

Russellville Independent Schools



Advanced Coursework Plan 2025-2026

Adopted XX, 2025

Table of Contents

Advanced Coursework Plan Assurances	3
Advanced Coursework Plan Committee	4
District Advanced Coursework Plan	5
Grades 4-8: Accelerated Learning and Advanced Coursework Approaches	8
Grades 9-12: Accelerated Learning and Advanced Coursework Approaches	9
Appendix A - RISD Advanced Coursework Plan Form Template	10
Appendix B - SBDM Advanced Coursework Policy Notice	12

Advanced Coursework Plan Assurances

Russellville Independent Schools assures the Commissioner of Education that:

No later than December 1, 2025, the local board of education shall adopt a district plan establishing clear policies on the promotion of advanced coursework or accelerated learning in language arts, mathematics, social studies, and science by grade level for students in grades four (4) to twelve (12).

The district plan shall:

- A. Be published on a publicly accessible location on the district website;
- B. Describe the strategies and approach to advanced coursework or accelerated learning options by grade level for language arts, mathematics, social studies, and science; and
- C. Require that the service delivery options for students identified as gifted and talented in language arts, mathematics, social studies, and science include the following for each grade level and content area:
 - a. Accelerated learning or Advanced coursework; and
 - b. At least one (1) of the following service delivery options:
 - i. Collaborative teaching and consultation services;
 - ii. Special counseling services;
 - iii. Differentiated study experiences for individuals and cluster groups in the regular classroom;
 - iv. Distance learning;
 - v. Enrichment services that are not extracurricular during the school day;
 - vi. Independent study;
 - vii. Mentorships;
 - viii. Resource services delivered in a pull-out classroom or other appropriate instructional setting;
 - ix. Seminars;
 - x. Travel study options; or
 - xi. Special schools or self-contained classrooms for students in grades four (4) through twelve (12) only.
- D. Automatically enroll a student who scores distinguished in any content area on the most recent statewide assessment for which scores are available in available advanced coursework for that content area and/or any corresponding content area designated by the local board of education;
- E. Include eligibility criteria for qualification for available advanced coursework for all other students;
- F. Require written consent from a parent or guardian of a student to withdraw or exclude a student that is eligible for advanced coursework according to the district plan from that advanced coursework. If a student requests to withdraw from advanced coursework to pursue another educational opportunity, a principal may withdraw the student without written consent from a parent or guardian only after a good-faith attempt to contact the parent or guardian is unsuccessful;
- G. Permit a principal to withdraw a student from advanced coursework without written consent from his or her parent or guardian if the student's participation in advanced coursework would have an adverse educational impact on a student, including interference with his or her career pathway, access to career and technical education coursework, or another educational opportunity.
- H. By December 1, 2025, the Kentucky Department of Education, in collaboration with local school districts, shall establish school district recommendations for the consistent use of preliminary assessment data and other criteria to identify students prepared for advanced coursework. Russellville Independent Schools will consider these recommendations and consider adjustments to this plan as needed.

Advanced Coursework Plan Committee

A committee of educators, administrators, and other stakeholders was established to develop and implement an advanced coursework pathway for Russellville Independent Schools. This plan was developed by their efforts and subsequently reviewed and approved.

The district shall designate a contact person responsible for monitoring implementation of the advanced coursework plan. For the 2025-2026 school year, Dr. Kelly Jones will serve as the Advanced Coursework Plan point of contact.

Advanced Coursework Plan Committee

Mr. Mike Benton - RHS Dean of Students

Dr. Kelly Jones - District Instructional Facilitator

Mr. Justin Kirby - SES Dean of Students

Mr. Cameron Kisselbaugh - District Gifted and Talented Teacher

Ms. Juli Link - RMS/RHS Guidance Counselor

Ms. Ashley Staggs - SES Guidance Counselor

District Advanced Coursework Plan

The vision for the Advanced Coursework Plan is to have every qualifying student taught by an effective teacher in the core content areas of language arts, mathematics, science, and social studies through the appropriate delivery option. The purpose is to create a fair and equitable system to recruit and assign qualifying students of advanced coursework options that recognizes the right to participate in a rigorous and academically challenging curriculum. The district's definitions, procedures, and evaluation align with KRS 158.6453 and KRS 160.348(2).

