

*Kentucky Educational Collaborative for State Agency Children (KECSAC)*  
*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 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 2023-2024 Interagency Agreement between the school district and treatment program (not required for Department of Juvenile Justice programs).
- **ATTACHMENT 7** - A 2023-2024 Program Improvement Plan (PIP).
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2022-2023 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.

1.
  - 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; or
  - b. Those children placed or financed by the Cabinet for Health and Family Services in a private facility pursuant to childcare 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 intellectually disabled; and
3. Those children committed to or in custody of the Department of Juvenile Justice and placed in a department operated or contracted facility or program; and
4. 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 prior to September 15, 2023. KECSAC 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. If a completed MOA is not received by March 1, 2024, KECSAC will reallocate funds identified herein to other participating school districts and the outstanding incomplete MOA will be forfeited for the fiscal year.

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 at: [Kristine.Smith@kecsac.org](mailto:Kristine.Smith@kecsac.org)

Or

Sherri Clusky at [Sherri.Clusky@kecsac.org](mailto:Sherri.Clusky@kecsac.org)

*MEMORANDUM OF AGREEMENT*  
*Kentucky Educational Collaborative for State Agency Children*  
*Fiscal Year 2024*  
*(July 1, 2023 - June 30, 2024)*

**I. INTRODUCTION**

This agreement is made and entered into this 1<sup>st</sup> day of July, 2023, by and between The Kentucky Educational Collaborative for State Agency Children (KECSAC), (hereinafter called the FIRST PARTY), organized and existing by virtue of the Laws of the Commonwealth of Kentucky, and **Beechwood 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 **Guardian Angel** 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, 2023, with an end date of June 30, 2024. 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 – **Beechwood 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 **Beechwood 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. If a completed MOA is not received by March 1, 2024, the FIRST PARTY may reallocate funds identified herein to other participating school districts and the outstanding incomplete MOA will be forfeited and considered null and void.
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.
11. The parties recognize that FIRST PARTY is an agency of the state and as such is vested with sovereign immunity, and nothing in this agreement shall be construed as a waiver of such immunity. SECOND PARTY agrees, to the extent permitted by law, to indemnify and hold harmless the FIRST PARTY

from any and all liability, loss or damage that FIRST PARTY may suffer resulting from the acts or omissions of SECOND PARTY'S employees or agents relating to this Agreement.

## **VI. COSTS AND PAYMENTS**

1. On a quarterly cost reimbursement basis, the FIRST PARTY will request that payments be made by Kentucky Department of Education to the SECOND PARTY the cost, not to exceed approved requested funds, for direct labor, supplies, subcontracts, and incidental expenses necessary for the execution of the work. The SECOND PARTY will bill the FIRST PARTY in MUNIS project budget report format quarterly for expenditures as actual expenses are incurred (*as requested*). The budget is attached as ATTACHMENT 1 and incorporated herein by reference. New Memorandum of Agreements with an updated annual budget will be completed each year for each program.
2. The SECOND PARTY will provide documentation, in MUNIS format, that itemizes all funds that the SAC education program generates including KECSAC and SEEK funds. Any KECSAC funds not expended by June 30<sup>th</sup> of the current fiscal year will be deducted from the program's next fiscal year allocation amount.
3. The SECOND PARTY agrees that if an education program closes during the year, the SECOND PARTY will be reimbursed up to 25% of the allocated amount if the program closed on or before September 30<sup>th</sup>, up to 50% if the program closed on or before December 31<sup>st</sup> and up to 75% if the program closed on or before March 31<sup>st</sup>.
4. The FIRST PARTY will withhold 10% of the total allocation until the final (fourth quarter) reimbursement. If an education program receives the full amount of allotted funds and that education program closes without having spent all of the funds, the SECOND PARTY agrees to return any unspent funds.
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, 2023 – June 30, 2024 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 8, 2023**

**Spring Statewide Meeting:                      March 1, 2024**

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 25, 2023**. 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® or other high school equivalency exam.

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 with 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 2023-2022 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.





