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Issue Paper

Consent Agenda Item (Action Item): Consider and approve the Renaissance Learning Center Handbook for the 2022-23 School Year.

Applicable Statue or Regulations: KRS 162.90 Powers and Duties of the Local Board of Education

Fiscal/Budgetary Impact: No financial impact to the district.

History/Background: Each year the local board of education is required to approve the handbook for any alternative schools within the district. The attached handbook contains the guidelines required and is submitted for approval.

Recommended Action: Approve the Renaissance Learning Center Handbook for the 2022-23 School Year.

Contact Person(s): Brent Rose

Stacy Shannon
Principal

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Director

Anna W. Shepherd
Superintendent

Date: June 1, 2022

Renaissance Learning Center

Handbook



145 Randy Caudill Loop
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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.
5. Assist students in selecting and completing a career pathway from the selection provided by the Floyd County School District.

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). The Floyd County FAIR Team is a group of individuals throughout Floyd County (primarily through the court designated worker) that work together to make the best decisions and find alternative ways to help struggling teens.

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 the by the Home School or Central Office Administrator. The referral will be reviewed by the Central Office Instructional Team and will accepted or denied based on their recommendation.

- Students that have an academic deficiency within their classes required to graduate based on year the began high school. Kentucky Law requires 4 year of high school to graduate.
- 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: (These activities shall 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:

- Transition meeting with the program or school the student will be entering about the student's strengths, needs and follow up plans for success.
- Completion of the ILPA
- 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 will be used in conjunction with 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 and student work samples placed in Assessment Notebooks. APEX Learning will serve as the online resource for RLC during the 2022-23 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 both formative and/or summative assessments. Student work samples will be placed in Student Assessment Notebooks. Copies of the Assessment Notebooks will be provided to students upon exiting RLC.

Career Pathways:

All Full-Time students of RLC will have the opportunity to pursue a certification in the CTE Pathways offered by the Floyd County School District, as outlined in the student' ILP/ILPA. Students may attend RLC Day classes and CTE Classes at the Area Technology Center and/or Floyd County School of Innovation. If needed, these same students may receive additional instruction and tutoring in the After-Hours Program.

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 actual 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-	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 - 59
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 such as MAP testing, etc..

Section 6: After Hours Program

In order to participate in the evening academic recovery program, the student must qualify based on set criteria. The After Hours Program will meet on Tuesdays and Thursdays from 3:30-6:30 PM.

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

- 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.
- Student that is attending RLC Day classes as well as CTE classes at ATC or FCSI.