Capacity*	Average Daily Membership Average 20-21**	SACF Allocation
Elizabethtown Ind	Glen Dale Center	DCBS	20	14	\$ 57,736.00
Total \$					57,736.00

*DJJ residential programs are funded based upon 25% of their rated capacity or ADM Average, whichever is higher.

**Average Daily Membership Average is calculated based on 19-20 or 20-21, whichever is the higher.

Attachment 6
Interagency Agreement
between EIS and the Sunrise Children's Services

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

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

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

1. Provide the LEA with advanced notice prior to the enrollment of a student from the facility into a public school program. When this is not possible, such as in emergency cases, the school will be notified the same day that the facility is notified of the placement.
2. Provide the LEA all pertinent student records and information available prior to requesting the admittance of the student. This information is to be used by the LEA when students are enrolled that have safety concerns.
3. Notify the LEA of Regularly scheduled or specially scheduled meetings for case review and other sufficient notice and opportunity for school staff participation in relation to educational issues, placement planning conferences, and aftercare planning.
4. Notify the LEA of regularly scheduled discharges from the facility.
5. Assure the LEA that on-going communication will be maintained between staff of the residential facility and the LEA on a schedule that is mutually determined and based on the needs of each student. The GDTC administrative staff will meet with the LEA school administrative staff on a monthly basis.
6. Notify the LEA of pertinent staff development sessions scheduled for GDTC staff pertaining to services for school-aged children or youth and offer the opportunity for LEA staff to participate.
7. Inform the school staff of and ask for their input in regard to any group or individual behavior interventions or management systems and collaborate in residential implementation of similar methods utilized by the school system. Treatment teams will include a member of the educational staff when decisions affecting the student's educational program are to be made.
8. The GDTC agrees that residents will attend school for the entire day and that an effort will be made to keep residents from being pulled during the school day for individual treatment or counseling. To assist with this, GDTC will provide on-site counseling staff to work with the residents to meet their treatment needs and achieve their treatment goals as needed.
9. Determine a mutually agreeable method for dealing with any crisis behaviors of individual students or classrooms as a whole that may occur in the classroom or school setting so that a consistent management program can be implemented.
10. Administer all medications by students while under the supervision of GDTC and notify school staff of any necessary medication to be administered while under the supervision of the LEA.
11. Assure that each student's health and hygiene will be maintained and notification will be made to the school of any student condition which may affect students' behavior or performance.
12. Provide appropriate space for the on-site classrooms and school office.
13. Assure that the on-site classroom(s) are designed to meet the needs of the students.
14. Assure that GDTC will provide the necessary staff to facilitate the return of students to their residences at the end of the school day in a timely and appropriate manner.
15. Inform school staff (prior to the student's return to the on-site classroom or school) when an incident has occurred which may affect a student's academic or behavioral performance in school.

16. The LEA, GDTC, and SUNRISE agree that residents will be better served by all parties hereto if staffing at GDTC is consistent with enrollment. GDTC and SUNRISE agree to provide adequate staffing at the facility.
17. Agree the GDTC and SUNRISE hereto agree to monitor the turnover of residents, within their control, at GDTC in order to assure that LEA can more effectively meet the needs of the residents
18. Agree to a method for resolution of disputes or issues not covered by the Agreement.

The Elizabethtown Independent Schools hereby agrees to:

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

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

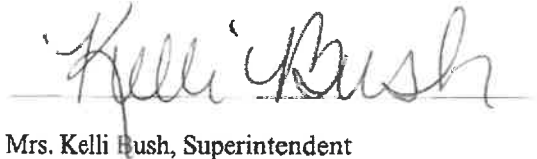
The agreement shall be in effect beginning *August 1, 2021* and until a mutually agreed upon revision is requested.



