



FLOYD COUNTY BOARD OF EDUCATION
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Action/Discussion Item: Approve the Alternative Program located at RLC during the 2019-20 school year.

Applicable Statutes or Regulations: KRS 158.440, 160.290 and 160.380 (1)a

Background and major Policy Implications: Alternative Education program to meet the needs of students that cannot be addressed in a traditional classroom setting. The program is designed to remediate academic performance and improve behavior.

Fiscal Budgetary Impact: There will be no direct cost to Floyd County Schools associated with this approval of the Alternative Program.

Alternatives: None proposed

Recommended Action: Approve the handbook, schedule and progress monitoring to meet the graduation requirements of students attending RLC during the 2019-20 school year.

Contact Person: Larry Begley, Director of District Wide Services 606.886.4533

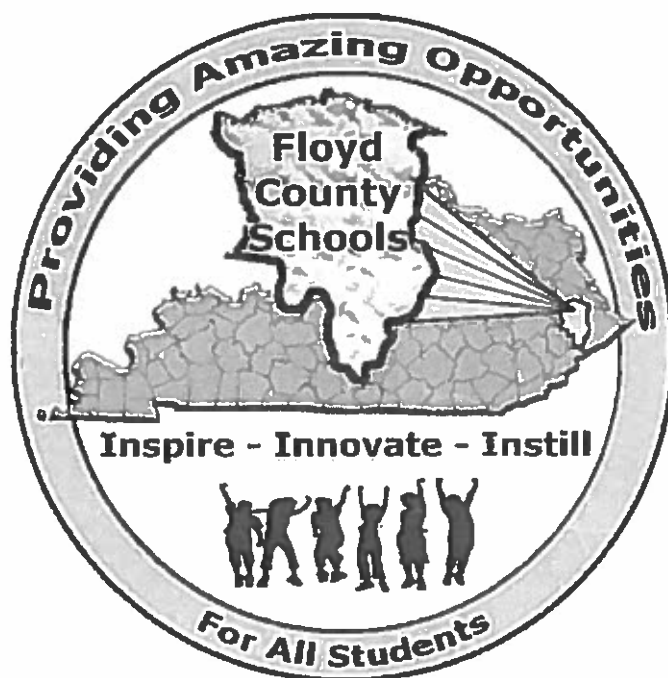
Date: 12/3/2019


Superintendent


Director-DWS (SpEd)

Renaissance Learning Center

Handbook



**145 Randy Caudill Loop
Martin, Kentucky 41649
606-285-3634**

*Stacy Shannon - Principal
Susan Damron - Guidance Counselor
Doris Prater - Office Manager*

Renaissance Learning Center Mission & Vision

Renaissance Learning School is an alternative educational setting for students who have experienced difficulty in a more traditional learning environment. Whether due to disciplinary assignment or academic choice, students will be required to learn those academic and social skills necessary to be responsible, productive citizens.

Floyd County Schools strive for all students to be transition ready. High school students must earn a high school diploma and meet either academic or career readiness, while English learners are also expected to demonstrate English language proficiency before leaving high school. Floyd County School students participate in career readiness opportunities throughout our district. Career Readiness measures include industry certifications, career and technical education end-of-program assessments, apprenticeships, career and technical education dual credit coursework, and exceptional work experience.

What is Alternative Education?

An alternative education program” is a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. The Renaissance Learning Center will serve in that capacity for the Floyd County Public School District.

Goals:

The goals of Renaissance Learning Center are as follows:

1. Facilitate the development of skills to be successful in the regular school setting.
2. Facilitate the development of skills for self-discipline and taking responsibility for personal actions.
3. Facilitate the improvement of academic skills including credit recovery.
4. Assist students in identifying barriers that inhibit their educational, social development through character education counseling.

Who is eligible to attend Renaissance Learning Center?

Students in grades 8-12 (or 14-21 years of age) that may benefit from a non-traditional education that allows for an independent mode of credit achievement. Students may be entered into the program either voluntary or involuntary (Involuntary will be recommended based on the decisions of the FAIR Team).