\*\*\*Beechwood Board Of Education\*\*\*

KEC SAC BUDGET FY 2024

ATTACHMENT 1



PROJECT NUMBER: 103K KEC SAC GRANT - SPEND BY 6.30 THROUGH AUG 2023  
 STATE CODE: THROUGH AUG 2023  
 CEFA NUMBER:  
 GRANT AMOUNT:

DESCRIPTION	ENCUMBRANCE	REVISED BUDGET				EXPENDITURES				PROJECT TO DATE	AVAILABLE BUDGET
		MONTH TO DATE	QUARTER TO DATE	YEAR TO DATE	TO DATE	MONTH TO DATE	QUARTER TO DATE	YEAR TO DATE	TO DATE		
<b>103K KEC SAC GRANT - SPEND BY 6.30</b>											
0110 CERTIFIED PERMANENT SALARY	.00	127141.00	9313.50	9313.50	9313.50	9313.50	117827.50				
0111 CERT EXTENDED DAYS SALARY	.00	13150.00	1643.55	1643.55	1643.55	1643.55	11506.45				
0112 CERTIFIED EXTRA SERVICE PAY	.00	13695.00	1804.89	1804.89	1804.89	1804.89	11890.11				
0202 EMPLOYER MEDICARE CONTRIBUTION	.00	2230.00	60.64	181.92	181.92	181.92	2048.08				
0231 KTRS EMPLOYER CONTRIBUTION	.00	4614.00	127.62	382.86	382.86	382.86	4231.14				
0253 KSBK UNEMPLOYMENT INSURANCE	.00	113.00	.00	.00	.00	.00	113.00				
0260 WORKMENS COMPENSATION	.00	769.00	66.99	66.99	66.99	66.99	702.01				
0349 OTHER PROFESSIONAL SERVICES	47000.00	47000.00	.00	.00	.00	.00	.00				
3200 RESTRICTED STATE REVENUE	.00	-208712.00	.00	.00	.00	.00	-208712.00				
<b>TOTAL KEC SAC GRANT - SPEND BY 6.30</b>	<b>47000.00</b>	<b>47000.00</b>	<b>4464.37</b>	<b>13393.71</b>	<b>13393.71</b>	<b>13393.71</b>	<b>13393.71</b>				
<b>TOTAL REVENUES</b>	<b>47000.00</b>	<b>47000.00</b>	<b>4464.37</b>	<b>13393.71</b>	<b>13393.71</b>	<b>13393.71</b>	<b>13393.71</b>				
<b>TOTAL EXPENSES</b>	<b>47000.00</b>	<b>208712.00</b>	<b>4464.37</b>	<b>13393.71</b>	<b>13393.71</b>	<b>13393.71</b>	<b>13393.71</b>				

INDEX	KEC SAC GENERAL FUND	REVISED BUDGET				EXPENDITURES				PROJECT TO DATE	AVAILABLE BUDGET
		MONTH TO DATE	QUARTER TO DATE	YEAR TO DATE	TO DATE	MONTH TO DATE	QUARTER TO DATE	YEAR TO DATE	TO DATE		
0110 CERTIFIED PERMANENT SALARY	.00	186095.00	.00	.00	.00	.00	186095.00				
0111 CERT EXTENDED DAYS SALARY	.00	9179.00	.00	.00	.00	.00	9179.00				
0112 CERTIFIED EXTRA SERVICE PAY	.00	1849.08	.00	.00	.00	.00	1849.08				
0120 CERTIFIED SUBSTITUTE SALARY	.00	4615.00	.00	.00	.00	.00	4615.00				
0222 EMPLOYER MEDICARE CONTRIBUTION	.00	2647.80	.00	.00	.00	.00	2647.80				
0231 KTRS EMPLOYER CONTRIBUTION	.00	5639.00	.00	.00	.00	.00	5639.00				
0253 KSBK UNEMPLOYMENT INSURANCE	.00	190.00	.00	.00	.00	.00	190.00				
0260 WORKMENS COMPENSATION	.00	987.00	.00	.00	.00	.00	987.00				
0280 ON BEHALF PAYMENTS	.00	135000.00	.00	.00	.00	.00	135000.00				
0338 REGISTRATION FEES	.00	300.00	44.95	44.95	44.95	44.95	255.05				
0444 COPIER RENTAL	.00	.00	.00	.00	.00	.00	.00				
0532 TELEPHONE	.00	.00	.00	.00	.00	.00	.00				
0533 ON-LINE NETWORK	10652.80	12600.00	2115.20	2115.20	2115.20	2115.20	168.00				
0580 TRAVEL	.00	500.00	127.40	127.40	127.40	127.40	372.60				
0610 GENERAL SUPPLIES	285.88	2500.00	.00	.00	.00	.00	224.12				
0650 SUPPLIES-TECHNOLOGY RELATED	287.00	1500.00	.00	.00	.00	.00	1233.00				
<b>TOTAL KEC SAC GENERAL FUND</b>	<b>11205.68</b>	<b>363601.88</b>	<b>2242.60</b>	<b>2287.55</b>	<b>2287.55</b>	<b>2287.55</b>	<b>350108.63</b>				
<b>TOTAL EXPENSES</b>	<b>11205.68</b>	<b>363601.88</b>	<b>2242.60</b>	<b>2287.55</b>	<b>2287.55</b>	<b>2287.55</b>	<b>350108.63</b>				
<b>GRAND TOTALS</b>	<b>58205.68</b>	<b>363601.88</b>	<b>6707.17</b>	<b>15681.26</b>	<b>15681.26</b>	<b>15681.26</b>	<b>289741.94</b>				

