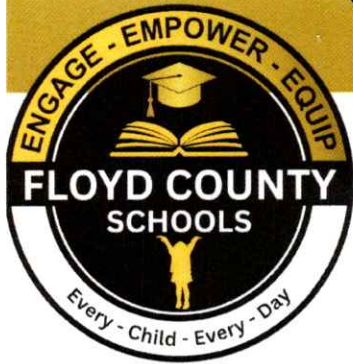




Every Child Every Day

SUPERINTENDENT
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Consent Agenda Item (Action Item): Retroactive Approval of Floyd County Schools' Participation in the 2026–2027 Regional Learner Network and Ratification of the Regional Learner Network Letter of Commitment

Applicable State or Regulations: KRS 160.290; KRS 158.6451; KRS 158.6455; Kentucky Department of Education Regional Learner Network Letter of Commitment; and applicable Floyd County Board of Education policies and procedures.

Fiscal/Budgetary Impact: No cost to the district

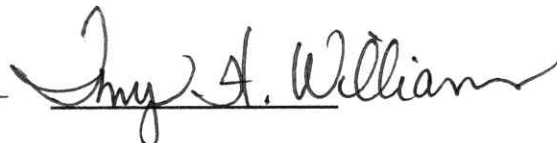
History/Background: Floyd County Schools previously participated in the Local Laboratories of Learning initiative, developing its Portrait of a Graduate, piloting Defenses of Learning, and beginning work on local accountability. The Regional Learner Network will allow the district to continue this work through collaboration and shared learning with other districts and education partners.

Recommended Action: Approve retroactively Floyd County Schools' participation in the Regional Learner Network for the 2026-2027 school year.

Contact Person(s): Rebecca Morrison, Director of District Wide Services/District Assessment Coordinator


Principal


Director


Superintendent

Date:

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.

442 KY ROUTE 550, EASTERN KY, 41622
TEL: 606.886.2354 FAX: 606.886.4550



Regional Learner Network (RLN) Letter of Commitment **2026–2027 School Year**

I. Acknowledgement

Through community engagement, shared learning, and statewide collaboration, L3s contribute to Kentucky's evolving assessment and accountability framework, a key pillar of the Kentucky United We Learn (KUWL) vision. With 18 participating districts across three cohorts, the initiative fosters district-led innovation, provides monthly Communities of Practice, and offers 1:1 coaching to support implementation and continuous improvement. By designing new models of accountability that move beyond standardized measures, L3 districts are shaping a future where assessment is authentic, responsive, and deeply connected to student success.

