

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 2025-2026 Interagency Agreement between the school district and each contracted or operated program by DCBS or DJJ.
- **ATTACHMENT 7** - A 2025-2026 Program Improvement Plan (PIP). *New Form*
- **ATTACHMENT 8** - Implementation and Impact Check, based upon 2024-2025 Program Improvement Plan. *New Form*
- **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 was 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 15, 2025. 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, 2026, 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 2026
(July 1, 2025 - June 30, 2026)

I. INTRODUCTION

This agreement is made and entered into this 1st day of July, 2025, 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, 2025, with an end date of June 30, 2026. 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 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

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, 2025 – June 30, 2026 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 5, 2025

Spring Statewide Meeting: March 6, 2026

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 28, 2025**. 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 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 2025-2026 Program Improvement Plan (PIP) developed using state assessment data, KECSAC Program Reviews and any other surveys or data collected by individual programs. The implementation and assessment of the PIP is solely the responsibility of the SECOND

PARTY. Such Program Improvement Plan, as may be amended, is attached as **Attachment 7**, hereto and incorporated herein by reference.

26. Shall attach a copy of the Implementation and Impact Check based upon the submitted 2024-2025 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

Beechwood Independent Schools

FIRST PARTY

KECSAC

Justin Kaiser
Superintendent

Date

Dr. Ronnie Nolan
KECSAC Executive Director

Date

Beechwood Board Of Education

PROJECT BUDGET

PROJECT NUMBER: 103M									
STATE CODE:									
CFDA NUMBER:									
GRANT AMOUNT:									
KECSAC GRANT - SPEND BY 6.30									
THROUGH AUG 2025									
THROUGH AUG 2025									
DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	MONTH TO DATE	QUARTER TO DATE	YEAR TO DATE	PROJECT TO DATE	AVAILABLE BUDGET		

103M KECSAC GRANT - SPEND BY 6.30

0110	CERTIFIED PERMANENT SALARY		2,725.50	8,176.50	8,176.50	8,176.50	125,200.50		
0111	CERT EXTENDED DAYS SALARY	.00							
0112	CERTIFIED EXTRA SERVICE PAY	.00	480.97	1,442.91	1,442.91	1,442.91	10,277.09		
0113	OTHER CERTIFIED NON-CONTRACT	.00	605.96	1,817.88	1,817.88	1,817.88	8,225.12		
0222	EMPLOYER MEDICARE CONTRIBUTION	.00	.00	.00	.00	.00	4,500.00		
0231	KTRS EMPLOYER CONTRIBUTION	.00	54.73	164.19	164.19	164.19	2,151.81		
0253	KSBA UNEMPLOYMENT INSURANCE	.00	114.37	343.11	343.11	343.11	4,446.89		
0260	WORKMENS COMPENSATION	.00	.00	.00	.00	.00	120.00		
0338	REGISTRATION FEES	.00	20.02	60.06	60.06	60.06	737.94		
0349	OTHER PROFESSIONAL SERVICES	.00	.00	.00	.00	.00	1,055.00		
0580	TRAVEL	.00	.00	.00	.00	.00	47,000.00		
3200	RESTRICTED STATE REVENUE	.00	.00	.00	.00	.00	1,405.00		
		.00	.00	.00	.00	.00	-217,124.00		
TOTAL KECSAC GRANT - SPEND BY 6.30		.00	4,001.55	12,004.65	12,004.65	12,004.65	-12,004.65		

TOTAL REVENUES

.00	-217,124.00	.00	.00	.00	.00	.00	-217,124.00		
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TOTAL EXPENSES

.00	217,124.00	4,001.55	12,004.65	12,004.65	12,004.65	12,004.65	205,119.35		
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103x KECSAC General Fund



