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TO: Dr. Jesse Bacon, Superintendent

FROM: Dr. Adrienne Usher, Assistant Superintendent
Dr. Brandy Howard, Chief Academic Officer

DATE: November 17, 2025

RE: HB 190 - Plan on Advanced Coursework (Grades 4–12)

The HB 190 - Plan on Advanced Coursework (Grades 4–12) is submitted for formal approval to ensure immediate compliance with HB 190 (2025) by December 1, 2025. This strategy transforms our process from nomination to a proactive, data-driven framework, enabling automatic enrollment for students who demonstrate readiness. Placement is based on objective criteria, including a Distinguished State Assessment rating, consistent universal screener performance, or Gifted and Talented (GT) identification. By utilizing these clear, multiple measures and committing to an annual review of enrollment data by student group, the plan guarantees equitable representation and fosters high academic achievement across the district. Approval is requested for HB 190 Plan on Advanced Coursework (Grades 4-12).

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

Bullitt County Public Schools
HB 190 - Plan on Advanced Coursework (Grades 4–12)

Purpose: Bullitt County Public Schools is committed to ensuring that all students—including those identified as gifted and talented—have equitable access to rigorous and advanced learning opportunities. In alignment with House Bill 190 (2025) and BCPS Board Policy 08.132, this plan establishes consistent procedures for identifying, placing, supporting, and monitoring high-achieving students who demonstrate readiness for advanced coursework or accelerated learning in **English Language Arts, Mathematics, Social Studies, and Science**.

The goal is to promote high levels of academic achievement and engagement for *all* students, representative of our student demographics, ensuring that every student is capable of advanced performance and can thrive.

Definitions: The definitions specified in 704 KAR 003:285 and KRS 158.6453 shall be used in the operation of the District's programs for gifted and talented students and high achieving students placed in advanced opportunities as defined below.

Advanced Coursework – As defined under KRS 158.6453 (amended by HB 190): educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to honors courses, advanced placement, dual enrollment, or other high-level content.

Accelerated Learning – An organized way of helping students meet individual academic goals by providing direct instruction to eliminate performance deficiencies or enable students to move more rapidly through course requirements and pursue higher-level skill development.

Cluster Grouping – The placement of identified high-ability or advanced-readiness students into a heterogeneous classroom or instructional setting with trained teachers, providing differentiated instruction and opportunities for advanced content. (Aligned with 704 KAR 3:285 definitions for gifted and talented programs)

Gifted & Talented (GT) Identification – Formal identification of a student in grades 4-12 who demonstrates, or shows potential for, performing at an exceptionally high level in one or more categories (e.g., general intellectual aptitude, specific academic aptitude). (704 KAR 3:285)

Automatic Enrollment and Placement Criteria (Grades 4–12): Students may be automatically enrolled and/or cluster-grouped for advanced coursework if they meet one or more of the following criteria:

- **State Assessment Scores:** Distinguished level on the State Assessment in the content areas of English Language Arts, Math, Science, or Social Studies.
- **Universal Screener Data (Grades 4–8):** Consistent performance *above grade level* in the same content area across benchmark windows.

- **Gifted and Talented Identification:** Students identified as GT in specific academic domains under Policy 08.132 will be placed in advanced and/or cluster-grouped settings within those domains.
- **Additional Multiple Measures of Identification Criteria to include:** Classroom formative/summative assessment, curriculum performance tasks, grades, past/current enrolled courses, college admissions exam scores, transcript review, etc..

Students in Grades 4-12 who demonstrate interest in more rigorous opportunities may contact their school counselor for an overall review, aligned to criteria above.

Opt-Out/Withdraw Procedures:

- A parent or guardian may request in writing that their child withdraw from automatic enrollment in advanced coursework through a district opt-out process.
- A principal may withdraw a student from advanced coursework only after a good-faith effort to contact the parent or guardian has been made.
- The principal may withdraw a student without parental consent if participation is determined to have an adverse educational impact on the student, as documented through a team review.
- Students withdrawn from advanced coursework may participate based on an overall review aligned to automatic enrollment criteria (listed above).

Academic Supports and Professional Learning: Teachers of advanced opportunities will be offered on-going professional learning focused on differentiation, acceleration, and the social-emotional needs of high-achieving students.

Communication Plan: Parents/guardians will be notified of available advanced coursework options and the long-term academic and career benefits of participation.

Monitoring and Data Review: The District, in collaboration with the Director of Elementary, Director of Secondary and Gifted and Talented Department, will annually review enrollment data by student group and academic performance.