**ATTACHMENT 2**  
**Comprehensive Budget For 2024 Fiscal Year**  
**July 1, 2023 - June 30, 2024**

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 KECSAC -GUARDIAN ANGEL for the current Fiscal Year and the amounts stated are appropriated for the purposed indicated.

<b>Federal Programs Allocation FY24</b>	
Title I, Part A	\$
Title I Part D, Subpart 2 Neglected & Delinquent	\$TBD
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 <sup>st</sup> Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$
IDEA B Preschool	\$
Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
<b>Total</b>	<b>\$</b>

<b>State Programs Allocation FY24</b>	
General/District Funds	\$139,222
Local Tax Dollars	\$224,380
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$208,712
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Other:	\$
Other:	\$
Other:	\$
Other:	\$
<b>Total</b>	<b>\$572,314.00</b>



## **Attachment 4**

### **Make-up Day Plan 2023-2024**

Beechwood Independent Board of Education has approved a calendar with 5 scheduled make-up days for inclement weather. Because Beechwood Independent rarely cancels school for inclement weather, these 5 days are scheduled as extended days for Guardian Angel student and staff. However, if Beechwood were to cancel school and need to use a scheduled make-up day, the extended days for Guardian Angel will be adjusted to fulfill the extended day requirement. See attached calendar for more information.

**ATTACHMENT 5**  
**State Agency Children SEEK Calculation Worksheet**  
**2023-2024 School Year**

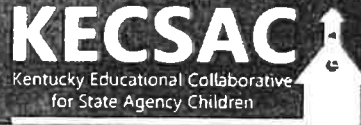
All programs must submit a completed worksheet even if the program does not receive SEEK funds. The school district receives SEEK funds for those state agency children that are taught at the local on-site programs. Do not leave any category blank. Insert \$0 for categories with no dollars or NA if a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

**School District:** Beechwood Independent **School Code:** 420  
**Name of Program:** Guardian Angel

<b>A.</b>	Projected 2023-2024 School Year Average Daily Attendance (ADA)	<u>32.00</u>	
<b>B.</b>	Projected Base SEEK \$4,200 x ADA		\$ 134,400.00
<b>C.</b>	Projected At-Risk Add-on \$4,200 x 0.15 x ADA for residential & group home youth*		\$ 0.00
<b>D.</b>	December 1, 2022 Child Count: Severe (Low) <u>3</u> Moderate <u>8</u> Speech (High) <u>0</u>		
<b>D1.</b>	Projected Low Incidence Add-On <sup>1</sup>	$\$4,200 \times 2.35 = \$9,870$	$\times 12-1-22$ Child Count
<b>D2.</b>	Projected Moderate Incidence Add-On <sup>2</sup>	$\$4,200 \times 1.17 = \$4,914$	$\times 12-1-22$ Child Count
<b>D3.</b>	Projected High Incidence Add-On <sup>3</sup>	$\$4,200 \times 0.24 = \$1,008$	$\times 12-1-22$ Child Count
<b>E.</b>	<b>Total Projected SEEK for 2023-2024 School Year</b>		<b>\$ 0.00</b>
<b>F.</b>	SEEK Funds to be provided by Kentucky Department of Education		<b>\$ 203,322.00</b>
	State Ratio** <u>63.42%</u> x Total Projected SEEK (Line E)		<b>\$ 128,946.81</b>

\* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.  
 \*\* To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.  
<sup>1</sup>Low Incident Disabilities, 2.35 weight - Functional Mental Disability, Hearing Impairment, Emotional-Behavioral Disability, Visual Impairment, Multiple Disabilities, Deaf-Blind, Autism, and Traumatic Brain Injury  
<sup>2</sup>Moderate Incident Disabilities, 1.17 weight - Mild Mental Disability, Orthopedic Impairment or Physically Disabled, Other Health Impaired, Specific Learning Disabilities, and Developmental Delay  
<sup>3</sup>High Incident Disability, 0.24 weight - Communication Disorders of Speech or Language

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



## KECSAC Program Improvement Plan 2023-2024 School Year

District: Beechwood

Date: 9-5-2023

Program: Guardian Angel

Person Responsible: Nikki Benson

<b>Standard:</b>	1) Purpose and Direction	<input type="checkbox"/>	4) Resources and Support System	<input type="checkbox"/>
	2) Governance and Leadership	<input type="checkbox"/>	5) Using Results for Continuous Improvement	<input type="checkbox"/>
	3) Teaching and Assessing for Learning	<input checked="" type="checkbox"/>		

- Plans should include at least one measurable, academic goal.
- Ensure your objectives are attainable within a specific time frame.
- Goals and strategies should be SMART:

**Specific Measurable Attainable Relevant Time-based**

### Priority Need

*(What aspect of past student performance needs improvement?)*

Most of our students need improvement in Math Skills – 50% of students are below the 25 percentile with their overall Math skills.

### Supporting Data for Need

The results of our 2023 Fall MAP testing indicated that nearly 50% of our students tested below the 25th percentile in Math.

All my students are in a residential setting, many for the first time. This new setting, coupled with past truancy and transiency between schools and programs are all factors that contribute to this deficit.

### **Goal** *(Addresses the Priority Need)*

*(How will our future student performance be stronger?)*

For students who are currently enrolled and remain enrolled in the spring our goal is to move half of the 50% performing below the 25th percentile, above this threshold.

### **Objectives for Reaching Goal**

*(What strategies will be implemented in our program to improve student performance pertaining to the Need? Be specific.)*

Each teacher is responsible for teaching Math to their homeroom.

We will implement an individualized MTSS Intervention plan for students below the 25th percentile in Math. Resource time is built into the daily schedule 3 times per week for 50 minutes.

Goal setting, IXL for math, weekly probes, Prodigy and MAP will all be utilized for data collection and intervention.

### **Measure of Objectives**

*(What data will show that we are implementing successful objectives to reach the goal? What data will show improvements in student performance?)*

Intermittent formative and summative assessment data will show growth toward the 25th percentile for those who are below.

Intentional interventions will be student specific and implemented both in math class and during resource time.

## KECSAC

### Implementation and Impact Check for School Year 2023-2024

**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 2020-2021 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
A1	Assess using MAP. Set a growth goal in reading and math using MAP assessment. 60% of students will demonstrate observed growth in the areas of reading and math throughout the 2022-2023 school year.	I	Yes	MAP assessments in reading and math were given to all students three times during the 2022-2023 school year.	Teachers set up and monitored MAP testing in the classrooms. Students used Chromebooks to take the MAP assessments after teachers gave instructions on how to take the assessments and what the results mean.
A1	Assess using MAP. Set a growth goal in reading and math using MAP assessment. 60% of students will meet projected growth in the areas of reading and math throughout the 2022-2023 school year.	I	Yes	Growth goals were set with each student in both math and reading.	Teachers and students worked together on goal setting and students knew what the expectation was before each assessment.



