

Steven L. Beshear  
Governor



Terry Holliday, Ph.D.  
Commissioner of Education

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

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**SENT BY ELECTRONIC MAIL AS AVAILABLE WITH A HARDCOPY BY REGULAR MAIL**

October 16, 2013

Board Chair Jamie Collinsworth  
Fleming County School District  
2774 Pecks Ridge Rd.  
Ewing, KY 41039

Superintendent Tom Price  
Fleming County School District  
211 W. Water Street  
Flemingburg, KY 41041

RE: Management Audit of Fleming County School District

Dear Board Chair Collinsworth and Superintendent Price:

As you are aware, the Kentucky Department of Education (KDE) has been conducting a management audit of Fleming County school district, pursuant to KRS 158.780, KRS 158.785, 703 KAR 3:205 and KRS 13B.020(6). This management audit has concluded. A copy of the final report is attached.

Based upon the findings outlined in this report, it is clear that a pattern of a significant lack of efficiency and effectiveness in the governance and administration of the school district exists in multiple areas; however, it also appears that the local board is supportive of improvement and wants to adequately address such concerns, but feels it needs some outside help to do so effectively. Accordingly, in my official capacity as the chief state school officer, I will be recommending to the Kentucky Board of Education (KBE) that the Fleming County school district is designated a "state assisted" district.

Please note that, pursuant to KRS 158.785(6), a designation of "state assisted" means that KDE shall help the local district develop and implement a plan to correct the deficiencies identified. KDE shall also monitor compliance with this plan. If the plan is not being adequately developed or implemented, I may choose to move forward with a recommendation of "state managed" to the KBE in the future.

Pursuant to KRS 158.785(4) and 702 KAR 3:205, Section 3(4), the Fleming County Board of Education has the right to request a public hearing before the KBE, before a final designation of "state assisted" is adopted. The local board may also waive the right to this public hearing.

Board Chair Collinsworth  
RE: Management Audit of Fleming County School District  
October 16, 2013  
Page 2

**I am requesting that the Fleming County Board of Education respond to me by 4:30 p.m. EST on October 31, 2013, on whether it requests a public hearing or waives this right. Please complete the statement of action at the end of this letter and email a signed and scanned copy to my attention at [Terry.Holliday@education.ky.gov](mailto:Terry.Holliday@education.ky.gov).**

In the event a public hearing is requested, one will be scheduled with at least 20 days advance notice of the date of the hearing, in accordance with KRS 13B.050.

In the event that the right to a public hearing is waived, I will bring this item before the KBE at its next regularly scheduled meeting (currently scheduled on December 4, 2013) for adoption. In the meantime, I will also direct KDE staff to provide informal state assistance, until the state board can formalize this process in December.

Please keep in mind that a decision by the local board to either request or waive a hearing is considered a formal action by the local board and requires an official board meeting. In addition, any special or emergency board meeting scheduled to make this decision must be conducted in accordance with Kentucky's open meetings law (KRS 61.823).

Thank you in advance for a prompt response. I do not make this important recommendation lightly; however, it is absolutely critical and necessary in order to meet the educational needs of the children in Fleming County.

If you have any questions, Associate Commissioner Kelly Foster may be reached at 502-564-5130 and Associate Commissioner Hiren Desai may be reached at 502-564-1976.

Sincerely,



Terry Holliday, Ph.D.  
Commissioner of Education

Cc: Heather Crump, Fleming County Board Member, 57 Joshua St., Flemingsburg, KY 41041  
Eddie Ward, Fleming County Board Member, 15719 Morehead Rd., Wallingford, KY 41093  
Michael Ishmael, Fleming County Board Member, 1944 Cherry Grove Rd., Flemingsburg, KY 41041  
Roy Lee Gray, Fleming County Board Member, 533 Hilltop Rd., Ewing, Ky 41039  
KDE Associate Commissioners

Attachments

Board Chair Collinsworth  
RE: Management Audit of Fleming County School District  
October 16, 2013  
Page 3

**STATEMENT OF ACTION BY FLEMING COUNTY BOARD OF EDUCATION**

**WAIVE RIGHT TO A HEARING:**

The Fleming County Board of Education hereby acknowledges receipt of the Commissioner's recommendation to declare the district "state assisted ". The Fleming County Board of Education states that it accepts the Commissioner's recommendation and waives its right to a hearing before the Kentucky Board of Education in accordance with KRS 158.780, KRS 158.785, 703 KAR 3:205 and KRS 13B.020(6).

\_\_\_\_\_  
Board Chair, on behalf of  
Fleming County Board of Education

\_\_\_\_\_  
Date

**REQUEST RIGHT TO A HEARING:**

The Fleming County Board of Education hereby acknowledges receipt of the Commissioner's recommendation to declare the district "state assisted". The Fleming County Board of Education states that it does not accept the Commissioner's recommendation and requests a hearing to be conducted in compliance with KRS Chapter 13B before the Kentucky Board of Education in accordance with KRS 158.780, KRS 158.785, 703 KAR 3:205 and KRS 13B.020(6).

\_\_\_\_\_  
Board Chair, on behalf of  
Fleming County Board of Education

\_\_\_\_\_  
Date

KRS 158.780 KRS 158.785 Management Audit Report		
School District	Fleming County Schools	
Superintendent	Tom Price	
Board Chair	Jamie Collinsworth	
Date of on Site Visit	September 11 & 12, 2013	72 interviews
Management Team	Barkley, Susan(OAS) Hockensmith, Christel (ONGL) Duncan, Robert (ONGL) Tackett, Donna (ONGSD) Edgett, Tom (ONGSD) McIntosh, Cindy (OAS) Foster, Kelly (ONGSD associate commissioner) Justice, Steve (OAS) Moore, Kathy (OAA) Kennedy, Kay(OAS) Sullivan, Melissa (OAS) Tipton, Karla (OCTE) Lang, Lisa (OGSS)	
Area of Review	Findings	Evidence
Governance, policies, procedures	Lack of efficiency and effectiveness	Interviews, documents review, p. 1-7
School Based Decision Making	Lack of efficiency and effectiveness	Interviews, documents review, p. 8
Curriculum and Instruction including CTE	Lack of efficiency with limited evidence of effectiveness	Interviews, documents review, p. 9-16
Financial and Personnel Management	Lack of efficiency and effectiveness before intervention; early evidences of processes being built	Interviews, documents review, p. 16-22
School Food Services	Some findings of ineffectiveness but on the whole does not contribute to current issues	Interviews, documents review, p. 23-24
<p>Conclusions:</p> <ol style="list-style-type: none"> <li>a) Senior leadership has the support of teachers, principals and board members. However, senior leadership must build a sustainable set of procedures for delivery on board policy, meeting delivery targets, and maintaining key core processes (curriculum and instruction, personnel, finance, and transportation). Board and superintendent need guidance in developing district protocols and procedures as well as making sound financial decisions.</li> <li>b) A comprehensive communication plan must be developed at the district level to ensure that communication is occurring between all stakeholders in regards to district initiatives and day to day business.</li> <li>c) Policies and procedures in finance, hiring, SBDM, migrant, gifted and talented, student attendance and food management must be reviewed and monitored for compliance.</li> <li>d) Additional SBDM council training must occur to ensure that all council members understand their roles and responsibilities.</li> <li>e) Comprehensive improvement planning aligned with 704 KAR 5:225 must occur immediately</li> <li>f) The school board must conduct a needs assessment for training and a resource must be found to conduct necessary training.</li> <li>g) Findings from food services must be addressed.</li> </ol>		

**Comments:**

Prior to the site visit, all information available to KDE was reviewed and it was determined that the district was dealing with a financial crisis resulting from poor financial management over a long period of time. The new Superintendent has been challenged with overcoming the financial issues of the district however; he has been able to maintain the support of the teachers, principals, and board members.

