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Interim Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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June 7, 2024

Bill Boblett, Superintendent  
Boyd County Public Schools  
1104 Bob Mccullough Drive  
Ashland, KY 41102

Dear Superintendent Boblett:

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 2023-2024 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Boyd County 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 IV, Part A
- Alternative Education Programs
- Gifted and Talented
- Preschool

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

Each district program has already been provided with 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 phone at (502) 564-3791, Ext. 4021. Information regarding education programs within the state of Kentucky may also be found at the [KDE website](#).

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 Boyd County Public Schools

# 2023-2024 Statewide Consolidated Monitoring Report

**District:** Boyd County

**Date(s) of Visit:** March 19-21, 2024

**Team Leads:**

- Title I, Part A – Emily Meade
- Title IV, Part A – Lee Bowling
- Alternative Education Programs – Leticia Porter
- Gifted and Talented – Kathie Anderson
- Preschool – Veronica Brown

## **Effective Practice No. 1: Community**

**Program(s) Addressed:** Gifted and Talented

### **Highlight of Effective Practice No. 1**

The Gifted and Talented (GT) program actively engages with the community. The students have participated in several outreach projects such as collecting and donating children’s books to establish a mobile library for the preschool and participating in cleaning up Armco Park.

## **Effective Practice No. 2: Parent and Family Engagement**

**Program(s) Addressed:** Preschool; Gifted and Talented

### **Highlight of Effective Practice No. 2**

Preschool parents and families in Boyd County are offered opportunities for engagement during the academic year, with monthly invitations to participate in enriching activities such as “Mystery Readers” and various special events. Families receive monthly activities to complete, which are then returned to the classroom, and the children are encouraged to share about their projects. The district provides a letter to parents and families outlining the GT identification and program information accompanied by a Parent Input form and survey for the Gifted Student Service Plan (GSSP). They also explain how to use the Infinite Campus parent portal to obtain the GSSP and progress reports, as well as how to use the Remind Communication Platform.

## **Effective Practice No. 3: Student Plans and Services**

**Program(s) Addressed:** Alternative Education; Gifted and Talented

### **Highlight of Effective Practice No. 3**

The Alternative Education Program has a significant amount of mental health support for students, offering services such as individual and small group counseling. An on-site Mental Health Therapist, Community Support Associate (CSA) and the Ramey Estep Coordinator collaborate with classroom teachers to assist with the development of social and life skills, as well as de-escalation strategies. Social Emotional Learning (SEL) lessons are incorporated throughout the day and customized to meet the individual needs of the students. Students reported feeling a connection to at least one caring adult. They also had timely access to community agencies and support services through referrals. The GT program provides opportunities for differentiated learning. The district transports GT students to a central location dedicated for specialized classes once a week, organized by grade level. These specialized classes emphasize science, technology, engineering and mathematics (STEM) and problem-based

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learning. The students are taken to a different location and work directly with two GT Teachers for most of the day.

## **Effective Practice No. 4: Professional Development**

**Program(s) Addressed:** Alternative Education; Preschool

### **Highlight of Effective Practice No. 4**

The Alternative Education Program's experienced teachers place a high priority on SEL and trauma-informed strategies in both their professional development and day-to-day instruction. One benefit of the curriculum is that students receive direct teaching from teachers, with computer-based learning acting as a supplement rather than the main form of instruction. Students referenced how much they prefer the direct instruction and activities provided for them. The high ratio of staff to students contributes to the program success. Several staff members are active participants in professional learning communities to ensure continuous improvement. Preschool teachers and paraprofessionals are invited and motivated to participate in training and professional development sessions. The content of these training courses is tailored to meet the needs of both teachers and paraprofessionals, in addition to fulfilling district requirements.

## **Effective Practice No. 5: Leadership**

**Program(s) Addressed:** Title I Part A; Preschool

### **Highlight of Effective Practice No. 5**

Boyd County leadership places a high priority on behavioral data analysis and ongoing assessment, as these inform student education and interventions. The districtwide Buddy Mentor program has been instrumental in giving newly hired teachers much-needed support. This program provides aspiring educators with the tools they need to be successful in their first year of teaching, both in the district and in the classroom. Preschool leadership keeps a noticeable presence in the classrooms, checking in frequently and helping when needed. There is consistent clear communication with staff throughout the day using email and walkie talkies for urgent needs. Leadership also encourages staff members to pursue additional education and training opportunities.