PROJECT BUDGET

PROJECT NUMBER: 103X STATE CODE: CFDA NUMBER: GRANT AMOUNT: KECSAC General Fund THROUGH AUG 2025 Special Ed Director THROUGH AUG 2025									
DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	MONTH TO DATE	QUARTER TO DATE	* * * * *	* * * * *	* * * * *	* * * * *	* * * * *
					EXPENSE YEAR TO DATE	PROJECT TO DATE	AVAILABLE BUDGET		
0110	CERTIFIED PERMANENT SALARY	.00	.00	.00	.00	.00	109,849.00		
0111	CERT EXTENDED DAYS SALARY	109,849.00	.00	.00	.00	.00	3,929.00		
0112	CERTIFIED EXTRA SERVICE PAY	.00	.00	.00	.00	.00	1,104.00		
0120	CERTIFIED SUBSTITUTE SALARY	.00	.00	.00	.00	.00	4,615.00		
0130	CLASSIFIED REGULAR SALARY	.00	.00	.00	.00	.00	.00		
0133	SPEECH LANGUAGE PATHOLOGY CLAS	.00	.00	.00	.00	.00	10,299.00		
0222	EMPLOYER MEDICARE CONTRIBUTION	.00	.00	.00	.00	.00	1,737.00		
0231	KTRS EMPLOYER CONTRIBUTION	.00	.00	.00	.00	.00	3,605.00		
0253	KSBA UNEMPLOYMENT INSURANCE	.00	.00	.00	.00	.00	137.00		
0260	WORKMENS COMPENSATION	.00	.00	.00	.00	.00	411.00		
0280	ON BEHALF PAYMENTS	.00	.00	.00	.00	.00	135,000.00		
0338	REGISTRATION FEES	.00	.00	.00	.00	.00	54.95	54.95	245.05
0532	TELEPHONE	.00	.00	.00	.00	.00	.00	.00	.00
0533	ON-LINE NETWORK	.00	.00	.00	.00	.00	1,112.00	1,112.00	-650.00
0580	TRAVEL	.00	.00	.00	.00	.00	500.00	.00	500.00
0610	GENERAL SUPPLIES	.00	.00	.00	.00	.00	2,500.00	.00	2,500.00
0644	TEXTBOOKS & MATERIALS REQUIRED	.00	.00	.00	.00	.00	3,500.00	.00	3,500.00
0650	SUPPLIES-TECHNOLOGY RELATED	.00	.00	.00	.00	.00	1,500.00	.00	1,500.00
TOTAL KECSAC General Fund		12,888.00	556.00	1,166.95	1,166.95	1,166.95	278,281.05		
TOTAL EXPENSES		12,888.00	556.00	1,166.95	1,166.95	1,166.95	278,281.05		
GRAND TOTALS		12,888.00	4,557.55	13,171.60	13,171.60	13,171.60	266,276.40		

PROJECT BUDGET

PROJECT NUMBER: 103X		KECSAC General Fund		THROUGH AUG 2025		THROUGH AUG 2025	
STATE CODE:		Special Ed Director					
CFDA NUMBER:							
GRANT AMOUNT:							
DESCRIPTION	ENCUMBRANCE	REVISED BUDGET	MONTH TO DATE	QUARTER TO DATE	EXPENSES YEAR TO DATE	PROJECT TO DATE	AVAILABLE BUDGET

AUTHORIZED SIGNATURE: _____

DATE: _____



PROJECT BUDGET

REPORT OPTIONS

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

Report title:
PROJECT BUDGET

Print totals only: Y
Include Encumbrances: Y
Multiyear view: Life-to-date
Suppress zero balance accts: Y

File output: N
Year/Period: 2026/02
Print revenue as credit: Y
(F)ull or (S)hort desc: F
Print full GL account: N
Double space: N
Summ objs to position: 5
Roll to major project? N
Print amounts on separate line: Y
Print journal detail: N
Year/period: 2024/09
to
Year/period: 2025/09
Sort by JE # or PO #: P
Detail format option: 1

** END OF REPORT - Generated by Kristi Ward **

ATTACHMENT 2
Comprehensive Budget For 2025 Fiscal Year
July 1, 2025 - June 30, 2026

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.

