





## Bullitt County Public Schools

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TO: Dr. Jesse Bacon, Superintendent 

FROM: Adrienne Usher, Assistant Superintendent 

RE: 2022-2023 Application of Waiver related to Pupil Attendance and MOU

DATE: May 10, 2022

The Kentucky Board of Education has released a waiver application to districts to request a waiver under KRS 156.160(2)(a) of Section 1, subsections (1) and (4) of 702 KAR 7:125 related to Pupil Attendance. Bullitt County Public Schools is requesting a waiver utilizing the program model allowing students to be enrolled in a fulltime virtual course load while maintaining enrollment in their home school with a secondary enrollment in BVLA for Grades 2-12. Approval is requested for waiver submission and entering into a MOU between Bullitt County Public Schools and the Kentucky Department of Education bound by terms, conditions, agreements, and assurances within waiver application.

# **Application of Waiver of Kentucky Administrative Regulation Kentucky Board of Education**



## **School District**

**Bullitt County Public Schools**

As superintendent of the named school district, I am requesting a waiver under [KRS 156.160\(2\)\(a\)](#) of Section 1, subsections (1) and (4) of [702 KAR 7:125](#) promulgated by the Kentucky Board of Education related to Pupil Attendance. The waiver(s) is requested in order to allow for attendance-based virtual learning that might remove barriers that exist to improve learning.

These waiver requests were reviewed and approved by the district's Board of Education on:  
**May 23, 2022**

The approval is contained in the board minutes that are available for review at the district's central office. The original copy of this request is also available at the district's central office.

I understand this waiver request is subject to the review and approval of the Kentucky Board of Education (KBE). I further understand that if the KBE approves the waiver request specifically detailed herein, this application and its contents shall become a binding memorandum of understanding (MOU) entered into by and between the named school district and the Kentucky Department of Education (KDE) and both parties will be bound by the terms, conditions, agreements and assurances contained in this document and any attachments thereto. By signing below, the Superintendent and Board Chair represents they have fully reviewed the contents of this document and agree to be bound by all terms, conditions, agreements, and assurances contained herein if approved by the KBE.

By signing below, the Superintendent and Board Chair affirmatively state all information contained herein is true and correct to the best of their information and belief, and they possess authority to bind the school district to this application and MOU.

**Adrienne Usher**

**Superintendent Signature**

**Print Name of Primary Point of Contact**

502.869.8000 [adrienne.usher@bullitt.kyschools.us](mailto:adrienne.usher@bullitt.kyschools.us)

**Local Board Chair Signature**

**Point of Contact Phone and Email**

**May 23, 2022**

**Today's Date**



**This waiver request is only for the specific Section(s) named above. This request does not seek a waiver of any other Kentucky Administrative Regulation or of federal law.**

**702 KAR 7:125 Section 1(4) states:**

Pupils shall be physically present in the school to be counted in attendance except under the following conditions:

*The district is requesting a waiver of this language to include in the definition of “the school” to include a public virtual school, program, or academy, established by a Kentucky Public School District, where instruction occurs using digital platforms, technologies, with continued access to certified teachers. Where each student is assigned full-time to the virtual school, program, or academy and there are teachers and other staff assigned to support and provide instruction (via the annual superintendent assurance regarding the Kentucky Digital Learning Guidelines). The virtual learning experience design shall allow for the monitoring of each student's interactions and engagement online, allows for synchronous (or live) visual and verbal interactions and the review of student work and completion of assignments in both real-time and on-demand (asynchronous interactions).*

**702 KAR 7:125 Section 1(1) states:**

Daily attendance of pupils in elementary schools shall be determined by taking attendance one (1) time each day prior to the start of instruction and maintaining a pupil entry and exit log at each school.

