

***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 2024-2025 Interagency Agreement between the school district and each contracted or operated program and DCBS or DJJ.
- **ATTACHMENT 7** - A 2024-2025 Program Improvement Plan (PIP).
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2023-2024 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.

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 16, 2024. KECSAC will affix final signature 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, 2025, 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

Or

Sherri Clusky at Sherri.Clusky@kecsac.org

MEMORANDUM OF AGREEMENT

Kentucky Educational Collaborative for State Agency Children

Fiscal Year 2025

(July 1, 2024 - June 30, 2025)

I. INTRODUCTION

This agreement is made and entered into this 1st day of July, 2024, 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 **School District**, (hereinafter called the SECOND PARTY), a non-profit educational institution, organized and existing by virtue of the Laws of the Commonwealth of Kentucky.

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

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

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

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

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

II. SCOPE OF WORK

The SECOND PARTY will provide to state agency children in **Program Name** 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, 2024, with an end date of June 30, 2025. 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.

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IV. DUTIES OF THE FIRST PARTY

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

V. DUTIES OF THE SECOND PARTY – School District

1. The SECOND PARTY will provide the services of a school administrator as the overall school district program(s) director, or a substitute acceptable to both parties.
2. Time and effort sheets will be maintained by the school administrator for staff providing services for each program under this Agreement. All wages and fringe benefits required hereunder will be provided within the terms of funding in this Agreement.
3. Personnel assigned by the school district to the education program will be afforded all of the amenities of **School District** faculty and/or staff. Such project personnel will be employees of the SECOND PARTY with selection dismissal, and all other employment decisions the responsibility of the SECOND PARTY.
4. Normal SECOND PARTY accounting procedures will be employed and records will be made available for inspection at the request of the FIRST PARTY for a period of up to five years beyond the termination date of a program.
5. The SECOND PARTY shall sign and return the Memorandum of Agreement, including all attachments,

to the FIRST PARTY within ninety (90) days of issuance or no later than September 16th. 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, 2025, 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

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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 for 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 to the FIRST PARTY.

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, 2024 – June 30, 2025 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.

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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 13, 2024

Spring Statewide Meeting: March 7, 2025

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 student information 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 30, 2024**. 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.

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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 student information system, 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 2024-2025 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

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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 2023-2024 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 FIRST PARTY

School District KECSAC

Name Date Dr. Ronnie Nolan Date Superintendent KECSAC Executive Director

ATTACHMENT 1

Kentucky Educational Collaborative for State Agency Children Budget for 2025 Fiscal Year July 1, 2024 - June 30, 2025

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.

ATTACHMENT 2
Comprehensive Budget for 2025 Fiscal Year
July 1, 2024 - June 30, 2025

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 FY25		Title VI Rural & Low Income	\$
Title 1 Part A	\$40,000.00	IDEA B Basic Plus Capacity & Improvement	\$
Title I Part D, Subpart 2 Neglected & Delinquent	\$	IDEA B Preschool	\$
Title I School Improvement	\$	Federal Jobs for America’s Graduates (JAG)	\$
Title I Part B Even Start	\$	Services Learning	\$
Title I Part B Reading First	\$	Title II C Perkins	\$
Title I Part C Migrant	\$	Other:	\$
Stewart B. McKinney Homeless	\$	Total	\$ 40,000.00
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	\$		

State Programs Allocation FY25	
General/District Funds	\$ 56,000.00
Local Tax Dollars	\$
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$

Textbooks	\$
Safe Schools	\$
KECSAC	\$ 95,368.00
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$

Elementary Arts & Humanities	\$
Math, Achievement Fund	\$
Department of Juvenile Justice (DJJ)	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$ 151,368.00

Attachment 4 Make Up Day Plan 2024-2025

Include a plan with your MOA for making up any of the 210 instructional days, or the equivalent hours, as approved by KDE, missed due to inclement weather or other district planned events.