Federal Programs Allocation FY26	
Title I, Part A Neglected Set Aside	\$36,000.00
Title I Part D, Subpart 2 Neglected & Delinquent	\$TBD (Pull from Title I Part A award notification. Typically award notifications are published in October – must submit with TBD or last FY's number on award notification)
Title I School Improvement	\$
Title I Part B Even Start	\$
Title I Part B Reading First	\$
Title I Part C Migrant	\$
Stewart B. McKinney Homeless	\$
Title II, Part A, Teach Quality	\$
Title I, Part D, Education Technology	\$
Title II, Part D, Education Technology-Competitive	\$
Title III Limited English Proficiency	\$
Title III Immigrant	\$
Title IV Part A Safe & Drug Free Schools	\$
Title IV Part B, 21 st Century	\$
Title V, Innovation Strategies	\$
Title VI Rural & Low Income	\$
IDEA B Basic Plus Capacity & Improvement	\$
IDEA B Preschool	\$

State Programs Allocation FY26	
General/District Funds	\$95,340.00
Local Tax Dollars	\$196,996.00
Family Resources Youth Service Centers	\$
Gifted talented	\$
Extended School Services	\$
Preschool	\$
Professional Development	\$
Textbooks	\$
Safe Schools	\$
KECSAC	\$217,124.00
Read to Achieve	\$
Dropout Prevention	\$
Community Education	\$
Local Area Vocational	\$
20% Vocational Funds	\$
Commonwealth School Improvement	\$
Elementary Arts & Humanities	\$
Math, Achievement Fund	\$

Federal Jobs for America's Graduates (JAG)	\$
Services Learning	\$
Title II C Perkins	\$
Other:	\$
Total	\$36,000.00

DJJ:	\$
Other:	\$
Other:	\$
Other:	\$
Total	\$509,460.00

ATTACHMENT 3

2025-2026 School Calendar for Beechwood Independent Schools and Guardian Angel

177 Instructional Days/33 Extended Days/230 Total Days

	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	Inst. Days	KECSAC Extended Days	Non-Inst Days	Vac Days	Total Days																					
July 2025					7/1	7/2	7/3	7/4	7/5	7/6	7/7	7/8	7/9	7/10	7/11	7/12	7/13	7/14	7/15	7/16	7/17	7/18	7/19	7/20	7/21	7/22	7/23	7/24	7/25	7/26	7/27	7/28	7/29	7/30	7/31	0	0	0	0	0									
Aug	8/1	8/2	8/3	8/4	8/5	8/6	8/7	8/8	8/9	8/10	8/11	8/12	8/13	8/14	8/15	8/16	8/17	8/18	8/19	8/20	8/21	8/22	8/23	8/24	8/25	8/26	8/27	8/28	8/29	8/30	8/31							13	5	2	0	20							
Sept				9/1	9/2	9/3	9/4	9/5	9/6	9/7	9/8	9/9	9/10	9/11	9/12	9/13	9/14	9/15	9/16	9/17	9/18	9/19	9/20	9/21	9/22	9/23	9/24	9/25	9/26	9/27	9/28	9/29	9/30						21	0	1	0	22						
Oct						10/1	10/2	10/3	10/4	10/5	10/6	10/7	10/8	10/9	10/10	10/11	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31						18	2	3	0	23			
Nov		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16	11/17	11/18	11/19	11/20	11/21	11/22	11/23	11/24	11/25	11/26	11/27	11/28	11/29	11/30										15	2	2	1	20				
Dec				12/1	12/2	12/3	12/4	12/5	12/6	12/7	12/8	12/9	12/10	12/11	12/12	12/13	12/14	12/15	12/16	12/17	12/18	12/19	12/20	12/21	12/22	12/23	12/24	12/25	12/26	12/27	12/28	12/29	12/30	12/31							15	0	0	8	23				
Jan 2026							V	V		1/1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	1/10	1/11	1/12	1/13	1/14	1/15	1/16	1/17	1/18	1/19	1/20	1/21	1/22	1/23	1/24	1/25	1/26	1/27	1/28	1/29	1/30	1/31					19	0	1	2	22
Feb		2/1	2/2	2/3	2/4	2/5	2/6	2/7	2/8	2/9	2/10	2/11	2/12	2/13	2/14	2/15	2/16	2/17	2/18	2/19	2/20	2/21	2/22	2/23	2/24	2/25	2/26	2/27	2/28														19	0	1	0	20		
Mar	3/1	3/2	3/3	3/4	3/5	3/6	3/7	3/8	3/9	3/10	3/11	3/12	3/13	3/14	3/15	3/16	3/17	3/18	3/19	3/20	3/21	3/22	3/23	3/24	3/25	3/26	3/27	3/28	3/29	3/30	3/31												20	0	0	2	22		
April						4/1	4/2	4/3	4/4	4/5	4/6	4/7	4/8	4/9	4/10	4/11	4/12	4/13	4/14	4/15	4/16	4/17	4/18	4/19	4/20	4/21	4/22	4/23	4/24	4/25	4/26	4/27	4/28	4/29	4/30							19	0	0	3	22			
May	5/1	5/2	5/3	5/4	5/5	5/6	5/7	5/8	5/9	5/10	5/11	5/12	5/13	5/14	5/15	5/16	5/17	5/18	5/19	5/20	5/21	5/22	5/23	5/24	5/25	5/26	5/27	5/28	5/29	5/30	5/31												16	2	3	0	21		
June				6/1	6/2	6/3	6/4	6/5	6/6	6/7	6/8	6/9	6/10	6/11	6/12	6/13	6/14	6/15	6/16	6/17	6/18	6/19	6/20	6/21	6/22	6/23	6/24	6/25	6/26	6/27	6/28	6/29	6/30									0	0	0	0	22			
Total Instructional Days of 210																									175	33	13	16	237																				