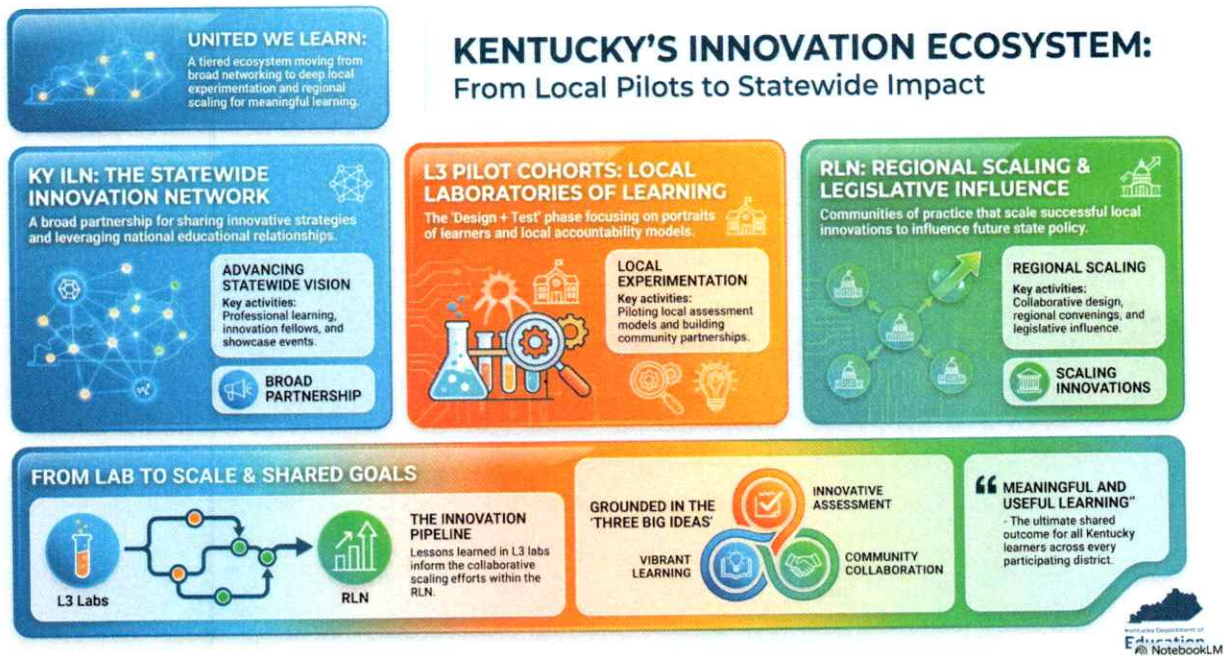
II. Statement of Purpose

As an evolved node of the KY ILN ecosystem the new Regional Learner Network (RLN) is a collaborative partnership among local school districts, state, regional, and national education partners, and the Kentucky Department of Education (KDE). The network is designed to strengthen regional capacity to design and sustain innovative, learner-centered systems that improve outcomes for all students. The format and experience of these network meetings will replicate the Local Laboratories of Learning (L3) Pilot Cohorts that have been created together since 2021. These network experiences will be customized to the community members needs and based on vibrant learning, authentic assessments, and community collaboration to build local indicators of quality and local accountability. This will allow districts a community of practice of their choosing to hypothesize, test, and evaluate implementing changes in district systems, school systems, and classroom experiences for students within a strategic plan. Districts with prior L3 experience and those new to the network will find opportunities to design, implement, and strengthen innovative practices through a collaborative community of practice.

The RLN supports districts in working together across geographic boundaries to share promising practices, co-design solutions to common challenges, and leverage collective expertise to advance a future of learning aligned to Kentucky's United We Learn vision. Work

within these communities of practice will inform future legislative considerations and amendments impacting future regulation and status that impact public school districts.

Through regional collaboration, the RLN accelerates the development and scaling of learning models that prepare all students for meaningful postsecondary success, civic engagement, and lifelong learning.



II. Defining Innovation in the Regional Learner Network

Innovation within the RLN refers to the intentional development or adaptation of new approaches to teaching, learning, leadership, and system design that improve student engagement, learning experiences, and outcomes.

Innovation is understood as a continuous improvement process—one that challenges traditional structures and seeks more effective, equitable, and meaningful approaches to education.

In alignment with [Kentucky's Innovation Guide](#), RLN work may include efforts in areas such as:

- Designing and implementing portraits of a learner
- Advancing local assessment and accountability approaches
- Redesigning funding structures to support personalization
- Expanding flexible graduation pathways and requirements
- Innovating how learning is organized, credentialed, and recognized

- Rethinking educator preparation, certification, and professional learning systems

Across all efforts, innovation in the RLN is grounded in the principles of being:

- Learner-centered
- Competency- and performance-based
- Personalized and authentic
- Collaborative and community-connected

RLN work is further guided by core design habits including empathy, reciprocity, co-creation, and inclusion. These are not exhaustive but serve as a foundation for how regional partners approach innovation.

III. Mutual Commitments

Benefits of Participation in the RLN

KDE and national, state, and regional partners commit to supporting RLN members through opportunities designed to strengthen collaboration, build capacity, and accelerate innovation across districts.

Participating districts will have access to:

- Regional convenings, learning sessions, and collaborative design opportunities
- Opportunities to showcase innovative practices through site visits, showcases, and network learning events
- Partnerships with state and national thought leaders, organizations, and technical assistance providers
- Support for pilot initiatives and innovation testing aligned to learner-centered priorities
- Cross-district collaboration through regional cohorts, workgroups, and design teams
- Access to strategic planning support and shared learning tools across the network

Expectations for Member Districts

Participating districts commit to active engagement in the RLN by:

- Attending and participating consistently in regional and statewide convenings
- Serving as collaborative partners in cross-district learning and design efforts
- Engaging in research, or innovation work aligned to district priorities
- Contributing feedback to continuously improve RLN structures and experiences
- Sharing learning, artifacts, and lessons learned with other network members
- Submitting an annual Letter of Commitment to maintain active membership

IV. Contact Information

District Name:

Floyd County

Superintendent Name and Email Address:

Tonya Horne-Williams
442 Rt 550
Eastern, KY 41622

Regional Learner Network Point(s) of Contact (Name, Title, Email):

Rebecca Morrison, Director of District Wide Services/District Assessment Coordinator
rebecca.morrison@floyd.kyschools.us

V. District Innovation Reflections and Plans

Reflection on the Previous Year

Describe how your district has worked to develop innovative systems or practices that strengthen teaching, learning, assessment, or community engagement. Include examples such as:

- Local accountability systems or indicators of quality
- Competency-based or personalized learning models
- Community-connected learning experiences
- Instructional or administrative redesign efforts that improved student outcomes

Floyd County Schools has worked intentionally to develop innovative, locally responsive systems that strengthen teaching, learning, assessment, and community engagement. As a member of L3, the district has implemented a Portrait of a Graduate that identifies the knowledge, skills, and dispositions students need to succeed beyond high school. Community members were actively engaged through L3 meetings and provided meaningful input that helped shape the district's Portrait of a Graduate, ensuring that it reflects the priorities and aspirations of the Floyd County community.

The district has also successfully piloted Defenses of Learning at selected grade levels. These experiences allow students to demonstrate their learning, reflect on their growth, present evidence of their progress, and articulate how they have developed the competencies within the Portrait of a Graduate. Defenses of Learning provide a more authentic and student-centered approach to assessment while strengthening students' communication, critical-thinking, and self-reflection skills.

Floyd County Schools is also in the beginning stages of developing a local accountability system. Through partnerships with KVEC and KEDC, two district teams have begun exploring locally meaningful indicators of school quality and student success. This work is ongoing and has not yet been finalized. The district's long-term goal is to develop an accountability model that complements state measures and provides families and community members with a more complete picture of student growth, readiness, engagement, and achievement.

Community-connected learning has been strengthened through initiatives such as the Drawing on Kinship Summer Institute. Nineteen Floyd County teachers participated in professional learning focused on project-based learning, Appalachian heritage, and "Heritage Ingenuity." In partnership with organizations such as Bit Source, teachers designed learning experiences that connect academic standards with local history, culture, careers, problem-solving, and community assets. These projects help students view their community as a source of knowledge, opportunity, and pride while applying classroom learning to meaningful, real-world challenges.

The district has also invested in instructional and administrative redesign. Through the PIMSER Numeracy Counts Administrator Academy, building- and district-level leaders completed intensive professional learning designed to strengthen mathematics leadership and improve the instructional support provided to teachers. Administrators are developing their ability to examine classroom practices, facilitate productive data conversations, and lead meaningful instructional improvement—not simply manage programs and compliance requirements.

Together, these efforts demonstrate Floyd County Schools' commitment to building an innovative and community-centered educational system. Our goal is to ensure that assessment leads to action, professional learning improves classroom instruction, community partnerships make learning more relevant, and accountability reflects the full range of knowledge, skills, and dispositions students need to succeed.

Plans of Action for the Upcoming Year

Describe how your district plans to advance innovative, learner-centered systems in the coming year. Consider:

- Expanding personalized or competency-based learning practices
- Strengthening authentic assessment systems
- Deepening partnerships with families, employers, and community organizations
- Building systems that support student agency and engagement

During the coming year, Floyd County Schools plans to build upon its Portrait of a Graduate, successful Defenses of Learning pilots, community-connected learning initiatives, and emerging local accountability work to advance a more innovative and learner-centered system. The district's focus will be on thoughtfully expanding effective practices while developing the structures, professional learning, and partnerships needed to sustain them.

Floyd County Schools will also strengthen authentic assessment by building upon the Defenses of Learning implemented successfully in pilot grade levels. The district will review lessons learned from the pilots, refine expectations and supporting resources, and consider expansion to additional students and grade levels. Portfolios, project-based products, presentations, reflections, and Defenses of Learning will allow students to explain what they have learned, provide evidence of their growth, and demonstrate Portrait of a Graduate competencies. These practices will complement traditional assessments and provide a more complete picture of student learning.