The community, teachers, administrators and board members were shocked when the magnitude of the financial crisis became public. They are frustrated with prior leadership and there is confusion about "where the money went". Teachers are also frustrated with the number of initiatives they have been asked to implement with fewer resources.

**Recommendation:**

Pursuant to KRS 158.780 and KRS 158.785, the management audit team recommends Fleming County School District become a state assisted district as a result of the existence of a pattern of inefficiency and ineffectiveness in multiple areas. The superintendent and the local board have made some progress in addressing financial concerns in recent months, but a lot of work is still needed. The local board appears supportive of the superintendent. Both want to adequately address the financial concerns, but may need additional guidance to do so effectively. State management will be considered if the local board fails to act promptly to address the concerns outlined in this report, and summarized as items a) through g) above.

Local Governance policies and procedures	Lang, Foster, Moore	Persons Interviewed Superintendent, Principal, All School Board Members, Treasurer, Instructional Supervisor/District Assessment Coordinator, Director of Special Education, BOE attorney, Transportation Director, Maintenance Supervisor, KEA Representative, Financial Consultant, ELL Coordinator
<p><b>Approach</b></p>	<p>Who is the leader of the governance and management system?</p>	<p>There is evidence that the current superintendent is clearly trying to be the overall leader of the district. He has held the position since July 30, 2012. He had previously been a principal in the district 1996-2006. The district has had three superintendents since the beginning of the 2011 - 2012 school year.</p> <p>The superintendent has experienced numerous unexpected circumstances beginning shortly after taking the position. The circumstances range from structural problems (high school fire), internal personnel battles, OEA investigation (3 BOE members), to extreme financial struggles. He has made note thus far of forty-eight such circumstantial events that have needed his attention.</p> <p>Changes to the central office organization have been made over the last three to four years resulting in a former superintendent being moved to the high school as Assistant Principal after serving as the Construction Manager. This particular superintendent was in office at the time when Fleming County High School was designated as a Persistently Lowest Achieving School and the district was determined not to have capacity to lead the turnaround efforts. The former finance officer, who also held the position of Athletic Director, is no longer employed by the district as of early September 2013. The finance officer from Nicholas County is serving as a financial consultant working to untangle the myriad of financial transactions. Other personnel changes have been made to strengthen the district including the elimination of many positions. However, the superintendent believes there are still personnel in place in the district at all levels that do not have the best interest of the district in mind and are proving to be detrimental to improvement.</p> <p>The financial status of the district consumes the time of the superintendent impacting the time available to deal with instruction. There is no evidence of true financial leadership or line of authority where expenditures were concerned. The</p>

	<p>superintendent was forced to rely on information from staff which was not always the most current or correct.</p> <p>Research into past tax rates indicates no increases had been implemented for a long period of time. A proposed tax rate increase was lost this year due to a procedural error.</p> <p>The superintendent and others praised the District Assessment Coordinator/Instructional Supervisor for her leadership through the current strife. The schools are not performing at the level desired, but he feels that good work is going on in each of the schools. However, many teachers feel overwhelmed due to the number of initiatives the district is involved in (i.e. Gates, PGES).</p> <p>Although every person interviewed, without exception, expressed praise and support for the superintendent, the evidence is not present to support that the superintendent has managed to build an effective system of governance. Teachers, Administrators and Board Members all stated that the superintendent is the right person for the job but his focus has been diverted in order to deal with issues from years of poor leadership.</p> <p>The history of the superintendent position in the last 18 months creates concerns regarding how work actually occurs in Fleming County. For example, during the March 28, 2012 board meeting, four board members voted against approving a contract extension for Superintendent Roth. One board member voted in favor of extending Superintendent Roth's contract. The board then went into closed session. When the board came out of closed session, the board member voting in favor of rehiring Superintendent Roth made a motion to rescind the previous vote. All board members unanimously voted to rescind the previous vote against extending Superintendent Roth's contract.</p> <p>At the April 11, 2012 board meeting, the question of the superintendent contract was again on the board agenda. The board again went into closed session to discuss a personnel matter. When the board came out of closed session, Superintendent Roth</p>
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	<p>announced that he would not accept another contract with Fleming County Schools so another vote on the superintendent contract was not necessary.</p> <p>At the June 27, 2012 board meeting, the board approved the contract of interim superintendent Bill Morgan to serve as the interim superintendent until a new superintendent could be hired.</p> <p>The board approved the contract for current superintendent Tom Price on July 11, 2012.</p> <p>The current board has five board members. At the time of the management audit, there were four experienced board members all with at least six years' experience and one new board member. The new board member was elected in December 2012. She ran unopposed.</p> <p>There is no evidence of a focused direction based on a common vision and goals for the Fleming County Schools. The overwhelming focus of the superintendent and the board over the last six months has been on school finance. The board, however, is very supportive of the superintendent and his efforts to address the problems facing the Fleming County School District.</p> <p>The current superintendent previously served as the principal for the middle school in the district from 1996-2006. He was then employed by KDE as an achievement gap coordinator as well as an education recovery director assigned to Jefferson County. This is his first contract as a superintendent or as an administrator in a central office for a school district.</p>
<p>What documents, policies, procedures indicate how the schools are governed?</p>	<p>Board members acknowledge an awareness that board policies and procedures exist. Board members also acknowledge awareness of their roles and responsibilities in the district. There have been issues reported in the past regarding board involvement with district personnel decisions. Because of the past issues relating to alleged board interference with personnel matters, two board members did specifically state that they have been careful to try and avoid interfering with district matters outside of the scope of their authority.</p>



