

JESSE BACON, SUPERINTENDENT
ADRIENNE USHER, DEPUTY SUPERINTENDENT
BRANDY HOWARD, CHIEF ACADEMIC OFFICER
TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent
FROM: Dr. Adrienne Usher, Deputy Superintendent
Dr. Brandy Howard, Chief Academic Officer
RE: Curriculum/Instructional Resources, etc. Approval
DATE: March 13, 2026

As of July 25, 2022, the Superintendent will oversee all curriculum, textbooks, instructional materials, and student support services per changes in Kentucky Revised Statutes (KRS 160.345). The curriculum in each school shall be designed to achieve student capacities established by KRS 158.645 and the school goals established by KRS 158.6451. The curriculum shall comply with all applicable state and federal statutes and regulations. In any school administered under the provisions of KRS 160.345, the Superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the Board, the Principal, and the school council and after a reasonable public review and response period for all stakeholders. The attached documentation provides details on the following.

- School/Location
- Name of program or department requesting curriculum
- Applicable research and/or evidence-based findings for this curriculum (What Works ClearingHouse, EdReports, etc.)
- Explanation of curriculum materials including purpose, when will be utilized, content area, etc.
- Date of minimum two-week public stakeholder review by staff, parents, and the school community
- Review/approval date by Assistant Superintendent and/or Chief Academic Officer

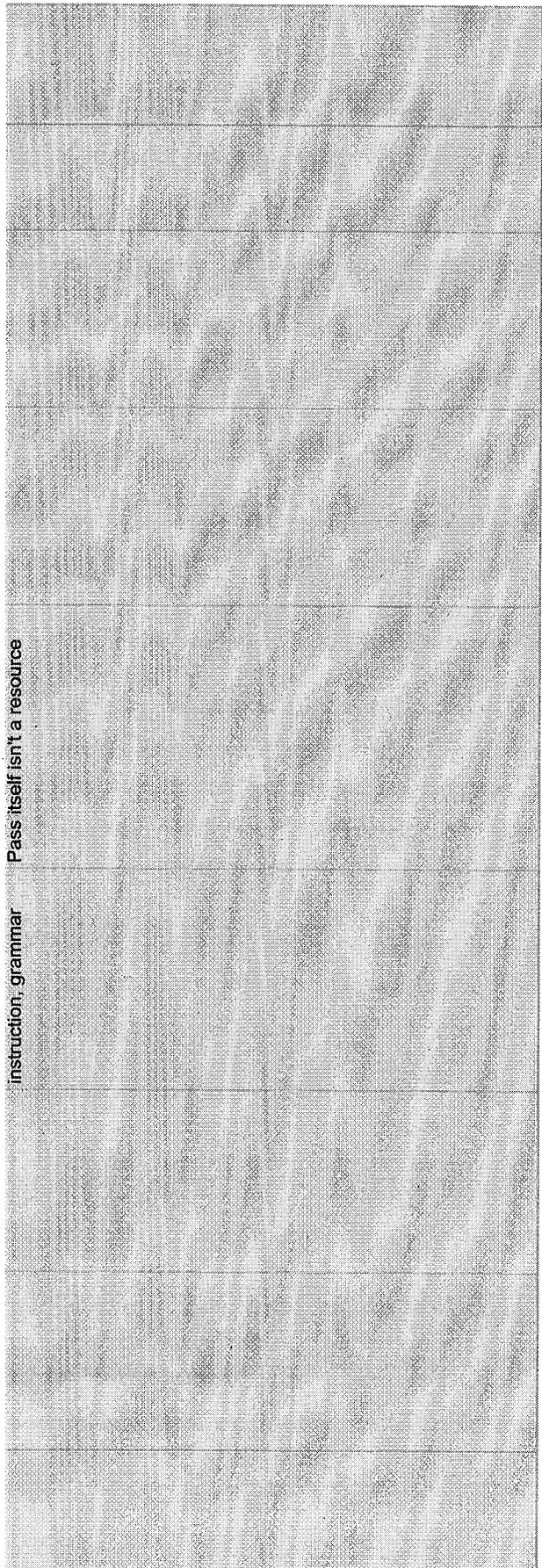
Approval is requested of curriculum and/or instructional resources for district wide use along with several schools.

