

Russell Independent Schools
Virtual and In-Person Learning
Procedures and Guidelines
NTID



*OUR MISSION IS TO INSPIRE AND EMPOWER ALL STUDENTS TO REACH THEIR
MAXIMUM POTENTIAL; ONE STUDENT, ONE LESSON, ONE DAY AT A TIME*

Virtual Learning at Russell Independent Schools

Russell Independent has implemented Non-Traditional Instructional Days for several years. However, because of COVID-19 in the spring of 2020, NTI Days became extended distance learning instead of short-term distance learning. Due to the need for the dramatic change of instructional delivery, Russell Independent utilized the summer months of 2020 training teachers with effective distance learning techniques, technology usage, and purchased many more devices for our schools, teachers, and students.

Russell Independent also made the move to online registration. The survey given at the beginning of the registration asked for preferences of in-person or virtual instruction. Results indicated approximately 72% of families preferred in-person learning to virtual. For our families that chose the virtual option, we wanted to ensure students received the same quality of instruction as students in-person.

For the virtual experience as well as the in-person learning experience, Russell Independent acknowledges that all individuals involved will need to ensure that personal roles and responsibilities are understood and followed.

Whether virtual or in-person, students will receive instruction either live or recorded from their teacher or teachers. Google Classroom is the Learning Management System that Russell Independent will use to communicate with students and families, post assignments, lessons, etc. Students that choose the virtual option can return all assignments to the class Google Classroom page.

Technology

Our teachers are utilizing resources that are web-based and work on all current browsers (i.e. Chrome, Firefox, Safari, and Edge). Students must use their school email to access all resources, whether utilizing a personal or school owned device. The School Library/Media Specialists and our District Technology Department will assist with any log in issues.

Participation and Attendance Records

Virtual Learners:

- If a student logs in live to the class, students may be counted as participating. If students are unable to login live during a session, then they shall notify their teachers as to why they were not able to attend the live session.
- Students may also be counted as participating when they log into Google Classroom and are working on assignments toward completion

In-Person Learners:

- Attendance is taken for each period of the school day. If the student is absent, then students must present a note from a parent or guardian or produce a doctor's note.

Parent Responsibilities

Virtual and In-Person Students

- Agrees to continuously supervise and engage in the academic support of the student
- Ensures that children are completing all assignments by due dates assigned
- Have a working phone number, email account, and Internet access while enrolled
- Maintain frequent communication (email, phone call, and or Remind) with staff in regards to concerns, issues, and questions
- If your child currently has an IEP or 504 Plan, those plans will be followed to meet the individual students

Teacher Responsibilities

- Maintain communication with both virtual families and in-person student families
- Keep Grades up to date in Infinite Campus
- Keep attendance and participation up to date in Infinite Campus
- Monitor student progress and provide timely feedback
- Other duties as needed during NTID

Student Responsibilities

- Actively engage in with class participation and completion of assignments
- Stay up to date on all classwork and meet required deadlines
- Keep consistent communication with your teacher(s)
- Submit assignments and take exams on the schedule designated by the teacher(s)
- Participate in state testing as applicable

Grading Practices and Code of Conduct

Whether a virtual learner or an in-person learner, grading practices will be followed as outlined by the school of attendance and the District Code of Conduct will remain the same for each type of learner. For more detailed information about specific school policies, please visit the school website and click on the SBDM tab to review current school policies and practices.

<https://www.russellind.kyschools.us/>

Graduation

All graduation requirements must be met for graduation whether the learner is in-person or virtual. Please see our board policy on the next page for guidance.

CURRICULUM AND INSTRUCTION 08.113

Graduation Requirements

In support of student development goals set out in [KRS 158.6451](#) and the Kentucky Academic Standards, students must complete a minimum of twenty-two (22) credits, including demonstrated performance-based competency in technology, and all other state and local requirements in order to graduate from high school in the District.

Students wishing to receive a regular diploma must pass a civics test made up of one hundred (100) questions selected from the civics test administered to persons seeking to become naturalized citizens and prepared or approved by the Board. A minimum score of sixty percent (60%) is required to pass the test and students may take the test as many times as needed to pass. Students that have passed a similar test within the previous five (5) years shall be exempt from this civics test. This shall be subject to the requirements and accommodations of a student's individualized education program (IEP) or a Section 504 Plan.⁵

In addition to the content requirements established by the Kentucky Academic Standards, and the credits required by the minimum requirements for high school graduation in [704 KAR 003:305](#), the Board may impose other requirements for graduation from high school. Students shall complete an Individual Learning Plan (ILP) that focuses on career exploration and related postsecondary education and training needs.