<p>There is evidence in the board minutes that the superintendent and the board review policies and procedures on a yearly basis and update them in accordance with changes in the law. There is also evidence that the superintendent and the board revise policies and procedures during other times in the year when problems have arisen.</p> <p>Because of past personnel issues, the superintendent and central office staff have made efforts to create a system to help stream line the hiring process and to avoid problems previously identified in the district by OEA.</p>		
<p>The superintendent currently oversees all financial and management issues of the district. The superintendent approves all purchase orders and staffing decisions. There is a person in place who is listed as the Title 1 Director and Personnel Director. There is a person in place who is listed as the Instructional Supervisor/District Achievement Gap Coordinator. This person is instrumental in the day to day instructional decisions of the district. A Director of Special Education was named at the beginning of the school year. She was previously serving as a guidance counselor in the district.</p>	<p>What is the organizational structure and job description of the central office?</p>	
<p>All those interviewed expressed surprise at the extent of the financial crisis. District staff is being confronted in the community with questions and rumors which they cannot answer or refute. Most communication is informal with no evidence of a communication system designed to support district goals, vision, and values. There appears to be a lack of communication between the superintendent and principals regarding district decisions and the impact on individual schools, teachers, students and instruction. There is also evidence that central office staff communicates directly with school staff without keeping school principals advised of those communications.</p>	<p>What are the communication structures in the school district?</p>	
<p>The relationship between the central office and the Board of Education seems to be a positive one. There was an issue with the former school finance officer and several of the board members. Board members repeatedly asked the former school finance officer for additional details regarding expenditures which lacked any details at all, but the school finance officer was unresponsive. One board member reported requesting from the former finance officer help understanding financial reports from MUNIS. Questions were raised regarding who had paid for meals at a restaurant for</p>	<p>What is the relationship between the central office and the Board of Education?</p>	

		<p>a bus load of students and who had paid for stays at the Hyatt hotel during the state basketball tournament, as well as an explanation of credit card expenses, how the number of academic versus athletic scholarships is determined, and how money was spent to put down new sod at the baseball field. No responses were ever received from the former Finance Officer.</p> <p>The board has been very complimentary of the new part-time financial consultant that has been hired until a new school finance officer is hired.</p> <p>The District Assessment Coordinator/Instructional Supervisor gives assessment and instructional reports to the board. A teacher leader is brought in each month to report on curriculum. The board seems receptive to improving their own learning.</p> <p>The board attorney has 30+ years of representing the board and attends monthly BOE meetings. He has not billed the district for the past year as his way of giving back to the community and helping with the financial crisis.</p> <p>Controversial issues such as closing schools, cause major problems among members.</p>
<p><b>Deployment</b></p>	<p>How far into the organization is the understanding of how the district is governed?</p> <p>How do you know?</p>	<p>Principals are aware of how the school district's organization is structured under the law, but they are not clear about how the Fleming County School District's organization governs their day to day work. The district is piloting many educational programs, but there appears to be a lack of coordination by the central office with respect to the execution of these programs or a means by which the value of these programs can be measured. Principals recognize that the current Superintendent spends the majority of his time dealing with financial issues caused by previous leadership and this keeps him from being able to effectively communicate how the district should be governed.</p> <p>Principals relayed their teachers' frustration regarding having to comply with the requirements of so many pilot programs especially when they have been asked to do more with less. Because these are pilot programs, teachers are often taken out of the classroom for training relating to the pilot programs. Teachers are also frequently asked to redo work as issues relating to the implementation of the programs are</p>

	<p>worked out. Principals expressed their support for the current Superintendent but are concerned about teacher morale.</p> <p>Changes are being made to processes involving finances. Not everyone feels they are being kept up-to-date on those changes so that they can abide by them. To the extent the Board makes policy changes, those changes are not communicated to the public except at the public board meetings. Board meetings are audiotaped, but the audiotapes are not accessible through the district website. Board meeting minutes are also not accessible through the website.</p> <p>There also does not appear to be a set method by which the superintendent communicates information to principals, teachers, and parents.</p> <p>The changes made to processing financial matters have greatly improved the control and tracking of spending. Coaches at the high school level have to obtain a purchase order before placing an order. Community members are no longer allowed to go to the local grocery store and charge items for the concession stand. The board is receiving a detailed financial report each month from the current part-time financial consultant.</p> <p>The superintendent and part-time finance officer are working to make changes to allow for a proper procedure to be put in place for requesting expenditures, approval/denial of requests, and tracking of all monies. Expenditures now must be approved by multiple people and only essential spending is considered at this time. Current staff are receptive and responsive to the guidance of the financial consultant.</p> <p>Three schools were invited to be part of a district leadership team to work on KCAS for English and math. The group has gelled well and now three other schools have joined. All six are pilot schools for PGES. The number of participants in the peer observation portion has doubled from last year.</p> <p>Standards based grading is being implemented on a voluntary basis except for the high school which is required to use it for core classes. Better communication and nurturing is needed to reach full potential and fidelity.</p> <p>The district now offers middle college opportunities. The GT Coordinator position is somewhat in limbo while finances are being worked out. Two staff members are</p>
<p><b>Learning</b></p>	<p>How are changes in policy and administrative tasks communicated in the organization?</p> <p>How do they know that the policies and procedures are working?</p> <p>What are the processes in place to change the policies and procedures?</p> <p>What evidence is there that the policies and procedures work together for the goals of the school district/student achievement?</p>
<p><b>Integration</b></p>	

		<p>working together until the matter is settled. Gifted Services Plans at the high school have not yet been completed. Only limited direct services are possible due to funding and staff.</p> <p>Most of the schools are showing improvement in test scores, but are still not where the district would like to see performance.</p> <p>There is great concern from special education teachers regarding the drastic reduction in staff and the experience of the remaining staff. Due to the elimination of many aides based on seniority special education students now have aides assigned to them that lack experience and knowledge of how to work with special needs students. Those interviewed feel that the staff is stepping up to help as best they can. One aide who was in an eliminated position continues to work on a volunteer basis.</p>
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School Based Decision Making (SBDM)	Tackett, Edgett	Persons Interviewed: Bonnie DeAtley(SBDM Coordinator), Justin Hollingsworth(Elem Principal), Leisa Eldridge (MS Principal), SBDM councils for all schools.
<b>Approach</b>	<p>Who is the leader of the SBDM system in the district?</p> <p>What processes are in place to ensure SBDM operates appropriately?</p> <p>What documents and policies are in place to ensure SBDM is deployed?</p>	<p>Bonnie DeAtley is the SBDM coordinator for the district.</p> <p>After talking with SBDM councils and principals it is evident that SBDM councils do not understand their role as council members.</p> <p>Minutes from SBDM meetings reflects that councils are not as involved in the polities and governance of the schools as they should be.</p>
<b>Deployment</b>	<p>How is the SBDM process deployed and how do you know it is working?</p> <p>Are goals established for the school?</p> <p>How are they measured?</p>	<p>No process is in place for this.</p> <p>SBDM Councils are not aware of the schools CSIP's or the district CDIP. The SBDM does not have specific goals for the schools.</p> <p>Not measured</p>
<b>Learning</b>	<p>How do SBDMs use data and information to improve?</p>	<p>SBDM did not show any evidence of the use of data or information to drive instruction.</p>
<b>Integration</b>	<p>What evidence is there that learning is shared throughout the organization?</p>	<p>No Evidence</p> <p>Other Notes:                      The SBDM council at one of the elementary schools is out of compliance due to over 8% minority. Ms. DeAtley was not aware of this situation.                      CDIP &amp; CSIP's: It was reported that the CDIP and CSIP's were being completed by individuals in order to meet compliance deadlines, but there was no collaborative effort to make certain these documents aligned with district and school needs and goals.</p>