Instructions: Please fill out the calendar by using the following letters to indicate the type of day for the program. The calendar must include the required number of instructional days (177) or the equivalent hours as approved by KDE (1,062), one Opening day, one Closing day, four Professional Development days, four Holidays, and thirty-three KECSAC Extended days.

The overall total of the calendar should equal to or more than 210 instructional days.

A=Administrative Days/Non-Instructional Day

H=Holidays

I=Instructional Days (177 Days or 1,062 Equivalent Hours)

O=Opening Day (1)

C=Closing Day (1)

E=Extended KECSAC Days (33)

V=Vacation Days

M=Make Up Days

Attachment 4

Make-up Day Plan 2025-2026

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 students 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** **2025-2026 School Year**

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

School District: <u>Beechwood Independent Schools</u>		School Code: <u>420</u>
Name of Program: <u>Guardian Angel</u>		
A.	Projected 2025-2026 School Year Average Daily Attendance (ADA)	<u>31.00</u>
B.	Projected Base SEEK \$4,586 x ADA	<u>\$ 142,166.00</u>
C.	Projected At-Risk Add-on \$4,586 x 0.15 x ADA for residential & group home youth*	<u>\$ 21,324.90</u>
D.	December 2, 2024 Child Count: Severe (Low) <u>1</u> Moderate <u>13</u> Speech (High) <u>0</u>	
D1.	Projected Low Incidence Add-On ¹ \$4,586 x 2.35 = \$10,777 x 12-2-24 Child Count	<u>\$ 10,777.00</u>
D2.	Projected Moderate Incidence Add-On ² \$4,586 x 1.17 = \$5,366 x 12-2-24 Child Count	<u>\$ 69,758.00</u>
D3.	Projected High Incidence Add-On ³ \$4,586 x 0.24 = \$1,101 x 12-2-24 Child Count	<u>\$ 0.00</u>
E.	Total Projected SEEK for 2025-2026 School Year	<u>\$ 244,025.90</u>
F.	SEEK Funds to be provided by Kentucky Department of Education State Ratio** <u>65.31%</u> x Total Projected SEEK (Line E)	<u>\$ 159,373.32</u>

* Day treatment youth may be eligible for at-risk add-on if they qualify for free lunch program.

** To determine state ratio, divide the Calculated State Portion by the Calculated Base Funding from the district's SEEK Forecast provided to the school superintendent.

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

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

**Interagency Agreement between
Beechwood Independent Schools and DCCH Center for Children and Families
2025-2026**

This agreement is intended to form the basis for cooperative relationship between the DCCH Center for Children and Families (DCCH) as a provider of residential services, and the Beechwood Board of Education as the agency 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 speed the provision of coordinated and high-quality school and residential services.

DCCH, as the residential service provider, hereby agrees to:

1. Provide Guardian Angel school with teacher aids.
2. Be responsible for dealing with disruptive and crisis behaviors that may occur in the school setting with Beechwood staff assistance as needed. DCCH teacher-aids will be present and responsible for monitoring these behaviors at all times and locations during the school day.
3. Administer and monitor all medication given during the school day.
4. Provide Beechwood principal advance notice prior to the admission of a student. In addition, provide the principal with all pertinent records including immunization records and information available at the time of residential placement.
5. Provide and administer any medical or health-related procedures required for any student in Guardian Angel school.
6. Provide staff to supervise all lunch periods for Beechwood school staff.
7. Notify the principal with sufficient notice to have an opportunity to participate in regular and specially scheduled meetings for case review such as Treatment Team meetings and Staffing's.
8. Assure that a system of on-going communication will be maintained between the residential staff and the Beechwood staff, including documentation of behavioral records, incidents, consequences, rewards,

and homework on a daily basis.