(Continued)

Graduation Requirements

FOR STUDENTS ENTERING GRADE NINE (9) ON OR BEFORE THE FIRST DAY OF THE 2018-2019 ACADEMIC YEAR

Credits shall include content standards as provided by the Kentucky Academic Standards established in [704 KAR 003:303](#) and 704 KAR Chapter 8. The required credits and demonstrated competencies shall include the following minimum requirements:

Language Arts	Four (4) Credits (English I, II, III, and IV) taken each year of high school. Students that do not meet the college readiness benchmarks for English and language arts shall take a transitional course or intervention, which is monitored to address remediation needs, before exiting high school.
Social Studies	Three (3) Credits
Mathematics	Three (3) Credits (Algebra I, Geometry and Algebra II) (An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's ILP may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky Academic Standards, established in 704 KAR 003:303 and 704 Chapter 8. A mathematics course or its equivalent as determined by the District shall be taken each year of high school to ensure readiness for postsecondary education or the workforce. Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective. Students that do not meet the college readiness benchmarks for mathematics shall take a transitional course or intervention, which is monitored to address remediation needs, before exiting high school.

Science	Three (3) Credits incorporating lab-based scientific investigation
Health	One-half (1/2) Credit
P.E.	One-half (1/2) Credit
Visual and Performing Arts	One (1) Credit or a standards-based specialized arts course based on the student's ILP
Academic and Career Interest Standards-based Learning Experiences	Seven (7) Credits total (Three (3) plus four (4) standards-based credits in an academic or career interest based on the student's ILP)
Technology	Demonstrated performance-based competency

CURRICULUM AND INSTRUCTION 08.113

Graduation Requirements

FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2019-2020 ACADEMIC YEAR

Credits shall include content standards as provided by the Kentucky Academic Standards established in [704 KAR 003:303](#) and 704 KAR Chapter 8. The required credits and demonstrated competencies shall include the following minimum requirements:

Language Arts	Four (4) Credits total (English I and II plus two (2) credits aligned to the student's ILP)
Social Studies	Three (3) Credits total – (Two (2) plus one (1) credit aligned to the student's ILP)
Mathematics	Four (4) Credits total (Algebra I and Geometry plus two (2) credits aligned to the student's ILP)
Science	Three (3) Credits total – (Two (2) credits incorporating lab-based scientific investigation experiences plus one (1) credit aligned to the student's ILP)
Health	One-half (1/2) Credit
P.E.	One-half (1/2) Credit
Visual and Performing Arts	One (1) Credit or a standards-based specialized arts course based on the student's ILP
Academic and Career Interest Standards-based Learning Experiences	Six (6) Credits total (Two (2) plus four (4) standards-based credits in an academic or career interest based on the student's ILP)
Technology	Demonstrated performance-based competency
Additional qualifiers as follows:	

Complete one (1) or more of the following graduation qualifiers:

1. Satisfy precollege curriculum as established by the Council on Postsecondary Education in [013 KAR 002:020](#);
2. Achieve benchmark score as established by the Council on Postsecondary Education in [013 KAR 002:020](#) in one (1) section of a college admissions or placement examination;
3. Complete three (3) postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher;

4. Complete one (1) course and corresponding assessment meeting the following criteria:
 - a) Advanced placement (AP) with a score of three (3) or higher;
 - b) Cambridge Advanced International (CAI) with a score at E or higher; or
 - c) International Baccalaureate (IB) with a score of five (5) or higher;

Graduation Requirements

FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2019-2020 ACADEMIC YEAR (CONTINUED)

5. Obtain an industry certification as approved by the Kentucky Workforce Innovation Board;
6. Complete four (4) credits from valid courses within a single Kentucky Department of Education approved career pathway;
7. Complete a Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as determined by a student's Admissions and Release Committee and specified in the student's IEP; and
8. Complete two (2) years in an approved Kentucky Department of Education or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program.