Student agency will be strengthened by creating more opportunities for students to set goals, make meaningful choices, monitor their progress, reflect on their growth, and present their learning to authentic audiences. Students will be encouraged to take a more active role in educational decisions and to provide feedback as learner-centered practices are refined. Through this work, students will increasingly view themselves as partners in the learning process rather than simply recipients of instruction.

Community-connected learning will remain an important component of the district's plans. Building upon the Drawing on Kinship Summer Institute, the district will support participating teachers as they implement project-based learning experiences connected to Appalachian heritage, local careers, community challenges, and regional assets. Partnerships with organizations such as Bit Source will help connect academic standards with real-world problem-solving and career awareness. The district will also seek opportunities for families, employers, and community organizations to serve as mentors, content experts, project partners, and authentic audiences for student work.

Although the L3 initiative has ended, Floyd County Schools will continue building upon the community engagement and Portrait of a Graduate work established through its participation. Feedback previously gathered from community members helped shape the district's vision for student success. In the coming year, the district plans to continue involving students, families, employers, and community organizations in refining that vision and identifying meaningful

opportunities for partnership.

The district will also continue its beginning work in local accountability through partnerships with KVEC and KEDC. This work remains in the early stages and has not been finalized. The coming year will focus on continued learning, stakeholder engagement, and the exploration of locally meaningful indicators that could complement state accountability measures and provide a broader picture of student and school success.

Finally, Floyd County Schools will continue building the capacity of teachers and administrators through professional learning, collaborative planning, data analysis, and instructional leadership development. The district's long-term goal is to create a coherent system in which students have greater ownership of their learning, assessment reflects authentic application and growth, and schools work closely with families and community partners to prepare every student for success beyond graduation.

Learning Goal(s) or Inquiry Question

Identify a focused learning goal or inquiry question that will guide your district's participation in the RLN during the 2026–2027 school year.

This question should align with one or more of the following priorities:

- Vibrant, learner-centered experiences
- Authentic assessment systems
- Strong community collaboration

It should also reflect inclusive design principles such as empathy, co-creation, reciprocity, and inclusion.

Example structure:

- "How might we redesign _____ so that _____ improves for all learners?"
- "In what ways can we strengthen _____ to increase student agency and community

Inquiry Question

How might we co-design and expand an inclusive Defenses of Learning framework with students, families, educators, employers, and community partners so that every learner has greater agency and equitable opportunities to demonstrate academic growth and Portrait of a Graduate competencies through meaningful, authentic experiences?

Learning Goal

Through participation in the RLN, Floyd County Schools seeks to learn how to refine, expand, and sustain authentic assessment practices across additional grade levels while preserving student voice, accessibility, cultural relevance, and community connection. The district will use listening, stakeholder feedback, and co-creation to develop shared expectations for Defenses of Learning. Students, families, educators, and community partners will help shape the process, serve as authentic audiences, and provide feedback as the framework is tested and improved. Particular attention will be given to removing barriers and ensuring that all students have meaningful ways to communicate their learning, reflect on their growth, and demonstrate the competencies within the Portrait of a Graduate.

VI. Agreement

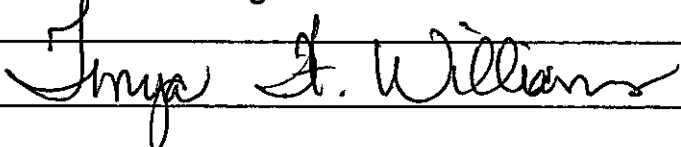
This Letter of Commitment establishes a partnership between the Kentucky Department of Education and the participating district within the Regional Learner Network for the 2026–2027 school year.

All parties agree to collaborate in good faith to advance shared goals of innovation, equity, and improved student outcomes. Participation in the RLN does not restrict districts from engaging in other partnerships or initiatives.

Adjustments to priorities or activities may be made by mutual agreement. Either party may withdraw from participation through written notice. Early withdrawal may affect access to network support or opportunities.

Required Signatories

Superintendent or Designee



Date:

8-4-26

KDE Designee:

Brandy Breeze, Division of Innovation, Kentucky Department of Education
brandy.breeze@education.ky.gov