*The district is requesting that for any elementary school pupil enrolled full-time in a public virtual school, program, or academy daily attendance shall be determined by taking attendance twice a day: once at the beginning of instruction and once more in the second half of the school day (to account for full day or partial day funding mechanisms).*

**Virtual School, Program or Academy Information**

Which best describes how the virtual school, program, or academy the district will operate as a result of the waivers described above? ([See school classifications](#))

- ☐ **School** | A1 with separate principal and SBDM council (*A school under administrative control of a principal or head teacher and eligible to establish a School-Based Decision Making Council. An A1 school is not a program operated by, or as a part of, another school*).
- ☒ **Program** | A full-time program, typically an A5 classified program, where the students’ primary enrollment resides. An A5 program may also be used as a secondary enrollment for students in some cases. (*District-operated alternative program with no definable attendance boundaries designed to remediate academic performance, improve behavior, or provide an enhanced learning experience*)
- ☐ **Academy** | A “school within a school” model enabling students to be scheduled in a full-time virtual course load while retaining enrollment in their A1 school. (*students are in a separate calendar within their A1 school*)

**What grade levels will your virtual school, program, or academy serve as a result of the waiver described above?**

<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 1st Grade	<input checked="" type="checkbox"/> 2nd Grade	<input checked="" type="checkbox"/> 3rd Grade	<input checked="" type="checkbox"/> 4th Grade
<input checked="" type="checkbox"/> 5th Grade	<input checked="" type="checkbox"/> 6th Grade	<input checked="" type="checkbox"/> 7th Grade	<input checked="" type="checkbox"/> 8th Grade	<input checked="" type="checkbox"/> 9th Grade
	<input checked="" type="checkbox"/> 10th Grade	<input checked="" type="checkbox"/> 11th Grade	<input checked="" type="checkbox"/> 12th Grade	

In Appendix A please detail, based on your selection above, how instruction will be delivered for students in the program, including, but not limited to descriptions of digital platforms, staff deployment and collection of evidence of work and outcomes.

## **District Assurances**

The district assures that:

1. Performance-Based virtual students included in the exception set forth at 702 KAR 7:125(1)(4)(g) shall not be covered by this waiver. The district shall continue to count Performance-Based virtual students in pupil attendance subject to all provisions of 702 KAR 7:125.
2. Attendance shall be tracked by a certified teacher at a course level for virtual middle and high school students covered by this waiver. Each course shall have attendance stored in the student information system attendance tables following KDE guidance. Attendance shall be tracked by a certified teacher at least two times each school day for fully virtual elementary school students with checks three hours apart. Each course shall have attendance stored in the student information system attendance tables following KDE guidance. These courses shall not be set up as virtual/performance-based courses.
3. Attendance clerks or other assigned district personnel shall reconcile attendance for each course/period to ensure proper codes are entered for absent students. Attendance events shall continue to be entered at the office level (i.e. Dr. Excuses/parent excuses). District understands and agrees that attendance information provided shall be subject to audit by KDE.
4. All truancy laws shall be followed for virtual students. District shall develop and implement policies to address virtual attendance absences, including the attendance status of students with an internet outage and the process to return students to in-person instruction for truancy violations, in addition to legal action which may be required by KRS 159.150, 159.180, and other applicable truancy laws.
5. Only students whose families have requested to be enrolled in the virtual school, program, or academy are included under this waiver, accompanied by school and district approved documentation resulting from locally adopted policies for enrollment. No student shall be involuntarily placed in the virtual school, program, or academy. No student shall be placed in the virtual school, program, or academy solely due to disciplinary reasons. The Admissions and Release Committee (ARC) of any student with an Individual Education Program (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA) shall document the students enrollment in the virtual school, program, or academy in the ARC Conference Summary.
6. All students shall be full-time enrolled in the virtual school, program, or academy.
7. Only students with determined appropriate digital access and support beyond the school campus shall be candidates for enrollment in the virtual school, program, or academy. The district shall establish and implement an application and on-boarding process to ensure students and families understand the expectations for full-time enrollment in a virtual school, program, or academy and a determination of candidacy. The district shall ensure all students enrolled in virtual school, program, or academy have appropriate digital access to fully participate in and access the virtual program.
8. The virtual school, program, or academy shall have teachers and other staff assigned to support and provide instruction aligned to the grade-level expectations established in the Kentucky Academic Standards (KAS), including the selection, vetting, and usage of high-quality instructional resources aligned to the KAS and grade-level appropriate work. The use of