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

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

School/Program	Please provide what specific program and/or department is the request for, if applicable.	Curriculum Material Name (software, textbooks, instructional materials, support)	Please provide applicable research and/or evidence-based findings for this curriculum (What Works)	Explanation of Curriculum Materials including purpose, when will be utilized, which content/behavior, etc. (link website and/or)	Provide dates of when a minimum of a 2-week public stakeholder review by staff, parents, and the school community	Comments/Questions	Name	Deputy Super/CA Approval
Central Office Department	Deaf and Hard of Hearing	SPICE 2nd Edition (Speech Perception Instructional Curriculum and Evaluation)	SPICE 2 (Speech Perception Instructional Curriculum and Evaluation) is an evidence-based auditory training program for children (ages 2-12) with cochlear implants or hearing aids, focusing on a hierarchical, developmental approach to listening skills. Research indicates that structured, bottom-up training, such as the SPICE 2nd Edition curriculum, improves speech perception and generalizes to other talkers.	CID SPICE 2nd Edition (Speech Perception Instructional Curriculum and Evaluation) is an auditory training curriculum that is perfect for teachers of the deaf and SLPs looking for a curriculum for auditory skill development. It is designed to help you: evaluate a student's speech perception abilities plan auditory skills instruction measure and record student progress and report to parents and other professionals From speech detection to suprasegmental perception, vowel and consonant perception and connected speech, SPICE includes skills and activities for beginning listeners and up.	Because this is used across the district, it was not listed on a school website. DHH teachers have been reviewing this curriculum for the last 3 years waiting for funds to become available.	Use of this curriculum is standard practice across many districts in the OVEC region. DHH staff has wanted it for several years. With the cost of Hearing Assistive Technology (FM systems) needed for our students, it has been out of our funding availability. Thank you for your consideration.	Lisa Coy	AU 5.11.25
			Evidence-Based Findings and Key Aspects of SPICE 2: Developmental Hierarchy: The curriculum addresses four key areas: speech detection, suprasegmental perception (voice, rhythm, duration), vowel/consonant perception, and connected speech. Targeted Skills: It includes specific goals for modern auditory training, such as perceiving voice and manner in words, distinguishing morphemes (plural nouns, past tense), and following instructions.	This curriculum incorporates the best of what CID teachers have learned using the original SPICE in the classroom for 20+ years. New goals include perceiving voice and manner in words, perceiving morphemes in plural nouns and past tense verbs, imitating nonsense words and following directions. The kit contains everything you need to start laying the foundation for developing auditory skills with children aged 2-12 with cochlear implants and/or hearing aids.				

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		Therapeutic instructional materials from Speech Musings are grounded in evidence-based speech-language pathology research and support school-based speech-language pathologists in providing services across grade levels aligned with the requirements of the Individuals with Disabilities Education Act (IDEA). According to the American Speech-Language-Hearing Association, effective speech-language services should integrate research evidence, clinical expertise, and student needs. Materials are designed to support IEP goal structures used in school settings, to reflect current research and best practices in speech-language intervention and are regularly reviewed and updated as new research emerges. All of the materials come with specific research cited and summary pages. The materials in this membership support research-based intervention approaches commonly used in school speech-language therapy, including explicit vocabulary	These materials provide structured, scaffolded activities targeting language, including vocabulary, sentence formulation, comprehension, and narratives. It also includes materials for AAC, social communication, and SLP collaboration with teachers, admin, and parents/guardians. The materials incorporate visual supports, explicit instruction, and repeated practice opportunities. The All Access					



Pass itself isn't a resource

instruction, grammar

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		The Articulation Station Hive is a collection of digital tools that allow clinicians to implement evidence-based articulation therapy approaches efficiently. The treatment app is centered around the traditional articulation therapy hierarchy described by Charles Van Riper, which is the most widely used intervention framework for speech sound disorders. The apps provide structured practice from sound isolation through conversational speech, allowing clinicians to implement motor-based speech sound intervention with repeated practice and clinician feedback. Research indicates that increased practice opportunities, immediate feedback, and systematic progression from isolation to conversational speech improve speech sound acquisition. Evidence-based intervention for speech sound disorders emphasizes high treatment intensity and frequent practice opportunities within therapy sessions (Edeal &						