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A1	Assess using MAP. Set a growth goal in reading and math using MAP assessment. 60% of students will meet projected growth in the areas of reading and math throughout the 2022-2023 school year.	PI	Yes	<p>MAP reports for the school year show:</p> <p>Reading: 15/26 students met projected growth</p> <p>Reading: 5/26 students showed growth</p> <p>Math: 11/26 students met projected growth</p> <p>Math: 11/26 students showed growth</p>	<p>Small number of students remain in the program for an entire school year, so data was used from only winter to spring</p> <p>Students are experiencing trauma and being held accountable for school is new to them</p> <p>First year all 3 teachers responsible for teaching math</p> <p>Changed reading teacher. Growth from 2021/2022 to 2022/2023 was measurable and significant.</p>
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B1	Organize KECSAC documentation according to the SIDE document.	I	Yes	All documentation was successfully submitted using the SIDE document prior to the annual on site KECSAC visit.	All teachers and I created individual folders with documentation for submission Feedback received was positive

**2023-24 Student Transition Plan**  
DCCCH Center for Children & Families / Guardian Angel

**Transition Component:** Academic Education

**Objective:** To provide all students with relevant, rigorous curriculum and instruction, directly aligned with common core, establishing successful individual transition into the most appropriate educational environment upon discharge from the program

<b>Strategy/Task</b>	<b>Implementation Measures/Resources</b>
<p>1. Upon admission, all students will be assessed to determine current academic levels. These assessments will assist administration and staff with developing appropriate individual academic programs.</p>	<p>MAP for reading/math, Moby Max. Learning Styles Inventories, IXL in all content areas, Prodigy, Lexia Core, Quill for Writing, Typing.com, Kahn Academy, Dunn Rankin Assessment</p>
<p>2. Educational staff will review academic records and assessments to further develop the most appropriate academic program. Staff will collaboratively and strategically plan individual academic programming, including transition from our program.</p>	<p>Contact with previous placements, IEP, ILP, Educational Passport, State assessment data, Infinite Campus; Consult with school psychologist, speech pathologist, occupational and physical therapists</p>
<p>3. Periodic progress reviews with educational staff, treatment staff, and/or parents, will be scheduled to determine if modifications are necessary for individual educational programs.</p>	<p>Treatment Team meetings, IEP meetings. DCCCH Staffings, Parent/Teacher conferences, 21-Day Reviews, DCCCH daily goal sheets, Teacher PLC meetings; collaborative planning days, bi-weekly school/staff meetings</p>

**2023-24 Comprehensive Facility Transition Plan**  
**DCCCH Center for Children & Families / Guardian Angel**

**Transition Component:** Vocational Education

**Objective:** To provide all students with the opportunity to explore career interests, experience career-related learning and access community resources.

<b>Strategy/Task</b>	<b>Implementation Measures/Resources</b>
1. Upon admission, all students will be assessed to determine current academic levels. These assessments will assist administration and staff with developing appropriate individual academic programs, including vocational exploration.	Learning Styles inventory, MAP, Prodigy, Educationalplanner.org, Lexia Core, Kahn Academy, Quill for Writing, Dunn Rankin Assessment
2. Periodic progress reviews with the students, educational staff, treatment staff, and/or parents, will be scheduled to determine if modifications are necessary for individual educational programs, including vocational exploration and planning.	IEP, ILP, ARC meetings, Treatment Team meetings, Bi-weekly school/staff meetings, Educationalplanner.org, collaborative planning weekly
3. All students will be provided with the opportunity to participate in career-related experiences to prepare for successful transitions. Staff will educate students on completing job applications, resumes, cover letters, etc...	Guest speakers, Strategic field trips, Independent Living Skills curriculum, ILP classroom activities, Microsoft Office access, Power Point instruction, Why Try curriculum, Educationalplanner.org, Financial Literacy
4. Facilitate access to community resources that apply to children ages 5-14	DARE, School resource officer, Mentors from local high school, Equine Therapy, Beechwood school psychologist, Why Try curriculum and resources, Kenton County library programmer, vocation related field trips

**2023-2024 Comprehensive Facility Transition Plan**  
**DCCCH Center for Children & Families / Guardian Angel**

**Transition Component: Health/Mental Health**

**Objective:** To ensure all students have access to appropriate health/mental health services and resources to meet their individual needs