Programs will be asked to:

- Have a schedule that is consistent with the contracted school district.
- Be responsible for meeting the KDE approved educational calendar and the extended educational calendar days necessary to meet the 210 educational days required by 505 KAR 1:080. A minimum of four (4) hours of direct instruction is required for each of the extended school days. “Banked” time may not be used to fulfill the extended days. Students enrolled in a KECSAC program are required to attend the extended school days.
- Follow the inclement weather schedule with the contracted school district.
- Take a proactive approach and plan for additional instructional days and plan for at least ten (10) of those days for inclement weather. For example, a day treatment cannot open for an instructional day when a school district has closed due to inclement weather; however, professional development for teachers can be coordinated and planned for those unexpected days in order to meet the 210 instructional days.
- Submit the school district approved inclement weather plan with the approved KDE school calendar email (Attachment 3).

The Glendale Center will operate under the Elizabethtown Independent Schools district Calendar.

When EIS is closed to inclement weather, then the Glen Dale Center students will also be out of school.

When EIS makes up days, so will the students from the Glen Dale Center.

The GlenDale 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 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.

ELIZABETHTOWN INDEPENDENT SCHOOLS										
Calendar 2024/2025 - Adopted 11/20/2023										
July 2024						January 2025				
Mon	Tues	Wed	Thurs	Fri		Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5		6	7	8	9	10
8	9	10	11	12		13	14	15	16	17
15	16	17	18	19		20	21	22	23	24
22	23	24	25	26		27	28	29	30	31
29	30	31								
August 2024						February 2025				
Mon	Tues	Wed	Thurs	Fri		Mon	Tues	Wed	Thurs	Fri
			1	2		3	4	5	6	7
5	6	7	8	9	10	11	12	13	14	
12	13	14	15	16	17	18	19	20	21	
19	20	21	22	23	24	25	26	27	28	
26	27	28	29	30						
September 2024					March 2025					
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	
2	3	4	5	6	3	4	5	6	7	
9	10	11	12	13	10	11	12	13	14	
16	17	18	19	20	17	18	19	20	21	
23	24	25	26	27	24	25	26	27	28	
30					31					
October 2024					April 2025					
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	
	1	2	3	4		1	2	3	4	
7	8	9	10	11	7	8	9	10	11	
14	15	16	17	18	14	15	16	17	18	
21	22	23	24	25	21	22	23	24	25	
28	29	30	31		28	29	30			
November 2024					May 2025					
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	
				1				1	2	
4	5	6	7	8	5	6	7	8	9	
11	12	13	14	15	12	13	14	15	16	
18	19	20	21	22	19	20	21	22	23	
25	26	27	28	29	26	27	28	29	30	
December 2024					June 2025					
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	
2	3	4	5	6	1	2	3	4	5	
9	10	11	12	13	8	9	10	11	12	
16	17	18	19	20	15	16	17	18	19	
23	24	25	26	27	22	23	24	25	26	
30	31				29	30				
First day for students is August 14, 2024 Last day for students is May 22, 2025 Staff Opening Day is Aug 12, Closing Day is May 23 Preschool first day - August 22, 2024 Preschool last day - May 15, 2025					First Day/Last Day for Students Opening/Closing Day for Teachers Early Release Fridays (6) Scheduled Make-Up Days (6)					
Nine Week Grading Periods 1st Aug 14 - Oct 17 (41 days) 2nd Oct 18 - Dec 20 (41 days) 3rd Jan 6 - Mar 11 (45 days) 4th Mar 12 - May 22 (45 days)					Progress Report Dates Sep 17 (8/14 - 9/12); Nov 22 (10/18 - 11/19) Feb 11 (1/6 - 2/5); Apr 23 (3/12 - 4/18)					
Report Card Dates Oct 23, Jan 10, Mar 18, May 22 **The yearly report card distributed on the last day of school is for K-8 students.					Student Dismissal Days August 1, 2, 5, 13, November 4 Professional Learning/Planning Days August 6, 7, 8, 9 Professional Development Days August 6, 7, 8, 9 Holidays Sept 2, Nov 28, Dec 25, Jan 1 Breaks FALL Oct 7 - 11 CHRISTMAS Dec 23 - Jan 3 SPRING Mar 31 - Apr 4 Dismissal Days Nov 5, 27, 29, Jan 20, May 2					
Early Release Fridays Sep 6, Oct 4, Nov 1, Feb 7, Mar 28, Apr 18					Scheduled Make-Up Days Note: School will not be in session unless used as make-up day if missed for weather. Feb 10, March 14, May 27 - 30					