<p><b>Curriculum and Instruction</b></p>	<p><b>Bailey, Tipton, Edgett, Duncan</b></p>	<p><b>Persons Interviewed:</b> Elementary Teachers, MS Teachers, HS Teachers, Joy Gooding (C&amp;I coordinator, DAC), all principals. Deborah Ishmael (former GT Coordinator), Cara Doyle (ELL Coordinator contracted through Regional Migrant Office), Melissa James (SE Coordinator), Jamie Collingsworth (FCBOE Chair), Heather Crump (FCBOE Member), Education Recovery Staff at FCHS, District Curriculum Design Team, Mark Lee(High School Principal), Tonya Phillips (CTE Coordinator) Secondary Teachers, Tom Price (Superintendent), Bonnie DeAtley (Technology Coordinator), Greg Emmons (Title I Coordinator), Leisa Eldridge (Middle School Principal), Middle School Site Based Council</p>
<p><b>Approach</b></p>	<p>Who is the leader of the curriculum and instructional processes in the district?</p>	<p>Joy Gooding is the Curriculum and Instruction leader for the district. The principals at each school are the Curriculum and Instruction leaders for their respective buildings. Deborah Ishmael was formerly coordinating GT services; this responsibility has been assigned to Ms. Gooding. Cara Doyle is a contractor who coordinates EL services within the district. Melissa James is in her first year as SE Coordinator in the district. A District Curriculum Design Team (CDT) has been assigned with representatives of each of the schools (works in collaboration with the Collaborative for Teaching and Learning (CTL) Gear Up Consultants and is led by Ms. Gooding.)</p>
<p>What processes are in place to ensure that core curriculum is aligned with state processes and horizontally aligned?</p>	<p>Ms. Gooding is the liaison for EP Ward Elementary school. She has been told by previous leadership that is the only school she should be in contract with and have regular visits to. The district has developed a Curriculum Design Team (CDT) to re-align curriculum K-12, re-work curriculum maps and pacing guides, train for PGES, literacy and math design and peer coaching. However, teachers report this is difficult to implement due to the district involving them in many different initiatives related to curriculum and instruction, evaluations, lesson planning and other job related duties. The high school principal is working hard to help teachers align their curriculum to the state standard and goals. Teachers seem to need additional professional development to insure that this is complete. There is very little alignment from the middle school to the high school. The high school has a three-member Educational Recovery Staff (ERS). The high school utilizes Positive Behavior Intervention and Support (PBIS).</p> <p>An FMD classroom was opened at the new elementary school. Pullout services are used as needed.</p>	<p>Ms. Gooding is the liaison for EP Ward Elementary school. She has been told by previous leadership that is the only school she should be in contract with and have regular visits to. The district has developed a Curriculum Design Team (CDT) to re-align curriculum K-12, re-work curriculum maps and pacing guides, train for PGES, literacy and math design and peer coaching. However, teachers report this is difficult to implement due to the district involving them in many different initiatives related to curriculum and instruction, evaluations, lesson planning and other job related duties. The high school principal is working hard to help teachers align their curriculum to the state standard and goals. Teachers seem to need additional professional development to insure that this is complete. There is very little alignment from the middle school to the high school. The high school has a three-member Educational Recovery Staff (ERS). The high school utilizes Positive Behavior Intervention and Support (PBIS).</p> <p>An FMD classroom was opened at the new elementary school. Pullout services are used as needed.</p>

	<p>How do you measure effectiveness of these processes?</p> <p>What processes are in place to ensure that rigorous, engaging instructional strategies are used in classrooms?</p>	<p>There is no process in place for measuring curriculum alignment. Walkthrough observations are used for the PGES initiative only.</p> <p>PLC's meet weekly in all buildings. The CDT holds coaching sessions with teachers. The high school Educational Recovery Specialists conduct regular walkthroughs to ensure Literacy Design Collaborative and Math Design Collaborative implementation. EL students are provided with I-Pads with I-Translate to help with instruction.</p> <p>The 30, 60, 90 day plans that are used at the high school help to keep instruction as a focus. Professional development is teacher planned and teacher led. College Career Ready Boot camps have been held to ensure a focus on CC. Career and Technical Education teachers focused on career ready numbers. Standards-based grading is viewed by some teachers as a very good practice but all teachers feel they need additional professional development in that area.</p>
<p><b>Deployment</b></p>	<p>What evidence that the processes identified are deployed with fidelity throughout the organization</p>	<p>FCHS reports a significant rise in CCR percentages. The ERS reports that PBIS has decreased behavioral problems at the HS, thus students are more engaged. There is no evidence at the elementary or MS levels that PBSI has decreased behavioral problems. ELL students are progressing on the ACCESS assessment. The CDT reports that teachers are open to and trust the team, feel they have ownership in team-developed materials; and that the team builds congruency between schools and grade levels.</p>
<p><b>Learning</b></p>	<p>What processes are in place to use data and information to improve learning processes?</p>	<p>The district currently has 10-12 initiatives being implemented to help teachers with curriculum and instruction. However, all teachers interviewed reported being overwhelmed with these initiatives. They feel they keep getting trained and asked to implement new initiatives and no one initiative has a chance to be mastered and have a real effect on instruction and learning. Currently they have initiatives related to: PGES, CIITS, LDC &amp; MDC, curriculum integration strategies, Framework for teachers, standards based grading, new pacing guides, and new curriculum alignment.</p> <p>Teachers at the FCHS worked with test scores to place students in core class based on need of the students. However at the time of student scheduling the plan was not used.</p>

