

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

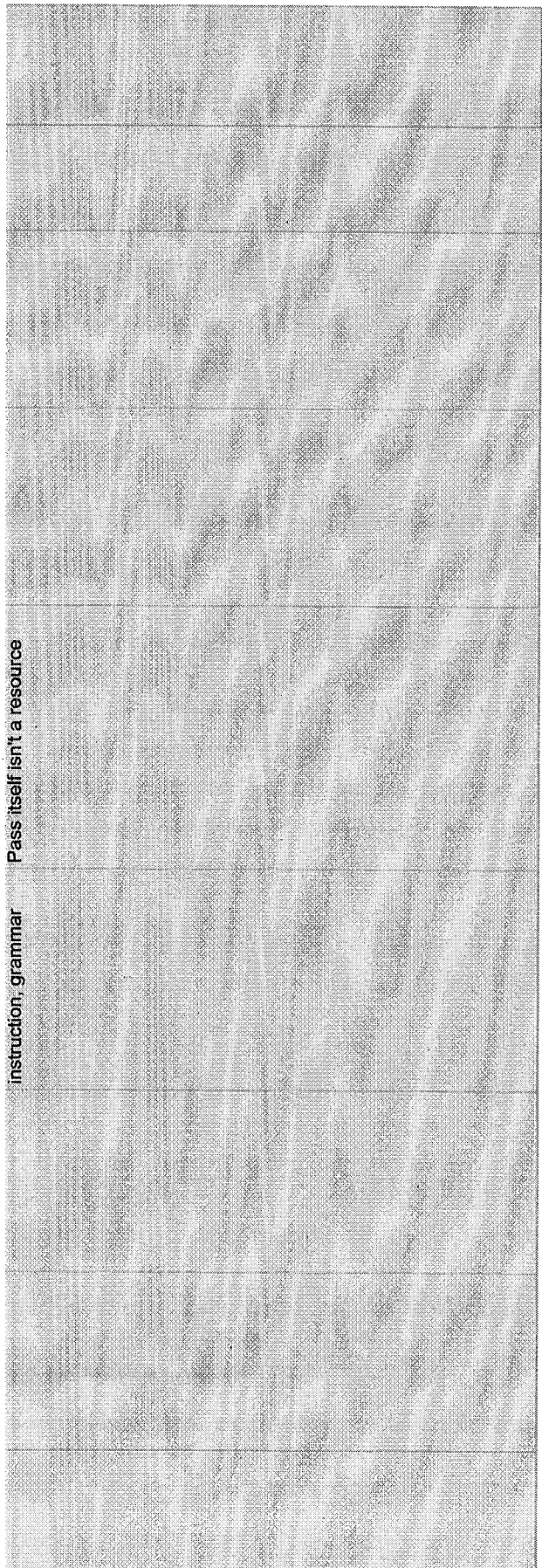
Approval is requested of curriculum and/or instructional resources for district wide use along with several schools.

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 &						

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Deaf and Hard of Hearing	SPICE 2nd Edition (Speech Perception Instructional Curriculum and Evaluation)	<p>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.</p> <p>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. Effectiveness: Evidence supports that SPICE 2 helps children move from foundational listening (detection) to complex, real-life speech recognition. Generalization: Studies suggest structured training, similar to SPICE, improves a child's ability to recognize speech across different speakers. Measurement and Progress: SPICE 2 provides rating forms that help educators set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), allowing for objective tracking of a child's progress over a semester or year.</p> <p>The curriculum is based on more than 20 years of clinical experience at the</p>	<p>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:</p> <ul style="list-style-type: none"> evaluate a student's speech perception abilities plan auditory skills instruction measure and record student progress and report to parents and other professionals <p>From speech detection to suprasegmental perception, vowel and consonant perception and connected speech, SPICE includes skills and activities for beginning listeners and up.</p> <p>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.</p> <p>https://professionals.cid.edu/product/cid-spice-2nd-edition/</p> <p>This kit will be used with any DHH student that needs instruction of listening and understanding speech. It is especially helpful with students that are new hearing aid or cochlear implant users as they learn to interpret</p>	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.	Lisa Coy	AU 5.11.25

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 ClearingHouse, EdReports, etc.) .	Explanation of Curriculum Materials including purpose, when will be utilized, which content/behavior, etc. (link website and/or information)	Provide dates of when a minimum of a 2-week public stakeholder	Name	Deputy Super/CA O Approval
Special Education - Speech Pathology	Speechy Musings All Access Pass	<p>Therapeutic instructional materials from Speechy 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 instruction, grammar and morphology intervention, narrative language development, and comprehension strategies. These approaches are supported in the literature by researchers such as Isabel L. Beck, Margaret G. McKeown, and Laurence B. Leonard. The differentiated design helps speech-language pathologists to adapt activities for students with varying ability levels, increasing engagement and maximizing instructional time within therapy sessions.</p>	<p>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 but a membership that gives unlimited access to evidence-based materials that allow for more efficient therapy planning. Materials will be used during individual and small-group speech therapy sessions to support instruction and practice of communication skills aligned with student IEP goals. These activities will help students develop communication skills necessary for academic success and classroom participation, which can help students reach competencies of the BCPS Graduate Profile. https://speechymusings.com/all-access-pass-2/#join</p>	3/9/2026	McKenna Tucker	AU 3.13.26