**Dates are subject to change due to unforeseen circumstances.
 **Last day for students is subject to change.

ATTACHMENT 6
Interagency Agreement between School District
and Treatment Program
2024-2025

A current Interagency Agreement between the **School District** and each contracted program for the Cabinet for Health and Family Services and Department of Juvenile Justice should be attached and returned with the MOA. A sample copy of an interagency agreement can be found at www.kecsac.org/funding on the Funding page under Memorandum of Agreement.

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

2023-2024 Interagency Agreement between School District and Treatment Program

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 an 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 the 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, 2024 and until a mutually agreed upon revision is

requested.

_____ Ms. Rachel White Date _____

Director Sunrise Children's Services Glen Dale Treatment Center

_____ Mr. Paul M. Mullins, Date _____

Superintendent Elizabethtown Independent Schools

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ATTACHMENT 7
Program Improvement Plan
2024-2025

Per the Kentucky Board of Education, all KECSAC programs are required to submit an updated Program Improvement Plan for the academic year. This plan should be based on the Kentucky Summative Assessment data, KECSAC program improvement visits and other surveys or data collected by individual programs. In addition, the Program Improvement Plan should be specific to the individual program and address the educational needs of state agency children. Please contact sherri.clusky@kecsac.org if you have any questions on how to develop the program improvement plan for your program. A sample copy of a program improvement plan can be found at www.kecsac.org/funding on the Funding page under Memorandum of Agreement.

**KECSAC Program Improvement Plan
 2024-2025 School Year**

District: Elizabethtown Independent Date: 6/13/2024

Program: The Glen Dale Center

Person Responsible: Travis Gay/Tiffany Williams/Angie Cann

Standard:	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 X
	3) Teaching and Assessing for Learning X	

- 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 **M**easurable **A**ttainable **R**elevant **T**ime-based

Priority Need

(What aspect of past student performance needs improvement?)

Our recent assessment data shows that a significant number of students are performing below grade level in reading and math. This indicates a need for targeted interventions to improve student outcomes in these critical areas.

Supporting Data for Need

(What are the reasons for the need? What data illustrates these reasons?)

Supporting Data for Need

- **Reading:** 50% of students scored novice on the EIS universal screener assessment.
- **Math:** 38% of students scored novice on the EIS universal screener assessment.
- **Teacher Observations:** Frequent reports of students struggling with foundational reading and math skills.

Goal *(Addresses the Priority Need)*

(How will our future student performance be stronger?)

Increase Reading and Math Proficiency

By the end of the academic year, increase the percentage of students performing at or above the proficient level by 15% in both reading and math.

Objectives for Reaching Goal

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

Implement Direct Instruction Programs:

- Utilize research-based direct instruction materials and methods for reading and math.
- Ensure all teachers receive professional development on effective direct instruction techniques.

Small Group Interventions:

- Conduct small group sessions for students identified as below proficient, focusing on foundational skills and problem-solving strategies.
- Monitor progress weekly and adjust groups based on ongoing assessment data.

Regular Assessment and Feedback:

- Administer bi-weekly formative assessments to track student progress in reading and math.
- Provide immediate and specific feedback to students, and adjust instruction as needed.

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?)

Progress Monitoring Data:

- Collect and analyze bi-weekly assessment data to track improvements in reading and math skills.
- Use data to adjust instructional strategies and provide additional support where necessary.

Local Assessment Scores:

- Compare beginning of program assessment scores with baseline data to measure the percentage increase in students reaching proficiency in reading and math.