standards-aligned high-quality instructional resources and curriculum is also assured via the annual superintendent assurance regarding the [Kentucky Digital Learning Guidelines](#). District shall maintain evidence of having systemic formative assessment processes in place to: (1) accurately measure student progress on grade-level standards for students enrolled in a virtual school, program, or academy; and (2) support students enrolled in the virtual school, program, or academy needing accelerated learning on grade-level standards within Tier 1 universal instruction as well as those students who need more targeted Tier 2 and Tier 3 interventions and supports.

9. The virtual school, program, or academy shall implement synchronous (real-time or live) strategies and digital platforms for two-way student to teacher visual and verbal interactions. Additionally the virtual school, program, or academy shall utilize a learning management system (LMS) or other digital platforms that allows teachers to monitor student's progress, interactions and engagement with the teacher and other students online for the review of student work and completion of assignments in both real-time and on-demand (asynchronous interactions). District understands frequent live, regularly-scheduled contact with a Kentucky certified teacher is suggested to produce more effective results and assures that the virtual school, program, or academy implemented pursuant to waivers contained herein will prioritize frequent live, regularly scheduled contact with a Kentucky certified teacher.
10. The district shall fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable laws and regulations for the education of students with disabilities. District shall fully implement accommodations and Individual Education Programs (IEP) for students with disabilities enrolled in a virtual school, program, or academy. District shall ensure that all Section 504 Teams and Admissions and Release Committees (ARC) were involved in determining how all special education, related services, and accommodations will be implemented for students with disabilities in the virtual setting.
11. The district shall ensure a system of high-quality professional learning on the high-quality instructional resources and on evidence-based instructional practices for virtual learning.
12. Fully virtual students shall be assigned a schedule that aligns with the standard day of in-person students. Virtual student schedules shall adhere to the standard day and hour requirements set forth at KRS 158.070.
13. District shall document all fully virtual students as non-transported for transportation funding purposes.
14. District understands meals provided to students in a non-congregate setting for school year 2022-2023 are not eligible to receive reimbursement from the United States Department of Agriculture under the USDA School Meal Programs, absent approved USDA waivers. District shall review and consider how this may impact students enrolled in a virtual school, program, or academy pursuant to this waiver.
15. District understands pursuant to KRS 156.010, the Commissioner of Education has authority for monitoring the management of school districts, including administration and finance, implementation of state and federal laws and regulations, and student performance. District understands that KRS 156.210 provides the Commissioner of Education with access to the papers, books and records of all teachers, superintendents, or other public-school officials. District hereby agrees that such authority specifically extends to all aspects of its operation of a virtual school, program, or academy pursuant to this waiver request and MOU. District hereby agrees that it shall ensure full and timely cooperation during any program review or audit of any aspect of its operation of a virtual school, program, or academy pursuant to this waiver request and MOU.