	<p>What evidence is there that these are working</p>	<p>Currently teachers are using CIITS to help upload lesson plans and PGP's. However, most teachers report lack of time to use this tool as well as training to be efficient using CIITS. Building leadership is using walk-throughs data to measure implantation of different components of the PGES.</p> <p>There was no evidence of how data is being used to drive instruction or make decisions about initiatives or instruction throughout the district. At the high school administration is using CCR and graduation rates to develop plans for new programs such as the new Middle College program in partnership with Maysville Community and Technical College.</p>
<p><b>Integration</b></p>	<p>How is the learning from each of the levels used to improve the overall system</p>	<p>Everyone interviewed reported a lack of communication between central office and schools as well as among schools in the district. Communication between building administration and teachers seems to be better than at other levels within the district. There was no evidence of overall alignment of curriculum from elementary to middle school and from middle school to high school.</p>
	<p>Additional Information and concerns</p>	<p><b>ADDITIONAL NOTES</b></p> <p>Technology is a major concern for administrators and teachers in the district. It was reported during several interviews that technology leadership in the district is not supportive with upgrades, maintenance, and cooperation with teachers where technology is concerned. At the time of the KDE visit (9/11-9/12/2013) Simmons Middle School had all of the buildings SMART boards still stacked in the library and not being used by teachers. FCHS reported a serious lack of wireless access points for students to utilize the district Bring Your Own Device (BYOD) policy at the HS. Both Bonnie DeAtley and Denise Brown reported that many of the district's work stations were more than 6 years old.</p> <p>District personnel: There is a tremendous amount of fear and resentment in the district among teachers about layoffs and salaries which has caused extremely low morale. Teachers feel that competent certified staff was let go in order to keep staff with more seniority, coaching positions or other political reasons. In addition, they feel that the central office should have cut staff and salaries as well as all the other buildings in order to help the district's financial crises.</p> <p>The former Gifted and Talented (GT) Coordinator reported excellent academic</p>



	<p>teams at all levels; the district is not paying for this position this year due to financial issues. There is parent support of GT program. Gooding reports that she has not had the opportunity to fully implement GT services as of the KDE visit due to the fact that she has several other responsibilities. Teachers report that they have not been made aware of the gifted and talented students in their classroom. Parent notification has not occurred this year. There are several honors and AP courses, college level courses available at the high school.</p> <p>ERS reports that there is no "English 12" course, but students meet the requirement through AP courses, electives or college or career English classes. The school master schedule shows Intro to AP, AP Composition, AP Literature, College and Advanced College English, Career English, Creative Writing, Drama, and Journalism.</p> <p>The FCBOE Chair reports that academics are working well. FCBOE Member reports that Career/Tech programs are working well. Both express confidence in the superintendent.</p> <p>Gifted and Talented Service Plans have not been updated for this school year which is a yearly requirement. Parents have not been notified of the GT services students have available to them which is a yearly requirement. There isn't consistent GT identification throughout the district. Some schools in district do not identify GT students. The district does not identify in all areas of GT because of financial issues (fine arts, dance, and leadership). There is no GT PD for teachers or principals.</p> <p>The district is not currently following 707 KAR 3:285 Section 9(1) Seventy-five percent of a districts gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services. Most GT students at this point are not receiving services.</p> <p>District has a full time EL tutor who provides services to EL students in the district. The EL tutor meets with teachers to develop and plan the EL Service Plan. The district has I Speak (1 Pad) that it uses with EL students in the general education</p>
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	<p>classrooms. Teachers are very supportive of EL students in their classrooms. District had to go from two to just one EL tutor this year due to finances. It is difficult for the one tutor to get to all the schools she needs to because the students are spread out. There is no EL PD that the district provides. They use what is provided by the Diverse Learners Branch EL staff at the state. They need a second EL tutor so they can serve the students in the capacity they used to.</p> <p>The district had to let staff go so that has been a big disruption. Several FMD assistants were let go or moved to new locations. Some of the best assistants were let go while some of the weaker assistants were kept. Several assistants were very upset because they were moved into special education classrooms. One FMD assistant has back issues so she can't complete all of the duties (lifting and readjusting of students). There are no resource rooms in the district.</p> <p>Communication needs to be improved: District to principals and directly to teachers. Teachers need assistance on how to complete district required documents. There is a lack of consistency of policies and practices throughout the district. The district moves from one thing to the next without full implementation and thinking about sustainability issues. CIITS trainers had one hour PD then expected to train others. They have put PLC in place: 2 days a week, 1 content and 1 PGES, however about 20 days were put into working on scheduling so students would not be tracked into low classes together. The counselor who scheduled students didn't follow any of the teachers' suggestions and at-risk students are tracked all day together in the same classes even if their MAP scores showed they had high abilities in some content areas.</p> <p>Schools need better technology and infrastructure. Teachers have been told it's due to limited band width. Teachers can't get YouTube because it is banned district-wide. STLP students have download rights but teachers don't. One teacher said, when asked if all teachers had high expectations for all students, "He is not going to stress himself out over a couple of kids to make sure they understand the entire content. He is not going to burn himself out."</p>
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	<p>Pacing guides are more coherent. They were worked on by a team of teachers so there is more ownership to product. The Design team has the opportunity to go out to other teachers and work with them. Design team members get to become teacher leaders. They get a stipend for their work on the team. They get more of a direct line for communication. The Design team designed and led four days of PD for the district.</p> <p>Pacing guides were given to teachers one day before school began. Design team members only get one release day a month to work on district initiatives, visit other teachers, meet with district staff, etc. It is not enough time to do everything they are asked to do. The communication chain needs to be a two-way-street. The consistency of messages from district staff needs to be improved. The message always seems to be changing. Initiatives need to be monitored for implementation. They feel the district tries to do too much. They never get to completely implement anything. Standards-based grading, literacy and math design, need to be geared toward elementary also. There is a lack of PD on initiatives. Infrastructure needs to be put in place. A biometric clock is used at the middle school- it makes teachers feel like they are not trusted. There is a lot of support for coaches but little for teachers. No teachers are under corrective action plan. Bad teachers are never released.</p> <p>The district is a pilot district for PGES. The Literacy Design Collaborative and the Math Design Collaborative are working well. PLCs are beginning to have an impact. Need to keep that time only for PLC activities. Trying to get common plans using CIITS lesson plan – 30/60/90 – common expectations. This year they have pride – intervention time. Some teachers do a very nice job with this time. Some do not. Recently did walk-through of this time and some teachers admit they do nothing with this time. Principal has communicated high expectations but lacks monitoring for follow-through. PBIS has been well received. School is working on common area norming. Standards-based grading needs PD and follow-up for implementation.</p> <p>Teachers need access to IEPs, 504s, GT, EL on IC. One CTE teacher has 1 kid for 3</p>
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		<p>periods. Principal needs to learn to delegate, lacks follow through, conversational skills. The principal does not celebrate student success. The academic team went to state – nothing happened- FCCLA, FFA, won nationals- nothing happened. Only have IS Detention teacher for 1st, 2nd, 3rd periods because he drives college kids to Maysville (this was done intentionally to limit his time with students- no one in district wanted him). Need clear consistent communication/ and monitoring. Need clear expectations. PLCs need clear expectations. The high school is very adult centered. District is dysfunctional with technology. Can't download United Streaming. Students have more access rights than most teachers. Issues with scheduling were discussed. No senior English, upper college level AP, or intervention available. Lost content PLCs to schedule students by MAP Rip bands, honors, regular, integrated, counselors went by student's preferences to schedule. Teachers found out the day before opening day they were teaching new course the next day. No classroom funds. No fee money available (no instructional fees). Teachers don't know who their GT students are. Teachers say those students will be okay. There is a lack of PD. Teachers do not fully understand what Standards-based grading is but are expected to use it. There are no Corrective Action Plans for teachers. There is no evidence of observations by the principal. Had to keep really poor teachers- hurt morale of good teachers.</p>
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<p><b>Financial Management</b></p>	<p><b>Barkley, Sullivan, Kennedy</b></p>	<p><b>Persons Interviewed:</b> Superintendent Price; Superintendent's Secretary Angie Stephens; Board Member Heather Crump; High School principal Mark Leet; High School Assistant Principal Tony Roth; High School Treasurer Tara McCord; Hillsboro Elementary Principal Carol Thompson; the previous finance officer Blake Price; the current Financial Consultant Bodie Stevens; Personnel Director, Title I Coordinator and Alternative Programs Coordinator Greg Emmons; Special Education Director Melissa James; Food Service Assistant Jan Anderson; District Financial Staff Janet Egan, Beverly McDonald, and Denise Earlywine; District Payroll Officer Deidra Wilson; Transportation Director Randy Heflin; Maintenance Director Greg Dunaway.</p>
<p><b>Approach</b></p>	<p>Who is the leader of the financial management system?</p>	<p>A lack of leadership with respect to financial management was expressed in multiple interviews. Currently there is no full-time Finance Officer in the district. Bodie Stevens, Nicholas County Finance Officer is serving as a part-time financial consultant to the district. His priorities have been to close the financials for FY13 and to assist the district with the development of the Working Budget for FY14. The previous Finance Officer Blake Price was relieved of his Finance Officer duties in July, 2013.</p>
	<p>What internal controls are in place to ensure the fidelity, efficiency, and accuracy of the financial records of the district?</p>	<p>Although staff and the former Finance Officer indicated the district has a Purchase Order (PO) process, it was not followed. It was reported that the former Finance Officer who also served as the Athletic Director and baseball coach often circumvented the PO process. Purchases were made without prior approval. Currently, the PO process appears to be working well at the High School; the HS treasurer and the principal review all POs and expenditures. The PO process works well in transportation. The expectation is that the PO process will be followed by all departments.</p> <p>There is adequate staff for some segregation of duties but the workflow and work assignments are not efficient.</p> <p>District credit cards were often used without a PO, especially athletic-related purchases placed on the former Finance Officer's district credit card that was always in his possession. Current controls over district credit cards have been strengthened.</p>