Definitions

1. "Accelerated learning" means an organized way of helping students meet individual academic goals by providing direct instruction to eliminate student performance deficiencies or enable students to move more quickly through course requirements and pursue higher level skill development. In this district, accelerated learning equates to enrolling in a course that is at least one grade level beyond the student's enrolled grade. Acceleration may occur in one or more core content areas without "skipping" the whole grade level.
2. "Advanced coursework" means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate, and honors courses. In this district, advanced coursework offers a variety of delivery options, including dual credit with partnering post-secondary institutions and related arts courses designed for high variations of student-centered differentiation.
3. "Criterion-referenced test" means a test that is aligned with defined academic content standards and measures an individual student's level of performance against the standards.
4. "Formative assessment" means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessments may include the use of commercial assessments, classroom observations, teacher-designed classroom tests and assessments, and other processes and assignments to gain information about individual student learning;
5. "Interim assessment" means assessments that are given periodically throughout the year to provide diagnostic information and to show individual student performance against content standards.
6. "Summative assessment" means an assessment given at the end of the school year, semester, or other period of time to evaluate students' performance against content standards within a unit of instruction or a course.
7. "Universal screening assessment" means an assessment given to all students at determined intervals throughout the school year to proactively determine which students need additional intervention or support.
8. "Writing" means a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication and is distinct from basic handwriting or penmanship.

Procedures

Annually, Russellville High School must offer a core curriculum of advanced coursework options. If a course is not offered as part of the regular master schedule, the student must be permitted to take the course through a partnering college or university, neighboring districts or through an online alternative. The student must request the course through the comprehensive school counselor.

Russellville High School must notify all students, parents and guardians of the long-term benefits of student participation in advanced coursework and advanced coursework opportunities available at the

school.

Comprehensive school counselors must advise students and parents or guardians of the opportunity for advanced coursework as it aligns to the student's individual learning plan (ILP) and encourage the appropriate course selection. Teachers must encourage students to take challenging courses, maintaining data of contacts with students and parents. Comprehensive school counselors must maintain resources and information for dual credit courses offered.

Except for extenuating circumstances determined by the principal and the district designee responsible for monitoring implementation, enrollment into or withdrawal from accelerated learning and advanced coursework shall take place at the next appropriate grading period in consideration of course credit requirements.

Evaluation

During the March high school-based decision making (SBDM) council meeting, the school council must review data on student participation in advanced placement, international baccalaureate, dual enrollment, dual credit courses and/or advanced coursework. The data must be disaggregated by gender, ethnicity and free/reduced lunch participation. This data must be used during the planning process for course offerings in the upcoming school year.

Accelerated Learning Eligibility Criteria

1. Opportunity of enrollment of a student who scores in the 95th percentile or higher on two consecutive universal screening assessments OR is formally identified as a gifted learner in a specific content area as defined in local policy 08.132 (Gifted and Talented Students).
2. Written consent from a parent or guardian of a student to enroll in accelerated learning according to the district plan. If a qualifying student desires accelerated learning but the parent or guardian is not responsive to the invitation, a principal may enroll the student without written consent from a parent or guardian only after a good-faith attempt to contact the parent or guardian is unsuccessful.

Advanced Coursework Eligibility Criteria

1. Automatically enroll a student who scores distinguished in a content area(s) on the most recent statewide assessment for which scores are available and any corresponding content area designated by the local board of education.
2. Automatically enroll a student who scores in the 85th percentile or higher on two consecutive universal screening assessments in a content area(s).
3. Automatically enroll a student who is formally identified as a gifted learner in a specific content area as defined in local policy 08.132 (Gifted and Talented Students).
4. Consideration of enrollment of a student by the school MTSS team based on triangulation of supporting evidence through criterion-referenced tests, formative assessments, interim assessments, summative assessments, and other student artifacts.

Advanced Coursework and Acceleration Withdrawal Criteria

Written consent from a parent or guardian of a student to withdraw or exclude a student that is eligible for advanced coursework according to the district plan from that advanced coursework. If a student requests to withdraw from advanced coursework to pursue another educational opportunity, a principal may withdraw the student without written consent from a parent or guardian only after a good-faith attempt to contact the parent or guardian is unsuccessful.

Principal may withdraw a student from advanced coursework without written consent from his or her parent or guardian if the student's participation in advanced coursework would have an adverse educational impact on a student, including interference with his or her career pathway, access to career and technical education coursework, or another educational opportunity.

Principal may withdraw a student from advanced coursework in a content area without consent if the student's academic and behavior data indicates:

- A need for intervention in that content area;
- Consistent failure to fulfill the ongoing requirements of the course(s);
- Behaviors that consistently disrupt the learning environment.