## **Effective Practice No. 6: Communication**

**Program(s) Addressed:** Title I, Part A; Title IV Part A

### **Highlight of Effective Practice No. 6**

The district and schools exhibited a clear commitment to transparency, cooperation and teamwork. There were tangible signs of steady communication and partnership across the district, as evidenced by various channels such as emails, dialogues, phone calls, walkthroughs, trainings and meetings. Title IV, Part A observed the district has established an effective strategy for supporting principals and collecting input on student needs.

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## **Effective Practice No. 7: Climate and Culture**

**Program(s) Addressed:** Preschool

### **Highlight of Effective Practice No. 7**

Preschool workers expressed feeling extremely supported in all facets of their jobs. The staff knows that the director has an open-door policy and will cover their rooms if needed. There are three adults in each class to ensure that all staff lunches and breaks are covered. All staff observed and interviewed greeted each other by name and had a welcoming presence. Consistent communication with staff is happening throughout the day using email and walkie talkies. Leadership is present in the classrooms daily for check-ins and for assistance if needed. All staff are encouraged to continue their education through supplemental training and professional development opportunities.

## **Opportunity for Improvement No. 1: Finance**

**Programs Addressed:** Title I, Part A; Title IV, Part A

### **Summary of Opportunity for Improvement No. 1**

Title I, Part A funds reserved for students experiencing homelessness have not been utilized in a timely manner within the fiscal year for which they were allocated. Inconsistencies were observed between the total amounts reported in the fiscal year (FY) 2023 MUNIS reports and the approved Grant Management Application and Planning (GMAP) application. Following the application's first approval, the district decreased the amount set aside for homeless student services in the MUNIS reports for the fiscal year 2023. Once the amount reserved for students experiencing homelessness has been approved, it must be used for that purpose and the amount cannot be decreased. Title IV, Part A notes that the district has not expended grant monies for any of the award's three components. Additionally, the district has used funds from the FY2021 with an unapproved object code and purchased items that were not included in the approved application. The district does not have a process in place to review and revise budgets regularly to ensure timely spending that aligns with the activities in approved applications.

### **Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1**

Overall, the Title I finances are well aligned and effectively managed. There is a need for increased focus on the homeless reservation, ensuring that these funds are utilized and spent in a timely manner. Quarterly meetings between the finance officer and the federal programs coordinator are advised. These sessions will serve to ensure compliance with the allowability procedures for purchases, align the GMAP and MUNIS systems and confirm that spending corresponds with the approved Title I and Title IV applications. It is recommended that the finance officer become familiar with the rules and regulations around all federal program funds to ensure timely and appropriate spending.

## **Opportunity for Improvement No. 2: Policies and Procedures**

**Programs Addressed:** Title I, Part A; Title IV, Part A

### **Summary of Opportunity for Improvement No. 2**

Several policies and written procedures required under Title I, Part A were missing or did not contain all the information required under the Every Student Succeeds Act (ESSA). The district does not currently have written procedures for awarding credit, including partial credit, and diplomas to students experiencing homelessness. The foster care transportation agreement developed with the local child

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welfare agency did not contain all the required information. Homeless education posters were not on display in all schools or the district office, potentially resulting in families and youth not being adequately informed about the contact information of the homeless liaison and their rights to challenge placement and enrollment decisions. The district lacks sufficient procedures to verify that the requirements for equitable services have been met and to monitor that the services were properly provided to eligible children attending private schools. The district has not produced sufficient documentation demonstrating that they hold frequent meetings with their Title IV, Part A stakeholder group, which includes students and community leaders.

### **Final Overview**

The Boyd County School District recognizes the importance of operating with transparency and working collaboratively to utilize their federal funds to enhance student learning. They maintain a solid foundation in areas such as communication, mental health support and partnerships in the community. The district continues to build on these practices to ensure that everyone is on the same page regarding goals and expectations so that students' needs are met. The personnel who previously served Ramey Estep are a valuable resource for the Alternative Education Program. The district is encouraged to employ the skills of these staff to maintain strong support for the students during this continued transition from an A6 program operated by the Kentucky Educational Collaborative for State Agency Children to an A5 district-operated Alternative Education Program. Leadership is receptive to feedback and implementing solutions to any issues that may arise. The federal programs in Boyd County maintain effective and consistent communication to ensure that the staff feels supported and the needs of all students are met reflecting their dedication to continuous improvement.