



Jason E. Glass, Ed.D.
Commissioner of Education and Chief Learner

KENTUCKY DEPARTMENT OF EDUCATION
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Phone: (502) 564-3141 · www.education.ky.gov

June 10, 2022

Charles Morton, Superintendent
Harlan Independent Public Schools
420 E Central St.
Harlan, KY 40831

Dear Superintendent Morton:

As you know, one goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement while closing gaps and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2021-22 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Harlan Independent School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- Title V, Part B
- Preschool
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)

Each program involved in the KSCM has an impact on our goal. For example, Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding, but also guidance on working with disadvantaged students.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “effective practices.” These are individual program practices that the team felt were effective, and in some cases innovative. We

Harlan Independent Public Schools

June 10, 2022

Page 2 of 2

strongly suggest that the practices identified be submitted to the KDE Best Practices [website](#).

Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky's education programs to better serve our children.

Sincerely,

Kelly Foster, Ed.D.

Associate Commissioner

Office of Continuous Improvement and Support

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Harlan Independent Public Schools

2021-2022 Statewide Consolidated Monitoring Report

District:	Harlan Independent School District	
Date(s) of Visit:	March 15-16, 2022	
Team Leads:		
<i>Title I, Part A – Sharma Aitken</i>	<i>Gifted and Talented (GT) – Kathie Anderson</i>	
<i>Title II, Part A – Kathy Collins</i>	<i>Individual with Disabilities Education Act (IDEA) – Amy Mayes</i>	
<i>Title IV, Part A – Lee Bowling</i>	<i>Preschool – Jennifer Riley</i>	
<i>Title V, Part B – Erin Sudduth</i>		

Highlight of Effective Practice No. 1

Programs Addressed	Title I, Part A	X	IDEA	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A		Preschool	X
	Title V, Part B			
<u>Community</u>				
<p>Positive partnerships with community groups have been developed and maintained to enhance the programs and benefit the students of Harlan Independent School District. The Title II, Part A monitoring team commends the district for using all shareholders, including parents, teachers, school principals and community members in the design, implementation and evaluation of the program.</p> <p>A strong partnership with the Boys and Girls Club of America was noted by the Title I, Part A and preschool monitoring teams. The preschool program also partners with Walmart to help meet student needs.</p>				

Highlight of Effective Practice No. 2

Programs Addressed	Title I, Part A	X	IDEA	
	Title II, Part A		Gifted and Talented	X
	Title IV, Part A		Preschool	
	Title V, Part B			
<u>Professional Development</u>				
<p>The district has implemented professional development processes for including information about the gifted and talented program to their New Teacher Academy. The gifted and talented coordinator has monthly meetings with all staff to provide support. The coordinator also meets one-on-one with staff to provide program assistance and training.</p>				

2021-2022 Statewide Consolidated Monitoring Report

The Title I, Part A monitoring team noted the implementation of a “train the trainer” approach to professional development in which attendees bring back the information learned at sessions and share with other staff members.

Highlight of Effective Practice No. 3

Programs Addressed	Title I, Part A		IDEA	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A	X	Preschool	
	Title V, Part B	X		

Finance

Several monitoring teams observed strong fiscal internal controls during the visit. Program coordinators collaborate with the finance officer to monitor spending and ensure that Title IV, Part A and Title V, Part B funds are spent in a timely manner and that expenditures align with the approved applications. The district has established an open line of communication between the schools, federal programs coordinator and finance officer. Procedures are in place to ensure the correct use of class size reduction expenditures by ensuring that student enrollment does not exceed the approved number of students as required by Title II, Part A.

Highlight of Effective Practice No. 4

Programs Addressed	Title I, Part A		IDEA	X
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A			Preschool
	Title V, Part B			

Policies and Procedures

The district’s special education team has established policies and procedures that align with IDEA requirements. The district implements a strong system for planning the use of Title II, Part A funds. The district consults all shareholders in the design, implementation and evaluation of the Title II, Part A program beginning with a committee review of the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plans (CSIPs) to identify district needs. The committee then evaluates test data to see where the class size reduction staff will be placed.

Highlight of Effective Practice No. 5

Programs Addressed	Title I, Part A	X	IDEA	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A			Preschool
	Title V, Part B			

2021-2022 Statewide Consolidated Monitoring Report

Leadership

The district has a supportive leadership team in place that promotes communication and teamwork between district and school staff. Interviews revealed that there is both horizontal and vertical communication between the superintendent, central office staff, school administration and teachers. Strong program support from the district helps ensure the schools meet program requirements such as the correct use of class size reduction expenditures by ensuring that student enrollment does not exceed the approved number of students required under Title II, Part A.

Opportunity for Improvement No. 1

Programs Addressed	Title I, Part A		IDEA	
	Title II, Part A			Gifted and Talented
	Title IV, Part A	X	Preschool	
	Title V, Part B			
Common Issue				
<u>Communication</u>				
<p>The district did not provide sufficient documentation that all members of the stakeholder group are invited to participate in stakeholder consultation meetings required under Title IV, Part A. Although the gifted and talented staff are communicating effectively with each other, communication to parents about topics such as student services and opportunities for parents to participate in the program is an area for growth.</p>				
Common Solution(s)/Recommendation(s)				
<p>It is recommended that the district develop a plan to increase communication with the parents of gifted and talented students to ensure they are aware of the services being offered to their children. In addition to communicating directly with parents, the district should consider adding information and resources related to the gifted and talented program on the district and school websites. The district should ensure announcements of Title IV, Part A stakeholder consultation meetings are being communicated to all applicable stakeholders, including students. For example, an email announcement including all members of the stakeholder group could be sent, or an announcement could be placed on the district website or in the local newspaper encouraging students to attend.</p>				

Final Overview

Harlan Independent School District is a close-knit community which strives to create a family-oriented atmosphere in which all families feel welcome. The district is dedicated to continuous improvement and welcomes feedback from all stakeholders. The community partnerships developed by the district provide opportunities to enhance student learning.

2021-2022 Statewide Consolidated Monitoring Report

The effective implementation of existing professional development plans provides teachers with the knowledge and tools to achieve greater levels of success in the future. The collaboration between the federal programs coordinator and the finance officer facilitates the timely expenditure of funds to support student needs.

Effective means of internal communication between the district and schools is currently in place, however the district could expand the current system to include additional stakeholders. Including all stakeholders in established committees may help provide the district with new perspectives, help generate new ideas and create discussion surrounding how to further enhance student achievement. The district should continue to maintain frequent communication with schools and share information with parents about the services and resources available within the school community.