Grades 4-8: Accelerated Learning and Advanced Coursework Approaches

Accelerated Learning Approaches in Grades 4-8

Language Arts, Mathematics, Science, and/or Social Studies - Need is met for qualifying students by an accelerated course path that necessitates at least one high school course credit be earned in that content area as a middle school student. For example, a qualifying student who accelerates past a Grades 4-7 mathematics course must ultimately enroll in the high school course of Algebra 1 in 8th grade to continue the accelerated course path.

***Note that the content areas of Language Arts and Mathematics require consecutive years of enrollment in all four grade levels of high school, so students on an accelerated path in these content areas must take at least one dual credit course for post-secondary credit offering to fulfill high school graduation requirements. Please carefully read the “Grades 9-12: Accelerated Learning and Advanced Coursework Approaches” section below for further information.

Advanced Coursework Approaches in Grades 4-8

At least one of the following delivery options will be made available for Grades 4-8 qualifying students in Language Arts, Mathematics, Science, and/or Social Studies. Advanced coursework plans for qualifying students will be collaboratively agreed and designed among building instructional leaders, instructional coaches, and relevant teachers.

- Collaborative teaching and consultation services, such as station or parallel teaching with advanced materials in the general education classroom setting.
- Differentiated study experiences for individuals and cluster groups in the regular classroom, such as choice options to pursue mastery of learning standards through project-based learning, extended writing tasks, or performance-based products.
- Enrichment services that are not extracurricular during the school day, such as scheduled learning times with the district Gifted and Talented teacher or enrollment in an aligned elective course that extends learning beyond grade-level expectations.
- Independent study, such as a designated time during the school day for the student to pursue an aligned topic of interest through research and/or product creation under the oversight of a designated faculty member.
- Mentorships, such as connecting student(s) with a staff member or community partner as a content coach who is an expert in a field related to the advanced coursework need.

Grades 9-12: Accelerated Learning and Advanced Coursework Approaches

Accelerated Learning Approaches

Grades 9-10

Language Arts, Mathematics, Science, and/or Social Studies - Need is met for qualifying students by enrolling in up to two high school courses in the same content area in the same school year OR continuing an accelerated course path begun in middle school when high school course credit has been satisfactorily earned. For example, an accelerated student who has received credit for Algebra 1 in 8th grade would continue the accelerated course path by enrolling in Geometry as a high school freshman.

***Note that the content areas of Language Arts and Mathematics require consecutive years of enrollment in all four grade levels of high school, so students on an accelerated path in these content areas must take at least one dual credit course for post-secondary credit to fulfill high school graduation requirements.

Grades 11-12

Continuing need is met for qualifying students through dual credit with a partnering college or university, Logan County Career and Technical Center, and/or Russellville High School faculty members for post-secondary credit in a Language Arts, Mathematics, Science, and/or Social Studies course(s). This includes, but is not limited to: Campbellsville University, Murray State University, Southcentral Kentucky Community & Technical College, Western Kentucky University (including The Gatton Academy of Mathematics and Science).

Advanced Coursework Approaches in Grades 9-12

At least one of the following delivery options will be made available for Grades 9-12 qualifying students in Language Arts, Mathematics, Science, and/or Social Studies:

- Collaborative teaching and consultation services, such as station or parallel teaching with advanced materials in the general education classroom setting.
- Differentiated study experiences for individuals and cluster groups in the regular classroom, such as choice options to pursue mastery of learning standards through project-based learning, extended writing tasks, or performance-based products.
- Distance learning, such as dual credit in a course for post-secondary credit offered by partnering colleges and universities, Logan County Career and Technical Center, and/or Russellville High School faculty members.
- Enrichment services that are not extracurricular during the school day, such as scheduled learning times with the district Gifted and Talented teacher or enrollment in an aligned elective course.
- Independent study, such as a designated time during the school day for the student to pursue an aligned topic of interest through research and/or product creation under the oversight of a designated faculty member.
- Mentorships, such as connecting student(s) with a staff member or community partner as a content coach who is an expert in a field related to the advanced coursework need.

Appendix A - RISD Advanced Coursework Plan Form Template

(Presented on RISD letterhead)

Dear Family,

Your student, _____, has met the eligibility criteria for opportunities in accelerated learning and/or advanced coursework in at least one content area. We recommend the opportunity(ies) below to appropriately challenge your student in the school setting:

Content Area: Language Arts Mathematics Science Social Studies

Eligible From:

- ☐ Sufficiently high scores in the content area on two consecutive universal screening assessments
- ☐ Formal identification as a gifted learner in the subject area as defined by local policy 08.132 (Gifted and Talented Students)
- ☐ Scoring "Distinguished" in the content area on the most recent statewide assessment for which scores are available and any corresponding subject area designated by the local board of education
- ☐ Recommendation from school academic leadership team based on supporting evidence through assessments and student products.