Teacher and Student Feedback:

- Gather feedback from teachers on the effectiveness of direct instruction strategies.
- Conduct student surveys to gauge their confidence and understanding in reading and math.

ATTACHMENT 8

Implementation and Impact Check Report for 2023-2024

As part of the Program Improvement Planning process, KECSAC is requiring each program to complete an Implementation and Impact Check Report based upon the submitted 2023-2024 Program Improvement Plan. The report should include updates on the goals set from the previous academic year. Please contact sherri.clusky@kecsac.org if you have any questions on how to develop your program's implantation and impact check.

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. The number of goals listed below should be based upon the goals set in the 2023-2024 school year's Program Improvement Plan. Submit this document with the 2024-2025 Memorandum of Agreement.

Goal From previous year Program Improvement Plan	Activity/Strategy List activities/strategies utilized in the Program Improvement Plan to achieve the goal.	Implementation Level FI = Fully Implemented PI = Partially Implemented NI = Not Implemented	Provide data/evidence of impact in terms of student progress and success for this goal.
<p>There is a need for additional whole group direct instruction as identified by site visit.</p> <p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>	<p>Direct instruction in reading and math,</p> <p>Small group activities,</p> <p>Novel Studies</p> <p>Universal screener implementation</p> <p>Garden through designated funds</p> <p>Reading and Math mini lessons</p>	PI	<p>Star data show through the addition of the listed activities and strategies students made progress and were more engaged in their learning.</p>

ATTACHMENT 9
Student Transition Plan
2024-2025

KECSAC programs are required to submit a Student Transition Plan (STP) for the 2024-2025 academic year. The STP should outline the program's procedures for transitioning state agency children from one educational program to the next instructional or vocational setting. The STP shall comply with the transition plan and service requirements of the Individual with Disabilities Education Act (IDEA), enacted as 20 USC 1200 to 1491o,

707 KAR 1:320 for students with educational disabilities.

The Student Transition Plan shall include procedures that address the transfer of student educational records.

505 KAR 1:080 stipulates that the last school or district a state agency youth attends prior to placement in a state agency program shall be responsible for forwarding the educational records to the state agency program within five (5) school days of receipt of the request.

The school administrator shall ensure that the educational records of state agency children are forwarded to the receiving school within five (5) school days following the release of the youth from the treatment facility.

Please refer to KECSAC policies 04.2 and 04.21 regarding Records and the Educational Passport.

Please contact sherri.clusky@kecsac.org if you have any questions on how to develop the student transition plan. A sample copy of a student transition plan can be found at www.kecsac.org/funding on the Funding page under Memorandum of Agreement.

2024-2025 Comprehensive Facility Transition Plan **The Glen Dale Center**

Transition Component: Academic Education

Objective: To provide all students with curriculum and instruction aligned to state standards while meeting individualized needs, which will allow for successful transition into their previous educational setting or the most appropriate academic environment upon discharge from the program.

Strategy/Task	Implementation Measures/Resources
1. Diagnostic Assessment and Monitoring	Initial Assessments: Administer diagnostic assessments to identify student strengths and areas for improvement. Ongoing Monitoring: Use formative assessments and progress monitoring tools to track student progress regularly. Data Analysis: Implement data-driven decision-making processes to adjust instruction based on assessment results.
2. Integration of Technology	EdTech Tools: Utilize educational technology tools to enhance learning, such as interactive software, online resources, and digital assessments. Training for Educators: Offer professional development on effective integration of technology in the classroom.