	<p>Program directors have been involved in the budgeting process regarding the funds for which they are responsible however there was no oversight from the former Finance Officer to combine all the separate pieces into one cohesive, meaningful budget for the district. Interviewees indicated there is no budget committee although board minutes show a budget committee was created March 14, 2012 which included Blake Price as a member.</p> <p>Under the former Finance Officer purchases were routinely processed by overriding budgetary controls in the MUNIS system. Currently, the Finance Consultant has implemented controls requiring budget amendments be made prior to making payments to ensure budgetary control.</p> <p>There were no controls over the assignment of funding sources for personnel costs; any staff member could direct the payroll officer to change the funding source of an employee to the general fund.</p> <p>There are no procedures in place to verify employees actually work the number of days in their contract. In addition, coaches are paid in part through additional contract days which are not verified as worked. Bus drivers are receiving stipends for extra miles driven each pay period. 53 classified positions are receiving extra duty stipends for work that is conducted during the regular school day. Time and effort documentation for federal programs should be reviewed to ensure all required information is captured.</p> <p>The payroll function is centered with a single staff person, assistance is provided as other staff has time.</p>
<p>What is the relationship between the Central Office finance staff, the Board of Education, other Central Office staff, and the schools?</p>	<p>Persons interviewed indicated support for the current superintendent and his efforts to turn the district around however they recognize that he is trying to assume too many different roles.</p> <p>Persons interviewed have reason to believe most board members did not review the board packet information prior to the meetings.</p>

		<p>The former Finance Director Price indicated that the board had been adamant about keeping the tax rate the same, but the board voted for the 4% rate in September. Price also indicated he never had discussions with the board on issues with SEEK funding or program funding or transportation funding. In the interview, Mr. Price could not provide any information about district revenue from federal funds. Mr. Price could not recall being questioned by board members with respect to the Annual Financial Report, the budget, or expenditures.</p> <p>Financial Consultant Bodie Stevens reported that the financial support staff is capable when provided with leadership and clear direction. Central office support staff stated that not having a full-time financial officer on site has slowed down the purchasing process.</p>
<p><b>Deployment</b></p>	<p>How are the finance internal controls deployed throughout the district?</p>	<p>The district has implemented the use of an American Express card that provides reward points that can be converted to cash back to the district. The card is used primarily for Food Service and fuel, as well as other large volume purchases. It has been reported that the reward points were used for employee incentives. Staff is now researching to see if the rewards can be used as a 'credit' and reduce the cost of the charged purchases.</p> <p>The credit card at the high school is adequately secured; An approved PO is required for its use.</p> <p>A review of board meeting minutes indicated that the Annual Audit Report was not presented to the board until January. The Superintendent indicated that he directly asked the auditor about the financial condition of the district and was told there should be no concern.</p> <p>The severe financial decline experienced by the district is evidence that many internal controls and communication processes failed.</p>
<p><b>Learning</b></p>	<p>How do you know?           What data and information are used to improve the financial standing of the district?</p>	<p>It appears that the Facility Plan which maintained the small elementary school configuration did not consider the long term financial impact to other program and operational budget areas.</p>

	<p>How do they know that the internal controls and other policies/procedures are working?</p> <p>How is the Board informed of the financial status of the district and the impact of the budget on student performance?</p>	<p>There were no systems in place to monitor the financial standing. The former FO indicated he did not have any financial discussions with the previous superintendent. The current superintendent has characterized the financial information provided to him as erroneous and unreliable.</p> <p>There is no written board policy in place and no clear process for replacement of buses.</p> <p>There is no evidence of processes in the district to determine the impact of budget on student performance.</p> <p>Under the former Finance Officer the board was provided a one-page cash report prepared manually. Further analysis of two of these reports randomly selected for review showed mathematical errors that apparently were not questioned. No balance sheet or budgetary information, typically generated from MUNIS, was routinely provided. The former Finance Officer indicated he did not receive questions or feedback regarding the financial information provided to the board or about any other financial issues. He further indicated that questions could have been directed to the superintendent immediately preceding the board meetings during dinner involving the board members, the superintendent, the superintendent's assistant, and the board attorney, paid for with district funds.</p> <p>A board member indicated that former Finance Office Price did not provide requested financial reports or training with respect to financials.</p> <p>It was also expressed by the board member that there needs to more transparency with respect to expenditures. For example, the monthly payment register simply says 'American Express' with no supporting detail.</p> <p>Interviews indicated no intentional discussions connecting budget to enrollment and staffing levels. Financial Consultant Bodie Stevens indicated that the board approves a staffing allocation but it is not intentional and not followed as the high school is overstaffed by 8 based on the district's staffing formula.</p>
<p><b>Integration</b></p>	<p>What evidence is there that the policies and procedures work together for the goals of the school district/student</p>	