Recommended Delivery Option(s):

- ☐ **Accelerate** beyond current or upcoming grade level in the subject area. A meeting with the school guidance counselor is necessary for this delivery option.
- ☐ **Collaborative teaching** and consultation services, such as station or parallel teaching with advanced materials in the general education classroom setting.
- ☐ **Differentiated study experiences** for individuals and cluster groups in the regular classroom, such as choice options to pursue mastery of learning standards through project-based learning, extended writing tasks, or performance-based products.
- ☐ **Enrichment services** that are not extracurricular during the school day, such as scheduled learning times with the district Gifted and Talented teacher or enrollment in an aligned elective course.
- ☐ **Independent study**, such as a designated time during the school day for the student to pursue an aligned topic of interest through research and/or product creation under the oversight of a designated faculty member.
- ☐ **Mentorships**, such as connecting student(s) with a staff member or community partner as a content coach who is an expert in a field related to the advanced coursework need.
- ☐ *(High School Only)* **Distance learning**, such as dual credit in a course for post-secondary credit offered by partnering colleges and universities, Logan County Career and Technical Center, and/or Russellville High School faculty members.

Future Withdrawal Criteria for Advanced Coursework and Acceleration

Written consent may be provided at any time from a parent or guardian of a student to withdraw or exclude a student that is eligible for advanced coursework according to the district plan from that advanced coursework. If a student requests to withdraw from advanced coursework to pursue another educational opportunity, a principal may withdraw the student without written consent from a parent

or guardian only after a good-faith attempt to contact the parent or guardian is unsuccessful.

Principal may withdraw a student from advanced coursework without written consent from his or her parent or guardian if the student's participation in advanced coursework would have an adverse educational impact on a student, including interference with his or her career pathway, access to career and technical education coursework, or another educational opportunity.

Principal may withdraw a student from advanced coursework in a content area without consent if the student's academic and behavior data indicates:

- A need for intervention in that content area;
- Consistent failure to fulfill the ongoing requirements of the course(s);
- Behaviors that consistently disrupt the learning environment.

Consent From Student's Legal Guardian(s). Please initial one choice below:

_____ I agree to accelerate or advance learning for my student as described above.

_____ I request a meeting with a school representative to further discuss these options before making a decision. I prefer the following meeting type:

- ☐ Phone call
- ☐ Virtual meeting
- ☐ In-person meeting at school

_____ I do not agree to accelerate or advance learning for my student as described above. I prefer the following meeting type with a school representative to discuss this decision:

- ☐ Phone call
- ☐ Virtual meeting
- ☐ In-person meeting at school

Guardian Signature _____ Date _____

Guardian Printed Name _____

School Representative Signature _____ Date _____

School Representative Printed Name/Title _____

For accelerated learning in Grades 4-10 only:

District Representative Signature _____ Date _____

District Representative Printed Name/Title _____

Appendix B - SBDM Advanced Coursework Policy Notice

Advanced Coursework Policy KRS 160.348(2)

Purpose:

The Advanced Coursework Policy of Russellville High School ensures that all students are provided an opportunity to participate in a rigorous and academically challenging curriculum.

Procedures:

All students at Russellville High School have the right to participate in a rigorous and academically challenging curriculum. Advanced coursework means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate and honors courses.

Annually, Russellville High School must offer a core curriculum of advanced placement courses. If a course is not offered as part of the regular master schedule the student must be permitted to take the course through a partnering college or university, neighboring districts or through an online alternative. The student must request the course through the comprehensive school counselor.

Russellville High School must notify all students, parents and guardians of the long-term benefits of student participation in advanced coursework and advanced coursework opportunities available at the school.

Comprehensive school counselors must advise students and parents or guardians of the opportunity for advanced coursework as it aligns to the student's individual learning plan (ILP) and encourage the appropriate course selection. Teachers must encourage students to take challenging courses, maintaining data of contacts with students and parents. Comprehensive school counselors must maintain resources and information for dual enrollment and dual credit courses offered.

Evaluation:

During the March school council meeting, the school council must review data on student participation in advanced placement, international baccalaureate, dual enrollment, dual credit courses and advanced coursework. The data must be disaggregated by gender, ethnicity and free/reduced lunch participation. This data must be used during the planning process for course offerings in the upcoming school year.

Date Adopted: _____

Date Reviewed/Revised: _____