9. Communicate concerns or issues with the principal before any outside staff or agency is consulted.
10. Notify the principal of any and all medication changes and possible side effects.
11. Assure that each student's health and hygiene will be maintained, and notification will be made to the principal of any student health condition that may affect a student's behavior or academic performance. Students will not be sent to school if they show evidence of any communicable condition within the previous 24-hour period including, but not limited to:
 - a. A temperature at or above 100 F-without fever reducing medication.
 - b. Any gastrointestinal symptoms, including, but not limited to diarrhea or vomiting.
 - c. Any evidence of parasites (e.g. lice, ringworm, etc.)
 - d. Following any major medical appointment (e.g. tooth extraction, surgery, etc.)
 - e. Any other symptoms that preclude the student's active participation in the school program, activities, or expose other students/personnel to infectious or communicable conditions.
12. Abide by the school drop off and pick up times of **8:00 and 3:00** unless special arrangements are made.
13. If a child from DCCH attends school at Beechwood, then DCCH staff will provide transportation and abide to the following drop off and pick up schedule:
 - a. Beechwood Elementary (grades P-6): 8:15 am - 3:00 pm
 - b. Beechwood High School (grades 7 - 12): 8:00 am - 3:00 pm
14. Will submit any requests for students attending Beechwood to the principal for consideration and evaluation.
15. Ensure that all students conform to the dress code as stated in the handbook both at Guardian Angel and at Beechwood.
16. Provide building space on DCCH campus for Beechwood staff to implement the Guardian Angel school program.
17. Agree that any/all technology, furniture, etc. purchased with Beechwood funds is labeled as such, and remains the property of Beechwood Schools.
18. Provide and respond in a timely manner to any maintenance requests. Provide

regular sanitation services (trash removal, bathrooms/classrooms, cleaned time-out room, floors, and emergency clean ups.

19. Agree to a method for resolution of disputes or issues not covered by this contract.

Beechwood Independent Schools hereby agree to:

1. Provide the principal who will oversee the education component of Guardian Angel school.
2. Provide teachers in accordance with Beechwood procedures who are responsible for all educational aspects of students in the program.
3. Provide the on-site program with certified staff according to KECSAC and KDE guidelines. These staff will be required to attend all professional development in service days and other events that take place at Beechwood Schools.
4. Meet the requirements of the KESAC Memorandum of Agreement.
5. Students being admitted to Guardian Angel school 1-2 days after admission to the residential program.
6. Provide DCCH financial program support (rent, staff, maintenance, and sanitation) of **\$47,000** which will be paid in monthly installments beginning August 1 of each school year.
7. Provide to DCCH the Beechwood School calendar and schedule prior to the beginning of the school year.
8. Provide DCCH a chance to annually review this contract and make necessary changes.
9. Provide supervision/evaluation of certified school staff in accordance with Beechwood Board Policies.
10. Provide all students with necessary and appropriate educational materials and technology access.
11. Assure that any student suspected of having an educational disability will be referred, evaluated and considered for services according to state and federal guidelines after appropriate instruction and intervention services have been provided.
12. Notify DCCH of any incident occurring at school of a disciplinary nature or otherwise likely to affect student behavior upon returning to DCCH including

documentation of behavioral records, consequences, rewards, etc. on a daily basis.

13. Notify DCCH of any student health or hygiene condition which is in need of attention, including the need to be removed from class for health reasons.
14. Develop and maintain a system of on-going communication with DCCH on a schedule that is appropriate to the needs of each student.
15. Beechwood will notify DCCH staff of pertinent student meetings in writing with at least three days' notice.
16. Agree to a method for resolution of disputes or issues not covered by this agreement.

Commitment to the points in the Agreement signifies each agency's efforts toward professional collaboration for provision of quality residential and educational services to each school-age individual for which we share responsibility. This agreement shall be in effect from August 1, 2025, to July 31, 2026, at which time there will be a review by each agency for any needed amendments.