	achievement?	<p>Money is not available and has not been allocated to repair the hoist in the bus garage which is a major safety concern.</p> <p>Other Transportation Information: The district has sufficient drivers and substitute drivers. Mechanical and maintenance work on busses is done by the district transportation garage. The district has good retention of drivers, three (3) new drivers for 13-14; 32 full time routes. District has single routes, separating elementary and secondary students. Digital cameras are placed on each bus.</p> <p>With the construction on the new school, one route was consolidated at a savings of \$18,000 +/- . The transportation office bids fuel per load rather than for the year. Mr. Heflin believes this saves money over bidding for a longer duration. Mr. Heflin believes that a shorter radius for athletic events would save transportation budget, plus have student athletes returning at earlier times; sometimes busses are returning as late as midnight on school nights.</p> <p>Alternative students are on the bus with regular education students, sometimes causing discipline problems. A major repair needs to be made to a bus lift system in the maintenance garage at approximately \$27,000 for more efficient maintenance. Athletic teams pay only the driver's wages for athletic trips; while instructional field trips are charged for the driver and \$1.50/ mile to cover fuel, maintenance, and depreciation. Mr. Heflin reports 600 +/- athletic trips per year.</p>
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<p><b>Personnel practices, including hiring and staffing</b></p>	<p><b>Barkley, Sullivan, Kennedy, Littleton</b></p>	<p><b>Persons Interviewed:</b> Superintendent Price; Superintendent's Secretary Angie Stephens; High School principal Mark Leet; High School Treasurer Tara McCord; Hillsboro Elementary Principal Carol Thompson; the previous finance officer Blake Price; the current Financial Consultant Bodie Stevens; Personnel Director, Title I Coordinator and Alternative Programs Coordinator Greg Emmons; the Special Education Director Melissa James; Food Service Assistant Jan Anderson; District Payroll Officer Deidra Wilson; Transportation Director Randy Heflin</p>
<p><b>Approach</b></p>	<p>Who is the leader in hiring and staffing for the district?                  What processes are in place to hire and train certified and classified staff?                  What processes are in place to ensure fairness in staffing?</p>	<p>The Superintendent has the final say on hiring and staffing but Greg Emmons is recognized as the leader of the hiring system. The Superintendent and Principals handle non-renewals, terminations, and retirements.                  The district uses a checklist and information packet to ensure that all forms and supporting documents are collected and filed appropriately in order to get the employee entered into the Payroll system. There is no evidence of a process to verify a position has been approved and funded.                  There was no evidence of a checklist for non-renewals, terminations, and retirements.                  Job descriptions and levels of authority are not clearly communicated to staff.                  Personnel folders are located in the main hallway in an unsecured location.                  Numerous deficiencies in training records of bus drivers were identified. There is no written transportation policy manual available to drivers and others connected with the program.                  Positions are posted on-line and qualified candidates are interviewed.</p>
<p><b>Deployment</b></p>	<p>What evidence is there that the evidence mentioned in the approach are deployed in all staffing and hiring situations of the district?</p>	<p>The board approves supplemental salary for positions with stipends but not specific amount to distribute to assistants as he sees fit. Under this process, the payroll clerk has to make payment to staff based on verbal direction from the athletic director. It was reported that sometimes payments were made to individuals who had not been officially hired.</p>

<b>Learning</b>	What measures of effectiveness are gathered to improve the hiring and staffing system especially in gap areas?	Time and effort reporting for Title 1 is in place but lacks a determination of the percentage funded. Time and effort reporting for Special Ed staff needs additional documentation.
<b>Integration</b>	What evidence is there that employees understand the hiring practices and that it is systematic?  What evidence is there that the staffing works with the goals of the school district /student achievement?	There is no evidence that there is a formal process in place to ensure that terminated employees are informed of their rights such as COBRA.  Interviews indicated that athletics has been the priority of the district and previous superintendents felt it their duty to maintain staffing levels and full employment.  There is a concern that personnel cuts resulted in staff assigned to the FMD program who may not be physically able to meet the requirements of the job.

School food services management	Justice, McIntosh	Persons Interviewed: food service secretary, clerk
<p><b>Approach</b></p>	<p>Who is the leader of the food services management system?                      What processes are in place to ensure that food services are efficiently and effectively maximized</p>	<p>Currently, there is no Food Service Director. The food service secretary, Jan Anderson, has been assigned the responsibilities of the Food Service Director.                      There is no evidence to support that there are processes in place to ensure that food services are efficiently and effectively maximized. The lack of a food service director does not help ensure these processes. A plan should be developed to hire a food service director.</p>
<p><b>Deployment</b></p>	<p>What evidence is there that the processes that are designed are deployed with fidelity throughout the district?</p>	<p>Based on April 2013 DC reporting, 5 Fleming Co schools were eligible to participate in CEO and 1 school was potentially eligible. The 5 eligible schools, if grouped together, would have received reimbursement for 80% of the meals served at the free rate and 20% of meals served at the paid rate. This evidence supports the need for a food service director and district food service processes.</p>
<p><b>Learning</b></p>	<p>What measures of effectiveness are gathered to make improvements in food service management on a regular basis?</p>	<p>There is no evidence that measures are in place to gather information on a regular basis to improve food service management.</p>
<p><b>Integration</b></p>	<p>What impact has improvement made on other processes in the district?</p>	<p>There is no evidence of improvement of food service processes.                      Other Information:                      During the 2013-14 school year, Fleming County food services should continue to identify all directly certified students, submit the data during the April 2014 reporting period, and if eligible, consider participating in the CEO.                      At Hillsboro elementary, there is a staff of two food service employees and a cashier who is not a food service employee but works 3 hours/ day. Instead of using a non-food service employee to cashier, food service should hire someone to cashier at breakfast and lunch and to assist with other duties in between the two meal services.</p>

