



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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August 9, 2013

Dear Superintendent Starnes:

In an effort to reduce the burden on school districts, the Kentucky Department of Education (KDE) began a consolidated monitoring program during school year 2011-2012. This effort combines required monitoring visits for state and federal programs in an intentional and concise timeframe.

During the 2012-2013 school year, the KDE conducted monitoring in Bellevue Independent School District. During the monitoring 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*
- *Individuals with Disabilities Act (IDEA)*
- *Kentucky Preschool Program*
- *Alternative Programs*

Each program has provided, at minimum, a preliminary report of findings based on the visit. This document represents the consolidation of findings that were similar in nature and therefore present an opportunity for consolidation of effort among the programs. Program monitors have noted some of the effective practices identified during the monitoring visit. In addition, team members have provided recommendations for addressing any noted concerns. These are coupled with suggestions for potential opportunities to work across programs, streamline implementation and increase success within each.

It is our pleasure to suggest that practices that have been noted as effective be submitted to the KDE Best Practices website under School Improvement. To ensure that we are able to meet our goal of providing ongoing technical assistance for all programs monitored, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST to track your efforts to address any common concerns noted by the team.

So that we may improve our consolidated monitoring process, each school and program that has been monitored will soon have the opportunity to provide feedback. 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 Claude W. Christian by email at claudio.christian@education.ky.gov or

by phone at (502)564-3791. Information regarding education programs within the state of Kentucky may also be found at education.ky.gov.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Claude W. Christian", with a long, sweeping horizontal flourish extending to the right.

Claude W. Christian
Project Manager
Statewide Consolidated Monitoring

2012-13 Statewide Consolidated Monitoring Report

District:	Bellevue Independent
Date(s) of Visit:	February 19-21, 2013
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Christina Benassi	<i>Preschool</i> Annie Rooney-French
<i>Title II</i> Carol Leggett	<i>Career and Technical Education</i> N/A
<i>Alternative Programs</i> Tom Edgett	<i>IDEA</i> Laura McCullough

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education
	Title II		IDEA	X	Alternative Programs
<i>Clearly describe actions and/or practices that the team deems as effective</i>					
<p>Parent Involvement Activities at the School Level Bellevue Independent has provided innovative ways for parents to be involved at the school level. Your schools involve parents at their annual ice cream socials, block parties and open houses. Your schools also have ongoing communication with the parents through websites and newsletters. It has also been noted that your schools have a very strong FRYSC program, Success By 6 Program and Born Learning Academy. The parents are also involved in their child's RtI teams and collaborate well with teachers.</p>					

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education
	Title II		IDEA	X	Alternative Programs
<i>Clearly describe actions and/or practices that the team deems as effective</i>					
<p>Focused upon Individualized Student Need Bellevue has done an excellent job individualizing instruction and interventions to meet each of the student's needs. The schools have a strong RtI program where the parents and teachers are both involved in their child's education. The Alternative Education representative noticed exemplary individualization in the way alternative school students' schedules were made, and in the extensive follow-up which was provided for students transitioning between the regular high school and alternative programs. The students' IDEA progress monitoring data is graphed and very specific for each student. The monitoring team also noticed that the preschool classrooms have two assistants per classroom that provide individualized assistance for the students. It is evident that Bellevue puts the children's individualized needs first.</p>					

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Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	
	Title II	X	IDEA		Alternative Programs	
Common Issue <i>(Clearly describe Issue)</i>						
<p>Federal Requirements for Documentation of Processes</p> <p>Some of the findings crossed over to other program areas. One such finding pertained to the time and effort logs and teacher qualifications. Both Title I and Title II require Personal Activity Report (PAR) for the district staff that is being paid out of these two federal funds and the school staff as well. Also, parents should have the right to ask for a teacher's qualifications, and they should be aware that this is their right as a parent. There was no evidence that this was occurring at the time of the monitoring.</p>						
Common Solution(s)/Recommendation(s)						
<p>Since the monitoring of time and effort logs has been corrected and currently each district person being paid out of Title I and Title II is noted on their Personal Activity Report (PAR), the solution has already been developed and implemented. Remember that this needs to be an established procedure that is maintained continuously every year.</p> <p>Since both Title I and II require that parents understand their rights to request teacher qualifications, it has been suggested that your district include "Notification of Parent Right to Request Teacher Qualification" in your Student/District Handbooks. This way the parents understand their right and know how to ask for teacher qualifications if interested.</p>						

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool	X	Career and Technical Education	
	Title II		IDEA	X	Alternative Programs	X
Common Issue <i>(Clearly describe Issue)</i>						
<p>Transition Processes</p> <p>There were some common issues with transition processes across different program areas. Working on how to transition students in and out of the alternative program would be very beneficial for Bellevue Independent District. Also, IDEA requires that when new student records and files are received from other districts, the transition process should include a review and determination of adequacy of existing IDEA records including a review of KY state disability eligibility (if the student is entering from another state which may have different eligibility criteria). The preschool and kindergarten programs are located at opposite ends of the school. By moving the preschool to the kindergarten wing, transition and collaboration will be improved.</p>						

Common Solution(s)/Recommendation(s)

The most common solution for all three transition processes is to have a written procedure in place for each of these programs describing how transitions will occur. This procedure can be implemented into the CDIP and CSIP. For example, the alternative programs need documentation for sustainability of the transition process; IDEA needs a plan on how Bellevue will review and assess the adequacy of existing IDEA evaluation and eligibility documentation for new students enrolling in Bellevue from other KY districts or entering from out of state in order to provide for effective transition; and the preschool classroom could be moved closer to the kindergarten classroom for easier transition and collaboration among classes.

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Final Overview

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II	X	IDEA	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>District is poised to move toward innovation and continuous improvement as a result of district and school leadership. This leadership has a unified vision, mission, and goals that are also shared by the parents for the entire system – PreK – 12.</p> <p>The district embodies a strong connection with the community and an intense commitment to partnering with parents for individual student success.</p>						