

1 AN ACT relating to education.

2 ***Be it enacted by the General Assembly of the Commonwealth of Kentucky:***

3 ➔Section 1. KRS 156.557 is amended to read as follows:

4 (1) As used in this section:

5 (a) "Formative evaluation" means a continuous cycle of collecting evaluation  
6 information and providing feedback with suggestions regarding the certified  
7 employee's professional growth and performance; and

8 (b) "Summative evaluation" means the summary of, and conclusions from, the  
9 evaluation data, including formative evaluation data that:

- 10 1. Occur at the end of an evaluation cycle; and  
11 2. Include a conference between the evaluator and the evaluated certified  
12 employee and a written evaluation report.

13 (2) The Kentucky Department of Education, in consultation with the Kentucky teacher  
14 and principal steering committees and other groups deemed appropriate by the  
15 commissioner of education, shall develop a statewide framework for teaching that  
16 shall promote the continuous professional growth and development of skills needed  
17 to be a highly effective teacher or a highly effective administrator in a school or  
18 district.

19 (3) Each district shall develop and implement a personnel evaluation system aligned  
20 with the statewide framework for teaching established in subsection (2) of this  
21 section that shall:

- 22 (a) Use multiple measures of effectiveness;  
23 (b) Include both formative and summative evaluation components;  
24 (c) Measure professional effectiveness;  
25 (d) Support professional growth;  
26 (e) Have at least four (4) performance levels;  
27 (f) Be used to inform personnel decisions;

- 1 (g) Be considerate of the time requirements of evaluators at the local level and  
2 shall not require that all certified school personnel have a formal summative  
3 evaluation each year; and
- 4 (h) Rate teachers or administrators by multiple measures instead of a single  
5 measure.
- 6 (4) The performance criteria by which teachers and administrators shall be evaluated  
7 shall include but not be limited to:
- 8 (a) Performance of professional responsibilities related to his or her assignment,  
9 including attendance and punctuality and evaluating results;
- 10 (b) Demonstration of effective planning of curricula, classroom instruction, and  
11 classroom management, based on research-based instructional practices, or  
12 school management skills based on validated managerial practices;
- 13 (c) Demonstration of knowledge and understanding of subject matter content or  
14 administrative functions and effective leadership techniques;
- 15 (d) Promotion and incorporation of instructional strategies or management  
16 techniques that are fair and respect diversity and individual differences;
- 17 (e) Demonstration of effective interpersonal, communication, and collaboration  
18 skills among peers, students, parents, and others;
- 19 (f) Performance of duties consistent with the goals for Kentucky students and  
20 mission of the school, the local community, laws, and administrative  
21 regulations;
- 22 (g) Demonstration of the effective use of resources, including technology;
- 23 (h) Demonstration of professional growth;
- 24 (i) Adherence to the professional code of ethics; and
- 25 (j) Attainment of the teacher standards or the administrator standards as  
26 established by the Education Professional Standards Board that are not  
27 referenced in paragraphs (a) to (i) of this subsection.

- 1 (5) The following provisions shall apply to each school district's personnel evaluation  
2 system:
- 3 (a) Certified school personnel, below the level of superintendent, shall be  
4 evaluated;
- 5 (b) The evaluation system shall include formative evaluation and summative  
6 evaluation components; and
- 7 (c) The Kentucky Board of Education shall adopt administrative regulations  
8 incorporating written guidelines for a local school district to follow in  
9 implementing the personnel evaluation system and shall require the following:
- 10 1. All evaluations of certified school personnel below the level of the  
11 district superintendent shall be in writing on evaluation forms and under  
12 evaluation procedures developed by a committee composed of an equal  
13 number of teachers and administrators;
- 14 2. The immediate supervisor of the certified school personnel member  
15 shall be designated as the primary evaluator. At the request of a teacher,  
16 observations by other teachers trained in the teacher's content area or  
17 curriculum content specialists may be incorporated into the formative  
18 process for evaluating teachers;
- 19 3. All monitoring or observation of performance of a certified school  
20 personnel member shall be conducted openly and with full knowledge of  
21 the personnel member;
- 22 4. Evaluators shall be trained, tested, and approved in accordance with  
23 administrative regulations adopted by the Kentucky Board of Education  
24 in the proper techniques for effectively evaluating certified school  
25 personnel. Evaluators shall receive support and resources necessary to  
26 ensure consistent and reliable ratings;
- 27 5. The personnel evaluation system shall include a plan whereby the

1 person evaluated is given assistance for professional growth as a teacher  
2 or administrator. The system shall also specify the processes to be used  
3 when corrective actions are necessary in relation to the performance of  
4 one's assignment;

5 6. The system shall require annual summative evaluations for each teacher  
6 or other professional who has not attained continuing service status  
7 under KRS 161.740 or continuing status under KRS 156.800(7). The  
8 system shall require summative evaluations ~~[at least]~~ once every five  
9 (5)~~[three (3)]~~ years for a teacher or other professional who has attained  
10 continuing service status under KRS 161.740 or continuing status under  
11 KRS 156.800(7), principals, assistant principals, and other certified  
12 administrators. Additional summative evaluations may be performed at  
13 the discretion of the immediate supervisor of a teacher or other  
14 professional based upon a case-by-case analysis of the performance  
15 criteria set forth in subsection (4) of this section but shall not be  
16 imposed as a uniform requirement across the system; and

17 7. The training requirement for evaluators contained in subparagraph 4. of  
18 this paragraph shall not apply to district board of education members.

19 (6) (a) Each superintendent shall be evaluated according to a policy and procedures  
20 developed by the local board of education and approved by the department.