Beechwood Schools Superintendent: Justin Kaiser

7-15-25

Date



DCCH Center CEO: Denise Govan

July 17, 2025

Date

KECSAC Program Improvement Plan 2025-2026 School Year

District: Beechwood Independent Schools

Date: 8/19/2025

Program: Guardian Angel

Person Responsible: Brad Bentley

Standard:	1) Purpose and Direction	☐	4) Resources and Support System	X
	2) Governance and Leadership	☐	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 Measurable Attainable Relevant Time-based

Priority Need

(What aspect of past student performance needs improvement?)

With our Fall MAP Math testing, 19 of our 30 students tested in the 20th percentile and under. That places 63% of our students far below average in Math.

In Fall MAP Reading, 14 of our 30 students tested in the 20th percentile and under. That places 47% of our students far below average in Reading.

In the 24-25 school year, Guardian Angel had 17 students who tested in the Fall of 2024, and were there to test in the Spring of 2025. Eleven students tested under the 25th percentile in Math. Eight students tested under the 25th percentile in ELA. To meet the goal for Math, 5.5/11 students would have had to improve their percentile, only 2 students did. To meet this goal for ELA, 4/8 students would have had to improve their percentile, only 3 students did.

In the 24-25 school year, Guardian Angel had 17 students who tested in the Fall of 2024, and were there to test in the Spring of 2025. That comes out to 34 scores. In Math, 14 of 17 students showed a 3

point or more growth on the RIT scores, 82%. In Reading, 14 of 17 students showed a 3 point or more growth on the RIT scores, 82%.

Supporting Data for Need

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

MAP is tested, at a minimum, 3 times a school year: Fall, Winter, Math. Fall Map and Reading took place within the first 10 days of the school year.

- 63% of our students tested far below average in math
- 17% of our students tested in the low average range in math
- 47% of our students tested far below average in reading
- 27% of our students tested in the low average range in reading

All of our students are in a residential treatment facility. Many of our students have not had consistent schooling throughout their developmental years. We want all of our students to improve their RIT scores and percentile ranks.

According to data from 24-25 MAP testing, we fall in the low achievement/high growth quadrant. Our median growth percentile: 68th in reading and 51st in math.

Goal *(Addresses the Priority Need)*

(How will our future student performance be stronger?)

For students that MAP tested in the fall and are still with us for spring MAP testing, they will show growth in the RIT scores and percentile ranks. We will decrease the percentage of far below averages in both math and reading by spring MAP testing.

We will continue to show growth in all of our students and be above the 50th growth percentile.

Objectives for Reaching Goal

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

For the 25-26 school year, we have a new English curriculum, Amplify. Also, a new teacher who has experience with Amplify and the materials that come with it. Last school year, we had a new math teacher, not only new to teaching math but new to our environment. With him in his 2nd year, he is eager to make more improvement and growth than he did last year.

We have new curriculums to use for our students that we did not have access to last year: Amplify, Legends of Learning, and Generation Genius. We will also continue to use other programs such as: Prodigy, IXL, and Lexia.

We have built in resource time in the school day. We will implement an individualized MTSS Intervention plan for students below the 20th percentile in Math and ELA. Resource time is built into the daily schedule 3 times per week for 50 minutes.

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 for all students.

MAP winter testing will take place half way through the school year to measure progress and growth.

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

Implementation and Impact Check 2025-2026 School Year

District: Beechwood Independent Schools

Date: 8/19/2025

Program: Guardian Angel

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 2024-2025 school year's Program Improvement Plan. Submit this document with the 2025-2026 Memorandum of Agreement.

First Goal:

(The first goal that was listed on the previous year's Program Improvement Plan (PIP) in MOA.)

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.

Activities & Strategies:

(List the activities or strategies you utilized in the PIP for this goal. Indicate whether that strategy was fully implemented, partially implemented, or not implemented.)

We will implement an individualized MTSS Intervention plan for students below the 20th percentile in Math and ELA. 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.

Data & Evidence:

(Provide data/evidence of impact in terms of student progress and success for this goal.)