## **Appendix A - Plan Narrative**

All BVLA students are taught by BCPS certified teachers to provide and support learning along with web-based software programs and learning platforms. The instructional day mimics the same times as in-person instruction at the elementary, middle, and high school level. Students will be expected to take initiative and be independent learners, with parent and teacher support, in the Bullitt Virtual Learning Academy. BCPS Graduate Profile competencies and demonstration of learning will be embedded into the BVLA for students to showcase learning and skills. Students must be able to know how to use learning resources available to them, ask for help when needed from parents/teachers, and be able to manage their time for learning and assignment deadlines. Students will be held to the BCPS Code of Conduct. A student support team is in place when students begin to demonstrate academic struggles by providing intervention and support to increase student success. After a period of time with continued support without progress, the student is placed on a probationary period. After meeting with parents/guardians along with the student support team, students that are not successful in BVLA, within the first grading period, transition to their home school for in-person learning at the beginning of the second grading period. In addition, a social worker will be available to provide support to our BVLA students beginning the 2022-2023 school year. Parents are expected to participate in a minimum of 2 parent-teacher conferences during the academic year. Parents must be available for students and school staff throughout the day through phone, email, etc. A student device is issued to all students and are expected to be available for instruction and engagement with teachers during normal school hours. Teachers utilize the district pacing guide for teaching grading level curriculum. In addition, district formative and summative assessments are used by teachers to progress monitor student learning and subject to the same grading scale as all BCP students. Special area/unified arts experiences are also provided within the school day by certified teachers through digital platforms. Students may be required to meet with their teacher/provider in-person on an individual or small group basis for related services, academic services, etc. Students will be required to come in-person for district or state assessments. Families will be responsible for providing food and feeding their child breakfast and lunch. Daily attendance will be required or an absence will be recorded against student's attendance. Truancy procedures will be implemented by the district when students become non-compliant with attendance policies. *(more detailed Appendix A Plan Narrative Attached)*

### **Duration**

If approved by the KBE and signed by the Commissioner of Education or authorized designee, this MOU shall be effective beginning July 1, 2022 and shall continue in effect until June 30, 2023 or termination as provided herein, whichever occurs first.

### **Termination**

Pursuant to KRS 156.160(2)(c), this MOU shall be subject to termination upon a determination by the Kentucky Board of Education that the school district has subsequently failed to meet the intent of the waiver and assurances contained herein. The parties agree that such a determination by the Kentucky Board of Education shall be final and binding on the parties hereto.

**Commissioner of Education or Designee  
Kentucky Department of Education**

**Date**





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### Application of Waiver of Kentucky Regulation Appendix A: Plan Narrative

#### **Bullitt Virtual Learning Academy Purpose**

The Bullitt Virtual Learning Academy (BVLA) is an innovative program seeking to serve the educational needs of students in a virtual environment. Students will have Bullitt County Public School teachers and staff to provide instruction, intervention, and facilitate learning to meet the needs of the whole child. The tag line for BVLA is “Where Futures are Created!”

#### **Rationale**

The impact of the pandemic created a need for both an in-person and virtual learning model based on parent and student survey data. The Bullitt Virtual Learning Academy has successfully completed its first year as a program in Bullitt County Public Schools for the 2021-2022 school year with a total enrollment of 164 in Grades 2-12. BVLA will continue to provide an avenue for many students within the district to have an equitable, non-typical high school experience, while still meeting the standard of Bullitt County Public Schools Profile of a Graduate. Our program has removed barriers, has become an asset, and is the right “fit” for many BCPS students.

CASE Scores Compared to District							
CASE Reading	Fall	Winter	Spring	CASE Math	Fall	Winter	Spring
Grade 2	+17%	+11.28%	+11.53%	Grade 2	+7.43%	+17.7%	+6.39%
Grade 3	+9.54%	+13.57%	+5.39%	Grade 3	+2.65%	+9.31%	-4.8%
Grade 4	+4.32	+1.07%	+6.2%	Grade 4	-1.16%	-12.2%	-13.2%
Grade 5	+2.48%	-.72%	-1.79%	Grade 5	+8.4%	-1.41%	-2.09%
Grade 6	+5.26%	+3.29%	+6.65%	Grade 6	-9.52%	-.32%	-6.87%
Grade 7	+5.96%	+10.56%	+4.20%	Grade 7	-5.38%	+2.88%	-2.8%
Grade 8	+6.39%	+5.58%	+9.97%	Grade 8	-8.29%	+5.24%	-2.07%
BVLA High School Data							
Seniors Postsecondary Ready				100%			
A.S.K. Exam Pass Rate				36.4% (National Average: 30%)			

Equal Education and Employment Institution



There are many students within our community who have barriers preventing the typical navigation of a traditional educational format. Students with high levels of anxiety have become commonplace in our students. There are many academically brilliant students currently struggling within regular school systems, but the pandemic has provided said students an opportunity to work from home and thrive. These barriers also exist for students who have recently had life-altering experiences and may need a social reprieve with the ability to remain on task and on pace.