	<p>Access to Devices: Ensure all students have access to necessary devices and internet connectivity for digital learning.</p>
<p>3. Collaboration with Previous Educational Settings</p>	<p>Communication Channels: Establish clear communication channels with students' previous schools to obtain academic records and understand past performance.</p> <p>Transition Meetings: Organize transition meetings with sending and receiving schools to discuss student progress, needs, and strategies for support.</p> <p>Follow-Up Support: Provide follow-up support and resources to students and receiving schools post-transition to ensure continuity of education.</p>
<p>4. Curriculum Alignment and Adaptation</p>	<p>Review and Align Curriculum: Conduct thorough reviews of current curriculum to ensure alignment with state standards for direct instruction.</p> <p>Adaptation for Individual Needs: Develop individualized education plans (IEPs) for students with specific needs, ensuring accommodations and modifications are made.</p> <p>Professional Development: Provide ongoing training for educators on state standards and effective instructional strategies relating to direct instruction.</p>
<p>5.</p>	

Comprehensive Facility Transition Plan
The Glen Dale Center

Transition Component: Vocational Education

Objective: To provide all students with multiple opportunities to explore career /vocational options, experience career related learning and access to available community resources.

Strategy/Task	Implementation Measures/Resources
1. Career Exploration	<p>Career Assessments: Administer career interest inventories and aptitude assessments to help students identify potential career paths.</p> <p>Guest Speakers: Invite professionals from various industries to speak with students to expose students to different career options.</p>
2. Vocational Training and Certification	<p>Hands-On Learning: Provide hands-on learning experiences through on-site vocational labs (garden).</p>
3. Career-Related Learning Experiences	<p>Career Exploration Programs/Courses: Allow and expose students to CTE courses through Edmentum/Courseware. Complement of career pathway programs that guide students through a sequence of courses and experiences aligned with specific career fields.</p>
4.	
5.	

Comprehensive Facility Transition Plan
The Glen Dale Center

Transition Component: Health/Mental Health

Objective: To ensure all students have equal access to appropriate health/mental health services and resources to meet their individualized needs.

Strategy/Task	Implementation Measures/Resources
1. Positive Behavior Interventions and Supports	PBIS is implemented as a Tier I behavior and mental health strategy
2. Mental health services are available on site	Sunrise Children Services offers mental health support through multiple means on site.
3. Direct Care Counselor is in every classroom.	Direct Care Counselors are present
4. Monthly Treatment Team Reviews	This team consists of the teacher, therapist, case manager, nurse, Sunrise Director, DCBS/Guardian
5.	

Comprehensive Facility Transition Plan

The Glen Dale Center

Transition Component: Monitoring

Objective: Monitoring of student transition will take place to ensure the effective transition of all students entering and existing the program.

Strategy/Task	Implementation Measures/Resources
1. Establishing a Transition Monitoring Team	<p>Team Formation: Assemble a multidisciplinary team comprising educators, counselors, health professionals, and administrative staff to oversee the transition process.</p> <p>Roles and Responsibilities: Define clear roles and responsibilities for each team member to ensure comprehensive monitoring and support for all students.</p> <p>Regular Meetings: Schedule regular team meetings to discuss student progress, challenges, and strategies for improvement.</p>
2. Developing Individualized Transition Plans	<p>Personalized Plans: Create individualized transition plans for each student, outlining specific goals, supports, and resources needed for a successful transition.</p> <p>Family Involvement: Involve families in the development and review of transition plans to ensure their insights and concerns are addressed. (WHEN APPROPRIATE)</p> <p>Review and Update: Regularly review and update transition plans to reflect changes in student needs and progress.</p>
3. Continuous Assessment and Feedback	<p>Initial Assessments: Conduct initial assessments upon student entry to identify baseline needs and establish transition goals.</p> <p>Ongoing Monitoring: Implement continuous monitoring through formative assessments, progress reports, and regular check-ins with students.</p> <p>Feedback Mechanisms: Develop mechanisms for gathering feedback from students, families, and staff to inform adjustments to the transition process.</p>

4. Data Collection and Analysis	<p>Data Tracking Systems: Utilize data tracking systems to collect and analyze information on student progress, attendance, behavior, and academic performance.</p> <p>Regular Reports: Generate regular reports on transition outcomes and use data to identify trends, challenges, and areas for improvement.</p> <p>Data-Informed Decisions: Use data analysis to inform decision-making and tailor interventions to meet student needs effectively.</p>
5.	

