

Hopkins County Schools District Plan for Advanced Coursework and Accelerated Learning

House Bill 190 Overview

House Bill 190, Section 21 requires school districts to create a plan and adopt clear policies that promote advanced coursework and accelerated learning in language arts, mathematics, social studies, and science for students in grades four (4) through twelve (12).

The goal of this plan is to broaden opportunities for students to engage in challenging academic experiences that extend beyond the standard grade-level curriculum. By offering enrichment, honors, dual credit, and AP options, districts ensure equitable access for students who demonstrate readiness to pursue advanced or accelerated academic pathways.

The district will make the plan available to the public by posting it prominently on its website. Schools will work to identify and encourage students who demonstrate the potential to thrive in advanced coursework to enroll in those courses.

Section 1: Key Definitions

- **Accelerated learning** – A structured instructional approach that supports students in closing academic gaps or progressing through required coursework at a faster pace in order to develop higher-level skills.
- **Advanced coursework** – Classes or programs that include more rigorous content than the standard curriculum, such as honors, Advanced Placement (AP), Dual Credit/Early College, and similar opportunities.
- **Differentiation** – Adjusting instruction and learning activities to meet the individual needs of students.

Section 2: Grade-Level Strategies in Core Subjects

Advanced and accelerated opportunities are designed for students who are prepared for more rigorous learning. These opportunities emphasize critical thinking, creativity, and problem-solving while maintaining mastery of essential skills.

- **Grades 4–5:** Strategies may include enrichment activities, differentiated instruction, or grade-level acceleration in core content areas (Language Arts, Mathematics, Social Studies, and Science)
- **Middle School (Grades 6–8):** May include high school–level courses as allowed by KRS 158.622 (e.g., Algebra I) and other accelerated or differentiated classes in Language Arts, Mathematics, Science, and Social Studies.
- **High School:** Students may access accelerated and honors courses (e.g., English I–IV, Algebra I–II, Geometry, Pre-Calculus, Biology, Chemistry, Integrated Science, U.S. History, World Civilization). Dual credit options may include courses such as English 101/102, College Algebra, Biology, and U.S. History. Students may also apply to specialized residential programs such as the Gatton Academy and Craft Academy.

Gifted and talented students in grades 4–12, identified in accordance with 704 KAR 3:285, must be offered multiple service delivery options. No single option shall be the only method of service districtwide. Options, consistent with KRS 157.200(1), may include:

- Accelerated learning
- Advanced coursework
- One or more of the following:

- Collaborative teaching/consultation
 - Specialized counseling services
 - Differentiated study opportunities (individual or group) in the regular classroom
 - Distance learning
 - Enrichment services provided during the school day
 - Independent study
 - Mentorship programs
 - Pull-out resource classes or other appropriate instructional settings
 - Seminars
 - Travel-based study experiences
 - Placement in special schools or self-contained classrooms (grades 4–12 only)
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Section 3: Eligibility Criteria

Local school SBDM policy will determine student placement in advanced coursework. School decision-making can include many factors, such as the following:

- Students who score at the **distinguished** level on statewide assessments may be automatically placed in advanced coursework for the subject area tested and any related subjects approved by the local board.
 - Other indicators such as universal screeners, benchmark assessments, or norm-referenced tests (9th stanine or above) may also be used to determine eligibility.
 - Dual credit enrollment is generally limited to juniors and seniors. However, freshmen and sophomores may be admitted if recommended by the district and accepted by the postsecondary institution. Students must:
 - Meet placement benchmarks as set by the college/university,
 - Complete the online admissions process,
 - Provide transcripts and placement scores, and
 - Submit a parent/guardian consent form.
 - Other factors that may be considered include, but are not limited to, attendance, behavior, teacher recommendation, parent/guardian preference, and student preference.
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Section 4: Declining or Withdrawing from Services

- Parents/guardians must provide written consent if they choose to decline or withdraw their child from advanced coursework opportunities.
- A principal may approve withdrawal without written consent if the student requests it and attempts to reach the parent/guardian are unsuccessful, in alignment with HB 190 Section 21(c)(3).
- Principals may also remove a student from advanced coursework without parent/guardian consent if the placement negatively affects the student's education (e.g., conflicts with a career pathway, CTE access, or another learning opportunity), in accordance with HB 190 Section 21(c)(4).