Ms. Marissa Walker, Director
Sunrise Children's Services
Glen Dale Treatment Center

8.30.2021

Date



Mrs. Kelli Bush, Superintendent
Elizabethtown Independent Schools

8/30/2021

Date

**KECSAC PROGRAM IMPROVEMENT PLAN
for School Year 2021-2022**

(X) Instruction (X) Professional Development (X) Planning

Program Name The Glen Dale Center Date 8-20-2021 Revised (X) _____

Priority Need {Data-Driven}	Goal {Addresses the Priority Need}
<p>(How was our past student performance weak?)</p> <p>Improve Teaching and Learning Systems and Structures.</p>	<p>(How will our future student performance be stronger?)</p> <ol style="list-style-type: none"> 1. Attend PD on KAGAN Teaching Strategies. KAGAN DAY 1 and DAY 2 training will be provided to all EIS Teachers during the 2021-2022 school year. 2. Improve small group instruction by using KAGAN Strategies and Station Teaching Models. 3. Improve Academic performance and student engagement.

Causes of the Need	Objectives for Reaching the Goal
<p>(What was happening in our program that allowed weak student performance, i.e., which elements of the SISI were not fully developed and implemented?)</p> <p>Increase engagement of students in their own learning and teach them how to work as a team to accomplish learning tasks and objectives.</p> <p>Improve on task behavior and cooperation among students and staff.</p>	<p>(What will be different in our program so that we will have stronger student performance?)</p> <p>Teachers will improve student engagement and cooperation by implementing KAGAN Strategies within their classrooms.</p> <p>Teachers will help develop a positive learning culture among the students that allow for positive interaction between their peers and teachers.</p>

Evidence of the Causes	Measures of Objectives
<p>(What data showed that the causes were really happening in our program?)</p> <p>Low academic performance grades.</p> <p>Negative interactions between peers and teachers.</p> <p>Lack of engagement by students on class assignments and tasks.</p>	<p>(What data will show that we are reaching the objective? What data will show that our student performance is improving?)</p> <p>Improved Relationships with Peers and Adults</p> <p>Student Behavior Reports</p> <p>Student Academic Reports</p> <p>Student Transition Reports</p>

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
Improve Teaching and Learning Systems and Structures.	Teachers will attend KAGAN Training and implement KAGAN Strategies within their classrooms.	Improved Relationships with Peers and Adults Positive Behavior Reports Positive Student Academic Reports Positive Student Transition Reports	Steve Smallwood Derek Pfeiffer Angie Cann LaToya Howard Tiffany Williams	August 2021	May 2022	NA	District Funds

KECSAC

Attachment 8

Implementation and Impact Check for School Year 2020-2021

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

Objective Label	Activity/Strategy	I = Implemented IP = Implemented Partially NI = Not Implemented	Has This Activity Had Impact? Yes/no	Evidence of Actual Impact on Terms of Progress and Success	Outcomes/Observations/New Data Reasons for Progress and Success or Reasons Expected Impact Did Not Occur
Provide a SEL program within our curriculum to help students overcome any obstacles they may be facing academically, socially, and emotionally due to COVID-19 and other factors.	SEL Teacher and Therapists will work closely with each student to provide resources to them to help them accomplish their personal goals related to academics, social and emotional goals, and career and life goals. We will be implementing a SEL program within one of our classrooms to provide our students a safe haven to explore who they are and who they want to become.	Implemented	Yes	Improved Credit Completion Improved in Social Development and Transition Improved Peer and Teacher Interactions Improved engagement among students	Students showed improvement in their academic progress. Student interactions with peers and teachers were improved.

Attachment 9

Student Transition Plan (STP)

Valley View Education Center and the Glen Dale Center

2021-2022

1. Keep electronic files updated weekly with incoming students and students who have exited.
2. Talk with each student about their transition goals and plans which will be discussed at their individual IEP Meeting.
3. Attends IEP Meetings where the transition plans are again discussed.
4. Help advisory teachers effectively implement and manage the ILP (Individual Learning Plan Addendum - ILPA) and monitor students' completion status.
5. Provide information and data concerning academic progress for the transition goal meeting.
6. Communicate with each individual student within 7 days of exit to offer support and encouragement.
7. Make phone contact to the receiving school in order to ensure a successful transition plan and mentoring is in place at their new school.
8. Contact students and/or family members periodically if the student has graduated from high school.
9. 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.
10. 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.
11. Invite our Workforce Development Coordinator to work closely with our Teachers, to ensure we are providing our students with up to date information regarding College and Career Readiness.