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Special Education - Speech Pathology	Articulation Station Hive	<p>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 & Gildersleeve-Neumann, 2011; Williams, 2012; Warren et al., 2007). The phonological process activities included in the apps reflect established phonological intervention approaches used in speech-language pathology, including minimal pair contrast therapy and pattern-based intervention such as the Cycles Approach (Hodson & Paden). These approaches are supported in the research literature for reducing phonological error patterns and improving intelligibility by reorganizing a child's phonological system. Studies have shown that contrast therapy and cycles intervention can lead to significant improvements in speech accuracy and generalization to untreated words. The</p>	<p>Articulation Station Hive provides structured practice, high-frequency repetition, and engaging interactive activities. It will be utilized during individual and small-group speech therapy sessions to provide repeated practice opportunities and interactive activities that support improvement in speech sound production and intelligibility. The digital tools target articulation accuracy, phonological awareness, sound discrimination, and generalization of correct speech productions. Practice targets are customizable to fit the individualized needs of each student. Data tracking features also support progress monitoring toward IEP goals. https://www.littlebeespeech.com/blog/articulation-station-hive-for-ipad-and-i-phone/ https://lbs-web.s3.us-west-1.amazonaws.com/Little_Bee_Hive_Info_Packet.pdf</p>	3/9/2026	McKenna Tucker	AU 3.13.26

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Primary	ESGI	<p>ESGI is the only progress monitoring system designed to support Pre-K through 2nd Grade foundational skills development. Teachers seamlessly collect, track, and analyze student data to inform classroom instruction. Administrators have real-time, district-wide visibility into where students stand. ESGI delivers actionable data, enabling educators to close skill gaps and improve learning outcomes.</p> <p>Literature Review: How ESGI supports Student learning ESGI software provides robust progress monitoring for students in Pre-K through 2nd grade, supporting early intervention, personalized learning, and data-informed instruction. It gives educators and school districts tools they need to effectively support all students in foundational learning goals and to track each students' progress. Teachers can use their own assessments or can use pre-loaded assessments and these can be shared at the school and district levels. Additionally, ESGI helps teachers foster a partnership with parents by providing them with specific and detailed progress information about learning goals. These features align with established research on educational assessment and intervention strategies that emphasize the critical importance of ongoing monitoring and tailored support for young learners</p>	We would be using it to support data collection, data analysis, communication with families, and supporting with MTSS groupings. https://esgisoftware.com/	March 3	Brittany Joiner	AU 3.18.26

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MSD Middle and High School Units	Attainment Company Money Skills: Adapting Math Curriculum	Sets are broken down into teachable objectives, with sequenced benchmarks to help students progress at their own pace. In Skill Set One, for example, students identify and name coins and bills. Skill Set Seven focuses on counting exact amounts to pay for purchases up to \$50. Assessments pinpoint student strengths and deficits so you use only the activities you need. The Attainment curriculum emphasizes customized lessons and progressive skill sets. Evidence- Based Findings : Individualized/adaptive instruction Functional, real-world math application Explicit teaching of foundational concepts Structured progression and scaffolding Alignment with special education best practices	https://www.attainmentcompany.com/money-skills-adapting-math-curriculum Aligned with Common Core, and NCTM and state standards Customized lessons to meet each student's needs Incorporates 250 illustrated worksheets, assessments, and benchmarks throughout Provides nine progressive skill sets with outlined teaching objectives	January 2026	Tiffany Darnell	AU 3.18.26
MSD-High School	Attainment Company : Focus Series Curriculum	<p>Workbook questions follow Bloom's Taxonomy for Learning in which students are asked to create, evaluate, analyze, apply, understand, and remember to answer questions.</p> <p>Focus Series emphasizes repeated exposure and skill reinforcement. Cognitive science research shows that practice and reinforcement improve retention and attainment through stronger memory encoding.</p>	<p>A collection of four titles ideal for transition students.</p> <p>Real-life photos to help nonreaders and emergent readers understand the content.</p> <p>Titles come with an Instructor's Reference Guide, Student Reader, and consumable Student Workbook.</p> <p>The Focus Series is a compilation of four titles ideal for students in transition: the new Focus on Work, Focus on Community, Focus on Safety, and a customer favorite, Focus on Feelings. This will be used in a Daily Living class across the district.</p> <p>https://www.attainmentcompany.com/focus-series</p>	3/6/2026	Tiffany Darnell	AU 3.18.26