		<p>Instead of using a non-food service employee as cashier, food service should hire someone to cashier at breakfast and lunch and to assist with other duties in between the two meal services.</p> <p>At Hillsboro elementary, there is a staff of two food service employees and a cashier who is not a food service employee but works 3 hours/ day.</p> <p>The Financial Reporting submitted to SCN for the January-June reporting period indicated that salaries doubled during the 2nd six month reporting period. However, this was determined to be an error.</p> <p>Breakfast participation at the high school has decreased from 6,252 as of 8/12/12 to 1,419 as of 8/13/13. In prior school years, the 1st period teacher took students as a group for breakfast in the cafeteria. This year, in order to include more instructional minutes in the school day, the students are held before 1st period in the cafeteria or the multipurpose room from 7:30 – 7:40 where breakfast is provided. Due to crowding in these areas, at 7:40 they are dismissed to the hallways. Although a Grab N’ Go breakfast is available, the students are not allowed to take it outside of the cafeteria or multipurpose room. Suggestions for increasing breakfast participation include: allowing students to eat in the hallways and/or classrooms, holding the students in the gym until closer to class time and providing grab n’ go breakfasts there, surveying the students to identify reasons for low breakfast participation, reassessing the possibility of returning to breakfast during 1st period.</p> <p>Hillsboro has old and inefficient equipment. EP Ward has an old dishwasher and needs a cooler and additional freezer. At Hillsboro, non-foodservice adults were observed going behind the serving line to access coffee/tea/ice. There is signage posted at the serving line entrance which states this is prohibited. Providing free beverages for adults is not an allowable food service expense. If this is being funded by other sources, it is suggested to move these items to an area that is not beyond the serving line.</p>
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# FCS FLEMING COUNTY SCHOOLS

WHERE KIDS ARE FIRST AND LEARNING NEVER ENDS



**Board Members**  
Jamie Collinworth  
Chairman  
Mike Ishmael  
Vice-Chairman  
Ed Ward  
Roy Lee Gray  
Heather Crump

**Thomas G. Price**  
Superintendent

**Joy Gooding**  
Instructional Supervisor  
District Assessment Coordinator

**Karen Kirby**  
Director of Pupil Personnel  
FRYSC Coordinator

**Bonnie DeAlley**  
ESS/SBDM Coordinator  
District Technology Coordinator

**Greg Emmons**  
Safe Schools Coordinator  
Personnel Director  
Federal Programs Coordinator

**Denise Brown**  
Chief Information Officer

**Meissa James**  
Special Education Director  
Preschool Coordinator

**Greg Dunaway**  
Maintenance Director

**William Campbell**  
Transportation Manager

October 29, 2013

Dr. Terry Holliday, Commissioner  
Kentucky Department of Education  
500 Mero Street  
Frankfort, Kentucky 40601

Dear Dr. Holliday:

The Fleming County School Board, in a called board meeting on October 23<sup>rd</sup>, voted to waive their right to a hearing pertaining to the district's status of being placed in "state assistance". It was expressed, by the chair, that the board welcomes the assistance of the Kentucky Department of Education in our efforts to correct past and current discrepancies in the management of the Fleming County School District.

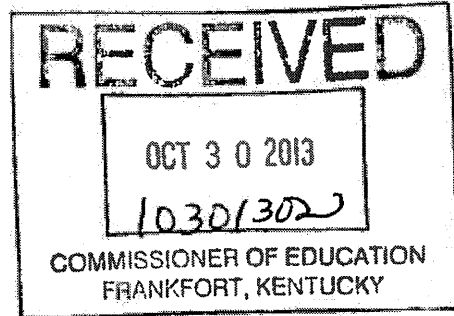
I would like to thank you and the department for the professional and genuinely assistive approach that has been demonstrated by everyone at KDE throughout the management audit process. The focus of our district will be to implement the systems that will truly help us to support our students' needs, increase learning, and facilitate their success in becoming college and career ready.

I have enclosed the signed documentation waiving the right for a hearing along with a copy of the board minutes.

Sincerely,

Thomas Price  
Superintendent

Enclosures (2)  
TP/abs

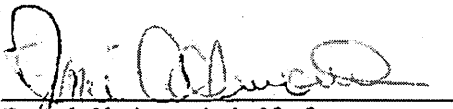


Board Chair Collinsworth  
RE: Management Audit of Fleming County School District  
October 16, 2013  
Page 3

**STATEMENT OF ACTION BY FLEMING COUNTY BOARD OF EDUCATION**

**WAIVE RIGHT TO A HEARING:**

The Fleming County Board of Education hereby acknowledges receipt of the Commissioner's recommendation to declare the district "state assisted". The Fleming County Board of Education states that it accepts the Commissioner's recommendation and waives its right to a hearing before the Kentucky Board of Education in accordance with KRS 158.780, KRS 158.785, 703 KAR 3:205 and KRS 13B.020(6).

  
\_\_\_\_\_  
Board Chair, on behalf of  
Fleming County Board of Education

10-23-13  
Date

**REQUEST RIGHT TO A HEARING:**

The Fleming County Board of Education hereby acknowledges receipt of the Commissioner's recommendation to declare the district "state assisted". The Fleming County Board of Education states that it does not accept the Commissioner's recommendation and requests a hearing to be conducted in compliance with KRS Chapter 13B before the Kentucky Board of Education in accordance with KRS 158.780, KRS 158.785, 703 KAR 3:205 and KRS 13B.020(6).

\_\_\_\_\_  
Board Chair, on behalf of  
Fleming County Board of Education

\_\_\_\_\_  
Date



Minutes of the called board meeting held October 23, 2013, at Central Office at 6:00 pm.

Members present were Ed Ward, Roy Gray, Jamie Collinsworth, Mike Ishmael and Heather Crump.

The meeting was called to order by Mr. Collinsworth.

A moment of silence was held.

Pledge was led by Mr. Ishmael.

Mr. Collinsworth welcomed guests.

Principals from Flemingsburg Elementary School, Simons Middle School and Ewing Elementary School shared reports on data analysis with the board.

**ORDER #69 – APPROVAL OF COMMISSIONER’S RECOMMENDATION AND WAIVE RIGHT TO HEARING**

Motion was made by Ward and second by Gray to approve accepting the Commissioner’s recommendation to declare the Fleming County School District “state assisted” and waive the right to a hearing before the Kentucky Board of Education. Motion was approved on a vote of 5 yes; 0 no.

**ORDER #70 – APPROVAL OF JOB CLASSIFICATION AND AUTHORIZATION TO POST POSITIONS**

Motion was made by Ishmael and second by Crump to approve the addition of a new job classification for Special Needs Instructional Assistant and authorize the Superintendent to post positions as needed. Motion was approved on a vote of 5 yes; 0 no.

**ORDER #71 – APPROVAL OF CONTRIBUTION TO THE COUNCIL FOR BETTER EDUCATION (CBE)**

Motion was made by Ward and second by Ishmael to approve to contribute to the Council for Better Education (CBE) Adequacy Study at the rate of 25 cents per student ADA. Motion was approved on a vote of 5 yes; 0 no.

State Assistant Monitor, Jim Hamm was introduced to the board and audience. He gave a brief presentation explaining basic findings of the school management audit and the role he would play in creating corrective action plans for the district regarding findings of the audit.



**ORDER #72 – APPROVAL OF RESOLUTION ON ADEQUATELY FUNDING EDUCATION**

**Motion was made by Crump and second by Ishmael to approve adopting a board resolution challenging our state legislators to adequately fund education. Motion was approved on a vote of 5 yes; 0 no.**

**ORDER #73– ADJOURN**

**Motion was made by Gray and second by Ward to adjourn. Motion was approved on a vote of 5 yes; 0 no.**