Voluntary admittance will require completion of an application. (See Appendix A)

Section 1: Program Description

Renaissance Learning Center is an off-site program that will offer a “Blended Program” that ensures a mixture of face to face, online/virtual instruction and competency based credit learning opportunities and is aligned to the Kentucky Academic Standards as well as the student’s Individual Learning Plan (ILP). Classrooms shall adopt best practices when it comes to traditional classroom instruction as well as online learning opportunities.

All online credit recovery programs will be geared to ensure an authentic learning opportunity with rigor and relevance, where academic progress is measured and assessed by the assigned classroom teacher.

Students will be able to receive instruction and gain credit towards meeting the necessary district required credits to graduate. A copy of the District Graduation requirements are attached in Appendix B. Note: All students are required to complete state mandated testing as prescribed by the Kentucky Department of Education.

Section 2: Student Placement

All Floyd County Schools have been given access to complete student referrals for students in Google documents to Renaissance Learning Center. The following criteria is used when making referrals for both day and evening school at RLC. The student referral must be completed by the Home School or Central Office Administrator. The referral will be reviewed by a committee that will accept or deny based on their recommendation.

Students that have an academic deficient within their class peers.

Student is not completing course work in a regular education classroom.

Student has dropped out of regular high school.

Student has behavior issues that may need consideration for smaller class sizes.

Section 3: Transitioning

I. Entering RLC

Students that enter the program either voluntary or involuntary will complete the following transition activities which will improve the student’s chances of success: (Recommended that these activities occur within the first 10 days of enrollment at RLC.)

- Formal Orientation for students and parents/guardians.
- Assignment of Adult Advisor
- Assessment of Academic, social-emotional, behavioral and mental health needs
- ILPA completion upon admission
- IEP Review (if applicable)

II. Exiting RLC

Students exiting the program shall complete the following activities to ensure successful transition to their home school and/or college, vocational school or work place environment:

- Complete exit assessment with students and parents/guardians
- Transition meeting with the program or school the student will be entering about the student's strengths, needs and follow up plans for success.
- RLC will provide opportunities for collaboration with outside agencies involved with involuntary placements.

Section 4: Individual Learning Plan Addendum (ILPA)

The ILPA (Appendix C – Sample ILPA) is a written action plan which is required for all students enrolled in an alternative education program. This plan will address the changed educational needs of a student based upon entry into or exit from RLC. The ILPA will address academic and behavioral needs of the student, criteria for the student's reentry into the traditional program and provisions for regular review of the student's progress throughout the school year while attending RLC.

The RLC staff will meet as a team to develop and monitor the progress toward completion of the ILPA. The ILPA team shall include the following:

- An invitation to parents to participate as well as the student
- School personnel from both RLC and the referring school
- Teachers, Administrators, Counselors and outside agencies (when appropriate)

ILPA's will be reviewed at the end of each grading quarter, however full ILPA Team Meetings shall occur annually or when a student exits RLC.

Note: Students with an IEP, the IEP can be used to satisfy the ILPA requirements, however a 504 plan does not meet the ILPA requirement.

Section 5: Curriculum, Instruction and Assessment

The Curriculum at RLC will be designed to provide access to and mastery of the Kentucky Academic Standards in 704 KAR 3:303. Instruction will be provided in a Blended Classroom setting which will include traditional instructional classes as well as online opportunities. Traditional Instruction will include individual/small group instruction as well as formative and summative assessments. Evidence of Instruction will be noted in Daily Lesson Plans. APEX Learning will serve as the online resource for RLC during the 2019-2020 School Year.

APEX LEARNING

Apex Learning digital curriculum enables student-centered instruction, changing the role of the teacher from lecturer to learning facilitator, data analyst, and instructional interventionist, while also allowing for individual/small group instruction.. Apex Learning digital curriculum provides opportunities for students to take courses for credit recovery and original credit in non-

traditional environments including blended learning, distance learning, and competency-based course acceleration. Digital curriculum is also used in supplemental and remediation programs. Students using a digital curriculum may complete assignments from any computer with internet-access, including school-based labs and from computers outside of school. The following programs are enabled through the use of Apex Learning digital curriculum:

- 1.Credit Recovery*
- 2.Unit Recovery*
- 3.Original Credit*
- 4.Distance Learning*
- 5.Homebound*
- 6.Alternative Education*
- 7.Supplemental Resources*
- 8.Tutorials*

Assessments will be provided by instructional staff members through either formative and/or summative assessments.

