

# Boone County Schools

## District Plan for Implementation of HB190 in Grades 4-12

### Advanced Coursework Options

The district provides advanced coursework in English/Language Arts, Math, Science, and Social Studies to ensure that advanced learners have access to rigorous, appropriately challenging instruction. Opportunities expand progressively from advanced classes/clusters in grades 4–8 to Advanced Placement (AP) and Dual Credit options in high school.

#### Placement Guidelines

Students identified as gifted in language arts, math, science, or social studies will be automatically enrolled in advanced coursework for their corresponding area of identification.

#### Grades 4–8

##### Advanced English/Language Arts

Designed with depth, complexity, and sophistication to challenge advanced learners. Instruction extends beyond the grade-level curriculum, emphasizing analysis, interpretation, and higher-level reasoning.

##### Advanced Math

Designed to challenge students through rigorous, enriched, and accelerated content. Leads to Advanced Algebra I in Grade 8.

##### Accelerated Math

Available to students who meet district decision rules for math acceleration. Offers a faster pace through advanced math classes. Leads to Advanced Geometry in Grade 8.

##### Advanced Science Cluster (Stacked with Mixed-Ability Class)

Provides enriched learning experiences emphasizing inquiry, problem-solving, and scientific reasoning.

- Because relatively few students are formally identified in science, advanced instruction is generally provided through an Advanced Cluster (stacked) with a mixed-ability class.
- If a school has a sufficient number of students who qualify for advanced science, a dedicated Advanced Science class may be established to meet their needs.

##### Advanced Social Studies Cluster (Stacked with Mixed-Ability Class)

Engages students in advanced historical inquiry, critical thinking, and analysis of primary sources.

- Because relatively few students are formally identified in social studies, advanced instruction is generally provided through an Advanced Cluster (stacked) with a mixed-ability class.
- If a school has a sufficient number of students who qualify for advanced social studies, a dedicated Advanced Social Studies class may be established to meet their needs.

#### Grades 9–12

Advanced opportunities expand through a continuum of coursework, including:

- Advanced or Pre-AP Courses
- Advanced Placement (AP) Courses
- Dual Credit Courses

Each content area offers a sequence of advanced options in every grade 9–12 to support students' readiness for advanced work.

Subject	Advanced Options Available in Grades 9–12
English/Language Arts	Advanced or Pre-AP, AP, and Dual Credit
Mathematics	Advanced or Pre-AP, AP, and Dual Credit
Science	Advanced or Pre-AP, AP, and Dual Credit
Social Studies	AP and Dual Credit

# Accelerated Learning

## Accelerated Math Pathway

Based on a districtwide review of data and in alignment with established decision rules, a student may be placed in the Accelerated Math Pathway. In such cases, one of the following options will be used to provide appropriate acceleration for any student who meets the criteria:

- The student may be transported to the cluster middle or high school for an appropriate course (transportation provided by the district).
- The student may access the content of the appropriate course within a stacked class (alongside the Advanced Course).
- The student may access coursework virtually, synchronously, or through a blended model with scheduled in-person support.

Note: If a school has a sufficient number of students who qualify for acceleration in a subject, it may create a dedicated class to meet their needs. Our goal is to ensure every student has access to the appropriate level of challenge.

## Whole-Grade Acceleration

Procedures and required documentation are [LINKED HERE](#).

## Advanced/Accelerated Criteria and Decision Rules

### Decision Principles

- Depth First, Acceleration Second: Most students thrive in advanced coursework that deepens knowledge and complexity, while a few may require subject acceleration to meet their unique learning needs.
- Acceleration as the Exception: Only students who clearly exceed advanced-level work are considered for acceleration.
- Data-Driven Placement: Decisions are guided by above-level testing, readiness indicators, and gap analysis to ensure optimal placement and support.

### Criteria to Qualify

#### Advanced Coursework

- Students identified as gifted in language arts, math, science, or social studies are automatically enrolled in advanced coursework in their area of identification.
- Additional seats may be offered to other students based on formal assessment data (e.g., STAR, MAP, CogAT) demonstrating performance at or above grade-level expectations, above-average reasoning ability, and/or classroom performance data.
- This placement process is supported by the district GATES Department to ensure equitable access and consistency across schools.
- If a school does not have enough students to form a dedicated advanced class, advanced instruction may be provided through an Advanced Cluster (stacked) with a mixed-ability class.

#### Accelerated Math Pathway

Based on a districtwide review of data and in alignment with established decision rules, a student may be placed in the Accelerated Math Pathway.

Students may be considered for math acceleration if their standardized test data show exceptional on-grade-level achievement and they meet criteria in either aptitude (above-grade-level tests) or intellectual ability (age-based reasoning). The district GATES department provides guidance and support for all acceleration decisions.

Achievement (On Grade Level)			AND	Aptitude (Above Grade Level)	OR	Intellectual Ability (Age-based Reasoning)
STAR/MAP	OR	(e.g., IOWA, ACT, PSAT, SAT)		(e.g., IOWA, ACT, PSAT, SAT)		Full Scale OR Related Subscore (Verbal or Quantitative)
2 of the 3 most recent district universal screener scores		Within the past year		Within the past year		Within the past two years
At or above the 96th percentile		At or above the 96th percentile		At or above the 90th percentile		At or above the 96th percentile

**High School Advanced Coursework:**

- Advanced coursework in language arts, math, science, and social studies is available to all students identified as gifted in the related area(s) of identification. These students are automatically enrolled in the appropriate advanced courses.
- Other students who demonstrate interest and/or readiness may be considered for enrollment based on a review of their abilities, academic performance, and individual goals.
- Enrollment decisions consider students' abilities, academic performance, and individual goals.
- Scheduling constraints may require prioritization to ensure placements best support each student's learning needs and plans for the future.

**Deadlines for Participation:**

Deadlines will be published annually on the district GATES website. Placement decisions will be finalized shortly after this deadline to allow schools and the district to plan transportation, staffing, and course schedules.

**Advanced Coursework within the MTSS Framework**

<b>Tier</b>	<b>Focus</b>	<b>Description</b>
Tier 1	Differentiated Advanced Core instruction	Students receive rigorous, differentiated instruction.
Tier 2	Targeted Intervention/Enrichment	Provides supplemental supports to ensure students in advanced/accelerated pathways can access core instruction successfully. May include scaffolding, enrichment, or remediation.
Tier 3	Intensive/Individualized Services	Provides highly individualized enrichment and acceleration for students with needs beyond Tier 1 or 2 supports.

**Service Delivery Options for Gifted Students**

Students identified as gifted in language arts, mathematics, science, or social studies will be automatically enrolled in the appropriate advanced coursework or accelerated learning during the class scheduling process. Parent(s)/guardian(s) may opt out of services for any area of identification on a year-to-year basis. This requires written consent from a parent or guardian.

In addition to advanced coursework or accelerated learning, students identified as gifted in any area must be provided with at least one additional service option, such as:

- Differentiated study experiences within the regular classroom
- Distance learning opportunities
- Enrichment services provided during the school day (not extracurricular)
- Pull-out or resource services
- Independent study, mentorships, seminars, or travel study options

These services and delivery options will be documented in the student's Gifted Student Services Plan (GSSP) for the year.

**Public Access, Engagement, and Reporting**

- This plan is publicly available on the district GATES website.
- Family engagement events will be offered by the district GATES department to inform families about the benefits and availability of advanced opportunities.
- The district will report annually to the Kentucky Department of Education in compliance with HB190 requirements.

**School Policy**

Each school's decision-making council—or the principal if no council exists—shall establish a school-level policy that aligns with and supports the district plan approved by the local board of education.