<b>Strategy/Task</b>	<b>Implementation Measures/Resources</b>
<p>1. Upon admission, counseling staff will review social history and health/mental health needs of all incoming students.</p>	<p>Individual record reviews, DCCCH individual counseling, Family history, Intake Staffing, ACE (Adverse Childhood Experiences) TSQ (Trauma Screening), CATS (Child and Adolescent Trauma Screen)</p>
<p>2. Educational and treatment staff will make referrals, as necessary, to community and school resources, to meet individual health/mental health needs.</p>	<p>Impact Plus, Speech services, Occupational therapy, Physical therapy, Counseling, Psychological evaluation, DCCCH, Weekly Individual therapy, Weekly Group therapy, Bi-Monthly Psychiatric Interviews, Psychological interviews, Weekly Medication management, Structured Milieu (daily), Behavior Management (daily), Therapeutic Recreation (daily), on campus school, Assessments</p>
<p>3. Educational and treatment staff will participate in meetings outside of the facility that will provide information for appropriate individual treatment planning.</p>	<p>Previous school placements, Court proceedings, DCBS meetings, Treatment planning meetings, school transition meetings</p>
<p>4. Parent involvement will be encouraged throughout the academic/treatment process in order to continually provide parents/guardians with appropriate information relevant to successful student transition.</p>	<p>IEP meetings, Parent/Teacher conferences, Intake staffings, 21-Day reviews, email/phone correspondence, Christmas program, Open House Night</p>

**2023-2024 Comprehensive Facility Transition Plan**  
DCH Center for Children & Families / Guardian Angel

**Transition Component: Records Transfer**

**Objective:** To ensure all students make a successful transition to their next educational environment

<b>Strategy/Task</b>	<b>Implementation Measures/Resources</b>
1. Educational staff will collect and forward records to receiving school within 2 working days of receipt of request, so that receiving school can make appropriate educational placements.	Due process records, IEP, ILP, Educational passport, RTI data, KPREP data, Educationalplanner.org, Infinite Campus, Conference Calls with school teams
2. Prior to discharge, a meeting will be held with the receiving school, educational staff, treatment staff, and/or parent or guardian	Discharge staffing, ARC meeting, School-to-school transition meeting



## Guardian Angel School Comprehensive Transition Plan 2023-2024

### Transition to Guardian Angel/DCCH

- DCCH intake staff sends pertinent information to GA administration (886, intake date, grade level, history/background, etc)
- GA administrator requests records through Infinite Campus
- GA administrator begins student enrollment process
- GA administrator communicates with teaching staff
- Teaching staff prepares for new student
- Student records uploaded to IC
- GA administrator completes all enrollment tasks:
  1. Enroll student
  2. Assign student email
  3. Schedule classes
  4. Enroll in KECSAC
  5. Enroll in FRAM
  6. Update Transportation tab
  7. Ensure immunizations are up to date
  8. Upload all Special Education records
  9. Assign to GA staff caseload
  10. Inform support staff of new student
- Consistent communication with DCCH staff on strengths, needs, accommodations for new student
- GA staff has up to 2 school days to enroll students
- GA administration confers with previous placement if applicable
- Student is given baseline MAP test in reading and math
- Student is given an interest inventory and learning styles assessment
- DCCH conducts entrance interview and shares with GA staff
- Student is assessed using various tools: IXL in content areas, Dunn Rankin, Prodigy etc
- GA staff consults with school psychologist, speech pathologist, occupational and physical therapists
- Over the first two weeks GA staff conducts and gives input on treatment team meetings, ARC meetings, DCCH staffings and weekly collaboration meetings
- GA/DCCH staff conduct a 21 day review





## **Transition from Guardian Angel/DCCH**

- GA staff is notified of upcoming discharge as soon as DCCH is aware
- GA administrator contacts new placement/school if information is known
- GA administration updates exit grades, transcript, attendance in IC
- GA staff participates in transition meeting when possible
- GA administration send all requested records in a timely manner
- GA staff gives recommendations to new placement
- GA staff participates in any discharge staffing meetings