RLC teachers will be responsible for entering a minimum of two grades per week (one traditional and one through APEX) into Infinite Campus. Mid-Term reports and 9 weeks Grading Reports will be provided to all students. Academic, Behavior and other identified needs as outlined in the ILPA will be addressed in these reports through the Floyd County Grading Scale and/or narrative reports.

Grading:

Grading reports will be issued every grading period. In order to establish a uniform grading system and insure that student work is evaluated on a standardized basis, the Floyd County School System has adopted the grading scale outlined below.

A	95 - 100
A-	90 - 94
B+	87 - 89
B	83 – 86
B –	80 – 82
C+	77 - 79
C	73 - 76
C-	70 – 72
D+	67 - 69
D	64 – 66
D-	60 – 63
F	0 - 69

I Incomplete

The grading scale and process for addressing an ‘incomplete’ may differ at SBDM schools

when school councils adopt a different policy. The method used for computing class rank is determined by SBDM Councils.

Students attending RLC will also be responsible for completing district formative assessments as well as all state mandated testing.

Section 6: After Hours Program

In order to participate in the evening academic recovery program, the student must qualify based on set criteria.

The students Home School designee or Central Office Administrator will complete the evening school program referral form and include all required information. The Central Office Instructional Team will consider each candidate and determine the eligibility based on the academic, social/emotional and demographic history.

Admission Criteria

Students do not have to meet all requirements

Student is academically deficient and behind their projected graduation path of his/her freshmen class.

Student is not completing course work in a regular classroom.

Student has attendance issues.

Student has long-term medical (homebound) issues.

Student has dropped out of regular high school.

Student maintains full or part-time employment.

Student has documented family hardships which prevent attendance during regular school hours.

Appendix A: Application

Appendix B: District Graduation Requirements

Appendix C: Sample ILPA

Student Referral Form

Renaissance Learning Center

* Required

1. **Email address ***

2. **Name ***

3. **Age ***

Mark only one oval.

☐ 14

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

4. **Grade ***

Mark only one oval.

☐ 9

☐ 10

☐ 11

☐ 12

5. **Birthday ***

Example: December 15 2012

6. **Parent or Guardian ***

7. **Address ***

8. **Phone ***

9. **Alternate Phone Number ***

10. **Check all that apply**

☐ Betsy Layne

☐ Floyd Central

☐ Prestonsburg

11. **Referral Date ***

Example: December 15, 2012

12. **Area for Academic Remediation ***
Check all that apply.

☐ Math

☐ Science

☐ Social Studies

☐ Other

13. **Courses to Complete ***

14. **Has student had any contact with the juvenile court system? ***

Mark only one oval.

☐ Yes

☐ No

15. **Academic ***

Check all that apply

☐ The student has been referred for special education evaluation.

☐ The student has been referred, but did not qualify.

☐ The student is currently attending Floyd Technical School.

☐ Not Special Ed

16. **Behavior ***

Check all that apply.

☐ The student has been assigned in-school suspension.

☐ The student has been assigned out-of-school suspension.

☐ The student has been expelled one or more times.

☐ Attached is documentation of all disciplinary action taken. (Please attach documentation on the last section of this form.)

17. **Lifestyle ***

Check all that apply

☐ The student is suspected of drug/alcohol use.

☐ The student has a record of drug/alcohol use.

☐ The student is enrolled in the drug/alcohol program.

☐ The student is currently pregnant or has given birth.

☐ NA

18. **Counseling Contact ***

19. **Outside Counseling ***
Check all that apply.

☐ Yes

☐ No

20. **Referred by: ***
Check all that apply

☐ Instructional Team

☐ Principal

☐ Court

☐ Other:

21. **Is there a current IEP or 504? ***
Mark only one oval.