Graduation Requirements**FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2020-2021 ACADEMIC YEAR**

Credits shall include content standards as provided by the Kentucky Academic Standards established in [704 KAR 003:303](#) and 704 KAR Chapter 8. The required credits and demonstrated competencies shall include the following minimum requirements:

Language Arts	Four (4) Credits total (English I and II plus two (2) credits aligned to the student's ILP)
Social Studies	Three (3) Credits total – (Two (2) plus one (1) credit aligned to the student's ILP)
Mathematics	Four (4) Credits total (Algebra I and Geometry plus two (2) credits aligned to the student's ILP)
Science	Three (3) Credits total – (Two (2) credits incorporating lab-based scientific investigation experiences plus one (1) credit aligned to the student's ILP)
Health	One-half (1/2) Credit
P.E.	One-half (1/2) Credit
Visual and Performing Arts	One (1) Credit or a standards-based specialized arts course based on the student's ILP
Academic and Career Interest Standards-based Learning Experiences	Six (6) Credits total (Two (2) plus four (4) standards-based credits in an academic or career interest based on the student's ILP)
Technology	Demonstrated performance-based competency
Financial Literacy	One (1) or more courses or programs that meet the financial literacy requirements pursuant to KRS 158.1411 .
Additional qualifiers and prerequisites as follows:	

- I. Complete one (1) or more of the following graduation qualifiers:

1. Satisfy precollege curriculum as established by the Council on Postsecondary Education in [013 KAR 002:020](#);
2. Achieve benchmark score as established by the Council on Postsecondary Education in [013 KAR 002:020](#) in one (1) section of a college admissions or placement examination;
3. Complete three (3) postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher;

CURRICULUM AND INSTRUCTION 08.113

Graduation Requirements

**FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2020-2021 ACADEMIC YEAR
(CONTINUED)**

4. Complete one (1) course and corresponding assessment meeting the following criteria:
 - a) Advanced placement (AP) with a score of three (3) or higher;
 - b) Cambridge Advanced International (CAI) with a score at E or higher; or
 - c) International baccalaureate (IB) with a score of five (5) or higher;
 5. Obtain an industry certification as approved by the Kentucky Workforce Innovation Board;
 6. Complete four (4) credits from valid courses within a single Kentucky Department of Education approved career pathway;
 7. Complete a Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as determined by a student's Admissions and Release Committee and specified in the student's IEP; and
 8. Complete two (2) years in an approved Kentucky Department of Education or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program.
- II. Meet one (1) of the following graduation prerequisites for reading and one (1) of the following graduation prerequisites for mathematics:
1. Score at or above the minimum criteria on the tenth (10th) grade state-required assessments in reading or mathematics;
 2. Score proficient or higher for reading or mathematics on the eighth (8th) grade state required assessment; or
 3. A student collection of evidence submitted by the Principal to the Superintendent/designee for review and approval. The collection of evidence shall include the following:
 - The student's ILP that includes student transcript;

- If applicable, for students with IEPs, evidence that the student has achieved progress on measurable annual IEP goals as determined by the Admissions and Release Committee;
- Performance on the tenth (10th) grade state-required assessments in reading or mathematics;
- Appropriate interventions, targeted to the student's needs;
- Student work demonstrating the student's competency in reading or mathematics; and
- The student's post-graduation plans.

Graduation Requirements

ILP

Each student in a common school shall complete an ILP, which is a multi-year curricular plan that emphasizes **career development** and specifically addresses Vocational Studies Academic Standards 2.36-2.38. Schools must develop plans for all students including transfer students and students with special needs.

ILPs will set learning goals for students based on academic and career interests. Prior to entering high school, a student, with the guidance of parents and school personnel, will develop a plan that outlines how s/he will achieve Kentucky's learning goals and academic standards. Students will choose programs that help them make a successful transition to college, vocational/technical school, the workforce or the military. Students create plans to plot a course through required academic coursework and elective choices leading to postsecondary options. Individual student plans encourage students and their parents to consider educational and career goals and plan how best to achieve them.

Students start planning for high school while still in the middle grades. High schools and district staff work with middle level faculties to ensure that eighth-grade students and their parents have sufficient information regarding high school course sequences and postsecondary opportunities to make informed decisions regarding the development of an individual student learning plan.