Students who had previously unenrolled to homeschool have benefited from BVLA by enrolling back in BCPS. This has allowed families who choose to “homeschool” the opportunity to have access to high quality teachers and instruction while also having the option to participate in home school extracurricular activities. This has truly allowed families in Bullitt County an option of “school choice” as well.

The student who plans to work hard and work ahead is the second area of need. There are hard-working students who may not have an interest in a co-op opportunity or a program which adds college credit. These students may still want to work at a quicker pace in order to finish school earlier without having to do specific extras or be tied to a promise of a certain kind of work experience when their coursework is complete. Traditional education creates barriers for the student who is focused on leaving school with a diploma at a nontraditional pace. With all of the flexibility of the new system of delivery, there is no reason a student who wants to work at a faster pace should be made to slow themselves if their parents agree. BVLA will provide these opportunities and remove barriers outside and within the control of the school/district.

### **Enrollment Process**

The enrollment process for the 2022-2023 began with an open application process for students already enrolled within Bullitt County Public Schools from February 1, 2022 until March 31, 2022. The application process allows families and students to submit enrollment information along with providing information as to why they desire to participate in a virtual learning environment and how it will be beneficial for their academic, social, and emotional development. The process also involves a review of qualitative and quantitative data sources including a review of formative and summative assessment data at the school and district level. Conversations with personnel from a student’s home school occur to discuss working habits along with other information to help ensure the placement is successful for the student. In addition, previous school year student attendance and/or participation will be reviewed to determine eligibility for enrollment into the virtual learning academy. Overall, the enrollment process provides families and students with an opportunity to submit enrollment information with a review of multiple sources of data to determine if the student is the right fit for the Bullitt Virtual Learning Academy. Current application numbers for the 2022-2023 school year are 322.

### **General Information**

All BVLA students are taught by BCPS certified teachers to provide and support learning along with web-based software programs and learning platforms. The instructional day mimics the same times as in-person instruction at the elementary, middle, and high school level. Students will be expected to take initiative and be independent learners, with parent and teacher support, in the Bullitt Virtual Learning Academy. BCPS Graduate Profile competencies and demonstration of learning will be embedded into the BVLA for students to showcase learning and skills. Students must be able to know how to use learning resources available to them, ask for help when needed from parents/teachers, and be able to manage their time for learning and assignment deadlines. Students will be held to the BCPS Code of Conduct. If a new student transfers into the district from another district they can apply at the start of the second semester.

A student support team is in place when students begin to demonstrate academic struggles by providing intervention and support to increase student success. After a period of time with continued support without



progress, the student is placed on a probationary period. After meeting with parents/guardians along with the student support team, students that are not successful in BVLA, within the first grading period, transition to their home school for in-person learning at the beginning of the second grading period. In addition, a social worker will be available to provide support to our BVLA students beginning the 2022-2023 school year.

Parents are expected to participate in a minimum of 2 parent-teacher conferences during the academic year. Parents must be available for students and school staff throughout the day through phone, email, etc. A Parent Contract and a Student Pledge with Bullitt County Public Schools will be signed, adhered to, and kept on file for BVLA participation.

A student device is issued to all students and are expected to be available for instruction and engagement with teachers during normal school hours. Teachers utilize the district pacing guide for teaching grading level curriculum. In addition, district formative and summative assessments are used by teachers to progress monitor student learning and subject to the same grading scale as all BCP students. Special area/unified arts experiences are also provided within the school day by certified teachers through digital platforms.

If a student-teacher meeting is needed or a “field trip” is planned, families and students will have to provide their own transportation to and from the location. Most services will be provided virtually for students with disabilities, gifted and talented, and English Learners. Students may be required to meet with their teacher/provider in-person on an individual or small group basis for related services, academic services, etc. Students will be required to come in-person for district or state assessments. Families will be responsible for providing food and feeding their child breakfast and lunch.

