



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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April 14, 2026

Harry Burchett, Superintendent
Harrison County Public Schools
308 Webster Ave.
Cynthiana, KY 41031

Dear Superintendent Burchett:

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 2025-2026 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Harrison 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 II, Part A
- Title IV, Part A
- Alternative Education Programs
- Preschool
- Procurement

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 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 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
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Harrison County Public Schools

2025-2026 Statewide Consolidated Monitoring Report

District: Harrison County

Dates of Visit: Jan. 20-22, 2026

Team Leads:

- Title I, Part A – Brandy Neal
- Title II, Part A – Dana Kelly
- Title IV, Part A – Lee Bowling
- Alternative Education Programs – Leticia Porter
- Preschool – Tammy Rutherford

Effective Practice No. 1: Finance

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

Highlight of Effective Practice No. 1:

The district spending for Title I, Part A and Title IV, Part A aligned with the approved Consolidated Application in the Grant Management Application and Planning (GMAP) system. The district created a grant accounting handbook detailing procurement and the approval process for Title IV, Part A. Harrison County maintains open lines of communication throughout the finance department to ensure correct Enterprise ERP (EERP) object codes for expenditures are used and funds are aligned with the district’s mission.

Effective Practice No. 2: Leadership

Program Addressed: Title I, Part A

Highlight of Effective Practice No. 2

Harrison County promotes leadership within all schools by using Leader in Me as their driving force. The district strives to build a community of leaders within their district by encouraging community, collaboration and a positive environment. Leader in Me provides a powerful opportunity for the district to build a positive culture within all schools and to use it as a Tier 1 intervention to enhance favorable attitudes and behaviors.

Effective Practice No. 3: Parent & Family Engagement

Program Addressed: Preschool

Highlight of Effective Practice No. 3

There was a clear emphasis on parent and family engagement, as evidenced by multiple opportunities and activities offered to families throughout the year. In addition, preschool classrooms were intentionally included in elementary school events, supporting inclusion and continuity across settings.

Effective Practice No. 4: Professional Development

Program Addressed: Title II, Part A

Highlight of Effective Practice No. 4:

The district’s systems of professional growth and improvement provide excellent support for building the professional development provided by the district to enhance student achievement.

Effective Practice No. 5: Climate and Culture

Program Addressed: Alternative Education Program

Highlight of Effective Practice No. 5:

The program coordinator was very responsive to the monitoring team's questions and eager for feedback, including inquiring about staff training and expressing a willingness to implement changes to enhance the program to better support students. Interviews indicate supportive relationships between staff members, as well as shared values about teaching and learning. Students report feeling safe and that they feel comfortable going to program staff for help, as well as feeling encouraged by program staff. Program staff reported feeling supported by administration and enjoying building relationships with students.

Opportunity for Improvement No. 1: Community

Programs Addressed: Title IV; Alternative Education

After collecting evidence and participating in interviews, the Alternative Education monitoring team did not find regular consultation with stakeholders regarding the participation of community or caregivers in students' education. Even though the alternative education program is located within the high school, there were no attempts to have the students within the program actively involved with diverse stakeholders. The district did not provide sufficient documentation of regular consultation with stakeholders regarding Title IV, Part A activities. There was no evidence provided to verify that stakeholders were consulted regarding needs and goals or given the opportunity to provide input from the group.

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

The district should develop a process for soliciting feedback and regularly communicating with stakeholders. It may be beneficial to ensure steps regarding implementation are documented, including how the information will be used to inform program changes. The district should continue to explore ways to involve community members and families in the alternative education program.

Opportunity for Improvement No. 2: Policy and Procedures

Programs Addressed: Title I, Part A; Alternative Education

Kentucky Department of Education (KDE) staff found that policies and procedures were not consistently followed or in place to clearly establish and communicate eligibility requirements for identifying, enrolling and/or exiting students in/out of the alternative education program. A behavior matrix is utilized for most students; however, it only includes extreme behavior. A "phase system" is referenced in the handbook but it is not consistently used for exit criteria or entry and exit decisions. Interviews indicated entry and exit decisions are made on more of a "case by case" basis, rather than by using established criteria and procedures. Evidence and interviews indicated a lack of processes for collecting, analyzing and applying learning from data sources. There is no evidence of a consistent framework for monitoring student academic and behavioral progress.

Some of the policies and procedures required under Title I, Part A were missing or did not contain all the information required under the Every Student Succeeds Act (ESSA). Although the district and schools have parent and family engagement policies, they do not include descriptions of how the

requirements are being met. Parents were also not involved in the development of the parent and family engagement policies as required by ESSA.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 2

Developing internal processes and procedures outlining how the district will complete program tasks is an essential component of effective program implementation. Written processes and procedures should go beyond listing program requirements to include specific details describing the steps the district or school will take to ensure all requirements are met. Processes and procedures should be written in a manner that is easily understood by all applicable stakeholders. Documenting existing practices enables other staff members to help complete tasks in the event of an unforeseen absence and provide more continuity across the schools. The district also needs to implement meaningful involvement with parents in the development of the parent and family engagement policy.

Final Overview

The Harrison County School District is committed to continuous improvement and supports a collaborative approach to enhance student learning. Administrators stay in close contact to ensure a team approach which benefits staff and students within the district. Staff are receptive to feedback provided by KDE and work together to ensure the success of their students. The district's focus on leadership encourages students to take an active approach to their own education and set high standards for the future.