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Keith Smallwood, Member - District 4
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RETROACTIVE

Consent Agenda Item (Action Item): Consider & Approve Floyd County Schools' Advanced Coursework & Accelerated Learning Plan in alignment with HB 190: Expanding Access to Advanced Coursework & Accelerated Learning.

Applicable State or Regulations: Powers and Duties of the board.

Fiscal/Budgetary Impact: No impact or cost to the district.

History/Background: Floyd County Schools is committed to ensuring every student has equitable access to rigorous learning experiences aligned to Kentucky's **United We Learn** vision. HB 190 requires districts to develop and implement a comprehensive plan that expands access to: Advanced Placement (AP), Dual Credit Courses, Career & Technical Education (CTE) Pathways, Accelerated learning options including grade/subject acceleration and enrichment extenstions. The plan outlines strategies to remove barriers, increase student participation, and ensure readiness and support for all learners across grades K-12.

Recommended Action: Retroactively approve the Floyd County Schools' **Advanced Coursework & Accelerated Learning Plan** as submitted, to ensure compliance with HB 190 and continued expansion of high, rigorous learning opportunities for all students.

Contact Person(s):

_N/A_
Principal

Rebecca Morrison
Director

Tonya H. Williams
Superintendent

Date:

Floyd County Schools

Advanced Coursework & Accelerated Learning Plan

Engage – Empower – Equip

1. Purpose & Vision

Floyd County Schools is committed to ensuring that all learners—regardless of background, school setting, or prior opportunity—have access to rigorous, personalized, and future-ready advanced learning pathways. This plan fulfills the requirements of **House Bill 190 (2025)** and establishes a clear district approach to **advanced coursework, accelerated learning, and automatic enrollment** for students in grades **4–12**.

Beginning with the **2026–2027 school year**, this plan ensures that advanced learning opportunities are consistently available across all schools, using equitable identification practices and clear placement processes aligned to state law.

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2. Legal Foundation & Required Definitions (HB 190 / KRS 158.6453)

The following statutory definitions are adopted for district implementation:

Advanced Coursework

Instructional programs beyond the standard curriculum, including:
Differentiated instruction, Honors, Advanced courses, AP, dual credit, Early College, and above-grade-level coursework.

Accelerated Learning

An organized, formal method that allows students to progress more rapidly based on demonstrated mastery.

Advanced Placement (AP)

College-level courses with College Board–approved syllabi that may earn college credit.

Dual Credit

A course through which a student earns both high school and college credit simultaneously.

Dual Enrollment

A student is enrolled in a high school and a college course at the same time.

These definitions will appear in all SBDM policies and district communications.

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3. Equity & Access Commitments

Floyd County Schools commits to ensuring that advanced coursework is accessible to ALL students, including:

- Students with disabilities

- English Learners

- Economically disadvantaged students

- Underrepresented racial/ethnic groups

- Rural and remote learners

- Virtual Academy and RLC students

Semester Monitoring Requirement (Updated)

Each semester, participation monitoring is required for each school, disaggregated by:

- Student subgroup

- Course type

- Grade band

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4. Automatic Enrollment (HB 190 Requirement)

In compliance with HB 190, the following students **must** be automatically enrolled in advanced coursework in the relevant subject area:

1. Students scoring "Distinguished" on KSA

2. Students formally identified as Gifted in that subject area

Schools **cannot refuse enrollment** for reasons such as:

- Scheduling conflicts

- Class size

- Perceived readiness

- Staffing availability

Parent Opt-Out Requirement

Parents/guardians must complete a **written opt-out form** if declining automatic enrollment. Forms are archived for KDE reporting.

Additional local indicators (MAP, grades, teacher evidence, ACT/SAT benchmarks) may be used to expand opportunities but **cannot override state automatic-enrollment rules**.

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5. K–12 Advanced Learning Continuum (Updated Grade Bands)

Elementary & Middle (K–8) – Early Identification & Enrichment & Acceleration Phase

- Cluster Grouping/Flexible Small-Group Acceleration
- Reading & Math Accelerated Groups
- Extended Literacy/Math Blocks
- Project-Based Enrichment Units
- Project-Based Learning Showcases
- Above-level Reading and Math Modules with HQIR
- KY STEM Fair/Gifted & Talented Extensions/STEM Bus
- Accelerated Learning Extensions
- High School Credit for 8th Grade Students
- Advanced English, Math, Science, and Social Studies classes/units

- Academic Team/FPS/STEM/STLP
- Career & Technical Exploratory Courses

High School (9–12) – Advanced Coursework & Postsecondary Alignment

- Advanced Placement Classes (AP)
- Pre-Advanced Placement Classes (Pre-AP)
- Dual Credit
- Early College Academy (FCECA)
- Career & Technical Education (CTE) Pathways
- Innovation Cohorts
- Independent Study
- Honors/Advanced Sections
- Micro-credentials
- Work-based Learning
- Virtual Trips
- Xello

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6. Readiness Indicators (Beyond Automatic Enrollment)

K–8 Indicators

- MAP 90th percentile or above

- Consistent KSA Distinguished

- An A average in the prerequisite course

- Evidence of advanced learning

- Lexile > 1000L (grade 8)

- Algebra I readiness indicators

9–12 Indicators

- ACT/SAT benchmarks

- A in prerequisite courses

- "Post-secondary Ready" per KDE dashboard

- Postsecondary partner GPA/testing requirements

These indicators expand access but do not replace automatic-enrollment requirements in law.

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7. SBDM Policy Alignment (HB 190 Requirement)

All Floyd County SBDM councils must adopt HB-190-aligned policies addressing:

- Placement in advanced coursework

- Acceleration procedures

- Scheduling conflicts (with required solutions)

- Parent opt-out process

- Communication requirements

- Annual review of access data

The district will provide a **model SBDM policy** for consistency across schools.

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8. Parent & Family Communication

Schools must:

- Notify families when students qualify for advanced coursework

- Provide opt-out forms in home languages

- Publish an annual Advanced Learning Opportunities Guide

- Assist students with goal-setting aligned to the Floyd County Portrait of a Learner

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9. Professional Learning

Professional development will focus on:

- Differentiation and curriculum compacting

- Acceleration within Tier I

- Advanced coursework design and AP strategies

- Dual credit expectations and collaboration

- MAP/KSA data use for identification

- Personalized learning tools

- AI-powered data analysis

- Vibrant Learning inquiry-based models

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10. Monitoring, Data Collection & KDE Reporting

Each school must maintain and report:

Participation Data

- Enrollment in advanced coursework

- Distinguished scorers placed

- Gifted-identified students placed

- Opt-out numbers

- Participation by subgroup

Performance Data

- MAP growth

- KSA proficiency

- AP exam performance

- Dual-credit GPA outcomes

- Industry certifications

KDE Reporting Requirements

The district will report annually to KDE on:

- Advanced course offerings

- Student placements

- Non-placements

- Demographic breakdowns

- Opt-out totals

Annual Board Report

Each spring, the district will provide the Board with a comprehensive HB-190 implementation report.

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11. Implementation Timeline

2025–2026 — Preparation Year

- SBDM policy adoption

- Staff training

- Opt-out form finalized

- Parent communication rollout

- Grade-band continuum finalized

2026–2027 — Full Implementation

- Automatic enrollment fully operational

- KDE reporting submitted

- Semester access monitoring

Signatures

This plan was reviewed and approved by the Floyd County Board of Education and district leadership.

Superintendent: _____

    Board Chair: _____

    Date: _____