Guardian Angel had 17 students who tested in the Fall of 2024, and were there to test in the Spring of 2025. Eleven students tested under the 25th percentile in Math. Eight students tested under the 25th percentile in ELA. To meet the goal for Math, 5.5/11 students would have had to improve their percentile, only 2 students did. To meet this goal for ELA, 4/8 students would have had to improve their percentile, only 3 students did.

While we are happy to see students succeed, the reality of some of our students going from far below average to average in a school year is not going to happen.

Second Goal:

(The first goal that was listed on the previous year's Program Improvement Plan (PIP) in MOA.)

For students who are currently enrolled and remain enrolled in the spring, our goal is for 70% of the students to show a 3 point or more growth on their RIT scores in MAP testing.

Activities & Strategies:

(List the activities or strategies you utilized in the PIP for this goal. Indicate whether that strategy was fully implemented, partially implemented, or not implemented.)

We will implement an individualized MTSS Intervention plan for students below the 25th percentile in Math and ELA. 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.

Data & Evidence:

(Provide data/evidence of impact in terms of student progress and success for this goal.)

Guardian Angel had 17 students who tested in the Fall of 2024, and were there to test in the Spring of 2025. That comes out to 34 scores. In Math, 14 of 17 students showed a 3 point or more growth on the RIT scores, 82%. In Reading, 14 of 17 students showed a 3 point or more growth on the RIT scores, 82%.

2025-2026 Comprehensive Facility Transition Plan

Program's Name: DCCCH/Guardian Angel

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. New student to DCCCH/Guardian Angel	DCCCH 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
2. Assign schedule/enroll in all proper IC programs	Student records uploaded to IC GA administrator completes all enrollment tasks: 1. Enroll student 2. Assign student email 3. Schedule classes 4. Assign student user 5. Enroll in KECSAC 6. Enroll in FRAM 7. Update Transportation tab 8. Ensure immunizations are up to date

	9. Upload all Special Education records 10. Assign to GA staff caseload 11. Inform support staff of new student
3. Assessment	MAP testing during Fall, Winter, and Spring to monitor growth in the program. If a student arrives outside the testing window, MAP testing will still be completed with scores, but growth is not calculated through the system Students are assessed using various tools: IXL in content areas, Dunn Rankin, Prodigy, Generation Genius, Legends of Learning, Amplify
4. Academics	Students are placed in a homeroom classroom. Then the students rotate classes, 1 teacher is responsible for math, 1 teacher is responsible for science, 1 teacher is responsible for English, and all three teachers teach their own Social Studies content.
5. Exiting our program	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 give recommendations to new placement, if known, but are available at any point to discuss students. GA staff participate in any discharge staffing meetings

Comprehensive Facility Transition Plan

Program's Name – DCCCH/Guardian Angel

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. ILPA	Discuss students interests with them, career clusters activity, complete ILPA
2. VR Headsets/Inspirit	Devices were bought to allow students to explore different real-life activities
3.	
4.	
5.	

Comprehensive Facility Transition Plan

Program's Name – DCCCH/Guadian Angel

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. Therapy	DCCCH assigns a therapist to each child, some have family therapy. Therapists see the children a minimum of once a week, sometimes twice a week if family therapy is involved.
2. Communicate with therapists/DCCCH Team	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, DCCCH staffings and weekly collaboration meetings
3. Weekly Summaries	GA/DCCCH staff conduct a 21-day review GA/DCCCH school staff fill out weekly summaries on the students with reports due that week
4. Social-Emotional	There are a few sensory rooms built into the classrooms, we have a nice sensory room in the hallway of the school. We have three time-out rooms, all with sensory items near them to help students cope. New sensory items were purchased for the 25-26 school year, and each classroom has updated their items.
5.	

Comprehensive Facility Transition Plan

Program's Name – DCCH/Guardian Angel

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
3. Assessment	MAP testing during Fall, Winter, Spring to monitor growth in the program If a student arrives outside the testing window, MAP testing will still be completed with scores, but growth is not calculated through the system Students are assessed using various tools: IXL in content areas, Dunn Rankin, Prodigy, Legends of Learning, Generation Genius, Amplify
2. Communication	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 give recommendations to new placement, if known, but are available at any point to discuss students. GA staff participates in any discharge staffing meetings
3. IEP Monitoring	Special education teacher collaborates with regular education teachers on students with IEPs, Resource time is built into the school day for teachers to implement IEP's for those with Resource minutes