Daily attendance will be required or an absence will be recorded against student’s attendance. Attendance taken in morning and afternoon for elementary students. Attendance taken for each course for middle and high school students. Truancy procedures will be implemented by the district when students become non-compliant with attendance policies.

### **Virtual Learning Instructional Tools and Teaching/Learning Strategies**

Bullitt County Public Schools is a 1:1 district, therefore, all students in the Bullitt Virtual Learning Academy will be provided with a ChromeBook. In addition, wifi access will be provided to students, if necessary. Students will participate in synchronous and asynchronous learning through a Bullitt County Public School certified teacher along with the utilization of digital platforms, such as Google Classroom. All Google Suite tools are available to teachers as well to support learning. In addition, we will be utilizing web-based software programs like Edgenuity, PathBlazer, Lexia, Literacy Footprints, etc. and other district purchased software tools. In addition, our teachers will utilize MasteryConnect as a tool to provide standards-based assessments and track student progress on standards mastery by creating assessments in MasteryConnect which students can take at home for formative and summative assessments.

Pedagogical strategies utilized in the Bullitt Virtual Learning Academy will include project-based learning along with utilizing the Thinking-Focus classroom to include community, gradual release of responsibility, discourse, and thinking strategies in a virtual classroom founded in deeper learning. Students will be provided direct instruction and scaffolding support, as needed, while also participating in academic discourse with peers to increase collaboration and communication skills. In addition, the Bullitt County Public Schools Graduate Profile Competencies will be included in learning experiences for students.

### **Effective Communicator**

- Demonstrates active listening
- Engages others in productive discourse leading to solutions
- Adjusts message according to the content, purpose and needs of the audience
- Conveys ideas clearly in verbal, written, visual and digital forms



#### Innovative Problem Solver

- Gathers and analyzes information from a variety of sources including counter arguments
- Synthesizes ideas/information/data to develop new or unique solutions
- Analyzes and evaluates feedback and impact of approaches on the potential or actual outcome of the work

#### Mastery Learner

- Reasons using discipline/content-specific skills
- Makes adjustments as required based on new knowledge and experience
- Applies learned content to settings and contexts beyond the classrooms
- Applies a growth mindset to persevere when engaging with novel ideas, situations and challenges

#### Self-Directed Navigator

- Prioritizes tasks and manages time effectively
- Initiates course of action and reflects on challenges/failures as opportunities to learn and improve
- Sets goals and develops an action plan to achieve goals
- Uses strengths and resources to make adjustments around obstacles until goals are achieved

#### Productive Collaborator

- Productively works with diverse groups to achieve a goal
- Listens to others' viewpoints to manage conflicts and finds solutions that work toward outcomes
- Seeks out, provides and applies constructive feedback to improve outcomes and achieve goals

#### Community Contributor

- Recognizes a need, plans and engages in action to positively impact local, regional and/or global communities
- Demonstrates empathy and respect for diverse cultures and opinions
- Demonstrates safe, legal and ethical behavior

### **Elementary and Middle School Virtual Learning Academy**

Bullitt County Public School certified staff will be deployed for elementary and middle school students based on enrollment. Classrooms will meet cap requirements for elementary and middle school classrooms and will have a certified teacher. In addition, unified arts/special areas (stem, art, physical education, etc.) will be provided through a combination of certified teachers and digital platforms, as appropriate. Elementary students will be virtually "self-contained" with a homeroom teacher with middle school teachers organized by content and teacher vertically. Reading on grade level at the elementary will be a focus as well as math, science, social studies, and writing. Elementary teachers will teach the five components of literacy in second and third grade aligned with the Kentucky Academic Standards utilizing our early literacy assessment instruction and data protocol. Elementary and middle school students will also be provided time to experience student-led conferences, be involved in goal setting, mentoring, and other experiences that support a child's academic experience. Students will have access to extracurriculars and athletics at their home school.