These plans are not static; they change as student's progress and as goals change. Schools will keep files of students' plans which will be reviewed annually and approved by students, parents, and school officials. Schools should develop multiple strategies to ensure that timely and accurate information is available to students as they reassess their educational plans.

PERFORMANCE-BASED CREDITS

In addition to Carnegie units, students may earn credit toward high school graduation through the District's standards-based, performance-based credit system that complies with requirements of Kentucky Administrative Regulation. Procedures for the developing and amending the system shall address the following:

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning;
Performance-based credit may be earned while the student is still "in school," but the instructional setting will look different from a traditional "seat time" environment.
2. Performance descriptors and their linkages to State content standards and academic standards;
3. At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.

CURRICULUM AND INSTRUCTION 08.113

Graduation Requirements

PERFORMANCE-BASED CREDITS (CONTINUED)

4. Assessments and the extent to which state-mandated assessments will be used;
5. An objective grading and reporting process; and
6. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student's individual learning plan. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.

The high school student handbook shall include complete details concerning specific graduation requirements.

HIGH SCHOOL CREDIT EARNED IN MIDDLE GRADES

All students must demonstrate successful completion of the courses required for high school graduation. It is expected that most students will complete those courses during their high school careers. However, local school districts may offer those courses to middle school students if the students demonstrate mastery of the middle level content as specified in the Kentucky Academic Standards before enrolling in the high school course. The following criteria also must be met:

- The content of the course offered at the middle level is the same as that defined in the Kentucky Academic Standards for the high school course;
- The District has criteria in place to make reasonable determination that the middle level students are capable of success in the high school course; and
- The middle level course is taught by teachers with either secondary or middle level certification with the appropriate content specialization.

In keeping with statutory requirements, the District shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.²

OTHER PROVISIONS

Consistent with the District's graduation practices for all students, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements. In addition, former students may submit to the Superintendent a request that the District provide them with an alternative high school diploma to replace the certificate of attainment they received at time of graduation from the District.³

A student who is at least seventeen (17) years of age and who is a state agency child, as defined in KRS 158.135, shall be eligible to seek attainment of a High School Equivalency Diploma.

The District shall report individual student data regarding the completion of each graduation qualifier and each graduation prerequisite to the Kentucky Department of Education.

The Board may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher-level course for a required course if the alternative course provides rigorous content.

CURRICULUM AND INSTRUCTION 08.113

Graduation Requirements

EARLY GRADUATION CERTIFICATE

Students who meet all applicable legal requirements shall be eligible for early graduation in relation to receipt of a graduation diploma and an Early Graduation Certificate. Students wishing to follow an early graduation pathway shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) school days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.⁴

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an ILP to support their efforts.

To graduate early and earn an Early Graduation Certificate, a student shall:

1. Score proficient or higher on the state-required assessments; and
2. Meet the college readiness exam benchmarks established [013 KAR 002:020](#) for placement in credit-bearing courses without the need for remediation.

A student who has indicated an intent to graduate early may participate in the student's state administration of the college readiness exam prior to the junior year, if needed. Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

DIPLOMAS FOR VETERANS

In keeping with statute and regulation, the Board shall award an authentic high school diploma to an honorably discharged veteran who did not complete high school prior to being inducted into the United States Armed Forces during World War II, the Korean conflict, or the Vietnam War.¹

REFERENCES:

¹[KRS 40.010](#); [KRS 158.140](#); [704 KAR 007:140](#)

²[KRS 158.622](#)

³[KRS 156.160](#); 20 U.S.C. sec. 1414

⁴[KRS 158.142](#); [704 KAR 003:305](#)

⁵[KRS 158.141](#)

[KRS 156.027](#); [KRS 158.135](#)

[KRS 158.1411](#); [KRS 158.143](#); [KRS 158.183](#); [KRS 158.281](#)

[KRS 158.302](#); [KRS 158.645](#); [KRS 158.6451](#)

[KRS 158.860](#)

[013 KAR 002:020](#); [702 KAR 007:125](#); [703 KAR 004:060](#)

[704 KAR 003:303](#); [704 KAR 003:306](#); 704 KAR Chapter 8

[OAG 78-348](#); [OAG 82-386](#)

Kentucky Academic Standards

RELATED POLICIES:

08.1131; 08.113; 08.22; 08.222

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 7/22/2019

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