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Consent Agenda Item (Action Item): First Reading for the 2023-2024 Renaissance Learning Center (RLC) Handbook

Applicable State or Regulations: BOE 1.1 Powers and Duties of Board

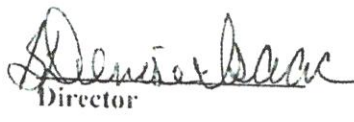
Fiscal/Budgetary Impact: *Approving the handbook has no financial impact on the budget.*

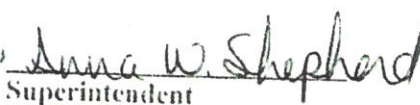
History/Background: As the RLC program continues to change, it is necessary to make changes to the RLC Student Handbook.

Recommended Action: Approve as recommended. Approval of 23/24 Handbook has no financial impact.

Contact Person(s): Denise Isaac, Chief High School Officer

Date: June 16, 2023


Director


Superintendent

Renaissance Learning Center

2023 – 2024 Handbook



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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.

Who is eligible to attend Renaissance Learning Center?

Students in grades **9-12 (or 15-21 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.

The goal for each student in Floyd County is to be enrolled in a CTE pathway at their high school, FCSI or ATC with the understanding this MAY require evening school attendance.

Section 2: Student Placement

All Floyd County High 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 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 with special needs can be placed at RLC based on ARC recommendation.

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

- Discussion of Academic, social-emotional, behavioral and mental health needs
- ILPA completion upon admission
- IEP Review (if applicable)
- Attend CTE pathway ½ day

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 in person or via phone
- 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)

Note: Students with an IEP, the IEP can be used to satisfy the ILPA requirements, however a 504 plan does not suffice 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 2023-2024 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. Student work samples will be placed in Student Assessment Notebooks. Copies of the Assessment Notebooks will be provided to students upon exiting RLC. Tutoring services with the program PLEXXUS will be available one hour each month 24/7 on any subject/content that students will need. The student will schedule themselves once their accounts have been established. Students will also have unlimited homework assistance through the PLEXXUS program. More information to come.

RLC teachers will be responsible for monitoring grades in APEX and 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.

GOAL: The goal is for students to attend RLC and recover credits and transition back to home high schools. We do not and should not have a goal for this to be permanent placements for students.

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

Appendix D: Evening School Forms