### **High School Virtual Learning Academy**

High school students enrolled in Bullitt Virtual Learning Academy innovative program will graduate within their 4-year cohort. Students will have certified teachers for content area graduation requirements. Students will be provided pathway opportunities, dual credit and AP classes as needed and/or requested through collaboration with Jefferson Community and Technical College (JCTC). As the program continues to grow with enrollment, transition readiness, pathway growth and completion, and expansion of learning opportunities shall be added to the academy. The program will be assessed primarily on how many students graduate with their cohort on time. We anticipate that we can graduate most of our students in a span of four years. There is also a component in the program where we'll also focus on early graduation and some students may graduate in three years. Overall it will be a different educational platform that will be a gateway for students to start their college and career readiness. We also expect that all of our students graduate college and/or career ready. High school students will also be provided time to experience student-led conferences, be involved in goal setting, mentoring, and other experiences that support a child's academic experience. Students will have access to extracurriculars and athletics at their home school.



### **Special Populations**

Bullitt County Public Schools has diverse learners in all grade levels and is open to application and enrollment to all students. However, students with disabilities are enrolled as determined through the ARC process involving appropriate stakeholders. BCPS certified special education teachers are deployed to students in the BVLA who have an individualized education plan (IEP). The regular education teacher and special education teacher collaborate to ensure the individual needs are met by each student along with ensuring progress on IEP goals. Co-teaching and resource teaching will be implemented as dictated on IEP. English Language Learners will also be provided with access to the BVLA and their language and academic needs will be met by deploying existing district English Language Teachers to provide support in and out of the regular classroom for students at all levels. Assessment data is utilized to determine if the BVLA is an appropriate placement for an EL student based on ACCESS and TELL assessment data. Gifted and talented students have access to the BVLA and individualized programming will be provided based on the Gifted Student Services Plan for each student through our existing district gifted and talented teachers.

### **Collection of Work Evidence and Outcomes**

Climate and satisfaction surveys, academic formative and summative assessments, and progression through the online learning platforms are components of how Bullitt County will measure progress towards grade level mastery and graduation. Solution-based meetings, focusing on academic history combined with social and emotional aspects will guide the individualized educational needs of the students. The professional learning community process will be used for teachers to answer the four questions: (1) What do our students need to know and be able to do? (standards), (2) How will we know they have learned it?, (3) How will we respond when they master standards?, and (4) How will we respond when they do not master standards?. In addition, the instructional process will be used to plan units with mastery checks for students along the way. Student work samples will be collected and reviewed throughout the PLC process and at school level meetings to analyze and assess the expectations and quality of work in the BVLA. Teachers will be required to submit lesson plans for review for the planning of research-based instruction fused with digital learning tools and pedagogies. Learning outcomes will be monitored through MasteryConnect through formative and summative assessments, our district CASE benchmark assessment, ACT, state assessment data, transition ready percentages, and graduation rate. In addition, mastery of our Graduate Profile competencies will be embedded into work evidence and outcomes for students to demonstrate skills tied to each competency.

### **Professional Learning**

A district instructional coach is included as part of the staffing at BVLA to support teachers through coaching cycles to build teacher capacity and support administration in ensuring high expectations, grade level assignments, rigor, and student support. In addition, BVLA has access to a district Digital Learning Coach and Special Education Instructional Coach as well for professional learning and support for teachers. A focus for BVLA into the 2022-2023 school year will be providing training for teachers to implement Project-Based Learning within the virtual environment. BVLA also submitted a professional development plan, like in-person schools, to ensure teachers have the needed support and tools for growth and development teaching in a virtual environment. Overall, staff at BVLA are provided the same opportunities to participate in district offered professional development as well.

### **Resources:**

Bullitt Virtual Learning Academy Website: <https://sites.google.com/bullitt.kyschools.us/bvla/home>  
2021-2022 BVLA Student Voice Survey Data: [Elementary](#), [Middle](#), [High](#)