☐ Yes

☐ No

22. **If yes, what is the disability?**

23. **Civics Test Completion Date ***

Example: December 15, 2012

24.

The following information is required and must be attached before any student can be considered: *

Check all that apply.

- ☐ Attendance
- ☐ Current Schedule
- ☐ Transcript
- ☐ Discipline (past 2 years)

25.

Please attach all required documents. *

Files submitted:

- ☐ Send me a copy of my responses.

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Google Forms

KENTUCKY'S NEW HIGH SCHOOL GRADUATION REQUIREMENTS



On April 5, 2019, Kentucky's new minimum high school graduation requirements became law. The changes add "graduation prerequisites" and "graduation qualifiers," explained below, to ensure students have basic math and reading skills, as well as experiences that can help them be prepared to enter college or the workforce. Here's what the changes mean for Kentucky students:

2019-2020 HIGH SCHOOL FRESHMAN

The new graduation requirements give students the chance to take more classes geared toward their plans after graduation. Freshmen must complete the following 22 personalized credits before graduation.

- English I and II AND 2 additional English Language Arts credits aligned with the student's Individual Learning Plan (ILP)
- Algebra I and Geometry AND two additional Mathematics credits aligned with the student's ILP
- 3 credits Social Studies (at least 1 aligned with the student's ILP)
- 3 credits Science (at least 1 aligned with the student's ILP)
- 1/2 credit Health
- 1/2 credit Physical Education
- 1 credit Visual and Performing Arts
- 6 additional credits aligned with the student's ILP

IN ADDITION, students must complete one of eight graduation qualifiers. These qualifiers help ensure graduates are prepared for what comes after high school. Students will be required to do **ONE** of the following:

- Complete the precollege curriculum as established by the Council on Postsecondary Education; OR
- Meet the benchmark score in one section (such as English, Reading, Math or Science) of a college admissions test (such as ACT or SAT) or placement exam as established by the Council on Postsecondary Education; OR
- Earn three postsecondary credit hours or more of a Kentucky Department of Education (KDE)-approved dual credit class with a grade of C or higher; OR
- Complete one class and corresponding test meeting the following criteria:
 - Advanced Placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score at or above benchmark; or
 - International Baccalaureate (IB) with a score of five or higher; OR
- Earn an industry certification as approved by the Kentucky Workforce Innovation Board; OR
- Earn four credits from classes within a single KDE-approved career pathway; OR
- Complete two years of a KDE-approved or Kentucky Labor Cabinet-approved pre-apprenticeship or apprenticeship; OR
- Complete a KDE-approved process to verify 500 hours of exceptional work experience or alternative requirements as outlined in a student's Individual Education Plan (IEP).

2020-2021 HIGH SCHOOL FRESHMAN

Students entering high school in the fall of 2020 and beyond also will have to meet a graduation prerequisite. The graduation prerequisite require students to demonstrate basic competency in reading and math in one of three ways before graduation:

- Score at least at the Apprentice level in reading and mathematics on the 10th-grade state-required assessments;
 - Students who do not meet the minimum score on one or both assessments may retake the reading and/or mathematics assessments twice each year in the 11th and 12th grades of high school; OR
- Score at least Proficient on the 8th-grade state-required assessment for reading and/or mathematics; OR
- Complete a collection of evidence to include the following:
 - The student's ILP, including a student transcript;
 - If applicable, the student's IEP, including evidence that the student has received specially designed instruction and related services in reading and mathematics;
 - Student performance on the required state assessments;
 - Appropriate interventions, targeted to the student's needs, to ensure support was provided to the student;
 - Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
 - The student's post-high school plans.

The process shall require the principal to submit the collection of student evidence to the superintendent or his or her designee for review and approval.

ADDITIONAL REQUIREMENTS

Students also are required to pass a 100-question civics exam, receive instruction in financial literacy and demonstrate competency in essential skills and technology.

NEXT STEPS

Local school boards may consider adding to these minimum requirements to best meet the needs of their students.