21 (b) The summative evaluation of the superintendent shall be in writing, discussed  
22 and adopted in an open meeting of the board and reflected in the minutes, and  
23 made available to the public upon request.

24 (c) Any preliminary discussions relating to the evaluation of the superintendent  
25 by the board or between the board and the superintendent prior to the  
26 summative evaluation shall be conducted in closed session.

27 (7) The Kentucky Board of Education shall establish an appeals procedure for certified

1 school personnel who believe that the local school district failed to properly  
2 implement the evaluation system. The appeals procedure shall not involve requests  
3 from individual certified school personnel members for review of the judgmental  
4 conclusions of their personnel evaluations.

5 (8) The local board of education shall establish an evaluation appeals panel for certified  
6 school personnel that shall consist of two (2) members elected by the certified  
7 employees of the local district and one (1) member appointed by the board of  
8 education who is a certified employee of the local board of education. Certified  
9 school personnel who think they were not fairly evaluated may submit an appeal to  
10 the panel for a timely review of their evaluation.

11 (9) The Kentucky Department of Education may annually provide for on-site visits by  
12 trained personnel to review and ensure appropriate implementation of the  
13 evaluation system by the local school district. The department shall provide  
14 technical assistance to local districts to eliminate deficiencies and to improve the  
15 effectiveness of the evaluation system.

16 (10) The disclosure, pursuant to KRS Chapter 61, of any data or information, including  
17 student growth data, that local school districts or the Kentucky Department of  
18 Education collect on individual classroom teachers under this section is prohibited.

19 (11) The results of evaluations conducted under this section shall not be included in the  
20 accountability system described in KRS 158.6455 and no reporting requirements  
21 related to these results shall be imposed upon the local school districts by the  
22 Kentucky Department of Education.

23 ➔Section 2. KRS 158.060 is amended to read as follows:

24 (1) **Each teacher shall be provided access to a copy of his or her employment contract**  
25 **upon request.**

26 (2) Twenty (20) school days, or days in which teachers are actually employed in the  
27 schoolroom, shall constitute a school month in the common schools.

1 ~~(3)~~~~(2)~~ Each full-time teacher shall be provided with a duty-free lunch period each  
2 day during the regularly scheduled student lunch period. The duty-free lunch period  
3 shall be not less than the length of the lunch period specified in the school calendar  
4 approved by the chief state school officer. A full-time teacher may be assigned to  
5 lunch room duty during the regularly scheduled student lunch period only for an  
6 amount of time equal to the noninstructional time in excess of fifty-five (55)  
7 minutes included in the teacher's daily schedule. The calculation of noninstructional  
8 time shall not include the teacher's duty-free lunch period, the time teachers are  
9 required to be at school prior to the start of the student's instructional day, or the  
10 time teachers are required to remain at school after the students are dismissed.

11 ~~(4)~~~~(3)~~ Except for children with disabilities and children attending the primary school  
12 program who may attend a program of less than six (6) hours per day under policy  
13 adopted by the local school district board of education and approved by the  
14 commissioner of education and children attending a school district where the local  
15 board has approved a schedule that provides at least the equivalent of six (6) hours  
16 of daily instruction during the school year, a minimum of six (6) hours of actual  
17 school work shall constitute a school day. Kindergarten programs may be operated  
18 for less than six (6) hours without state board approval. The Kentucky Board of  
19 Education, upon recommendation of the chief state school officer, shall develop and  
20 approve regulations governing make up by school districts of whole days missed  
21 due to emergencies, or partial days missed as a result of shortening regularly  
22 scheduled school days due to emergencies.

23 ~~(5)~~~~(4)~~ Teachers shall be provided additional time for nonteaching activities. The  
24 nonteaching time shall be used to provide teachers opportunities for professional  
25 development activities as provided in KRS 156.095, instructional planning, school-  
26 based decision making as provided in KRS 160.345, curriculum development, and  
27 outreach activities involving their students' families and the community.

1 ~~(6)~~~~(5)~~ Character education programs and activities shall be considered valuable and  
2 legitimate components of the actual school work constituting a school day under  
3 subsection ~~(4)~~~~(3)~~ of this section.

4 ➔Section 3. KRS 156.095 is amended to read as follows:

5 (1) (a) The Kentucky Department of Education shall establish, direct, and maintain a  
6 statewide program of professional development to improve instruction in the  
7 public schools.

8 (b) By August 1, 2025, the department shall create a four (4) year recurring  
9 professional development training schedule that includes all professional  
10 development for certified personnel required by subsection (2) of this  
11 section and federal law.

12 (c) Each local school district shall implement the professional development  
13 training schedule created by the department.

14 (2) All certified school district employees and public charter school employees shall  
15 complete at least one (1) hour of each of the following trainings within twelve  
16 (12) months of initial hire and at least once every four (4) years thereafter:

17 (a) How to respond to an active shooter situation training prepared by the  
18 Department of Criminal Justice Training in collaboration with the  
19 department, the Kentucky Law Enforcement Council, and the Center for  
20 School Safety;

21 (b) Child abuse and neglect prevention, recognition, and reporting training  
22 from the list of trainings approved by the department in accordance with  
23 subsection (7) of this section;

24 (c) 1. High-quality, evidence-based suicide prevention training, including  
25 risk factors, warning signs, protective factors, response procedures,  
26 referral, postvention, and the recognition of signs and symptoms of  
27 possible mental illness.

1                    2. As used in this paragraph, "postvention" means a series of planned  
 2                    supports and interventions with persons affected by a suicide for the  
 3                    purpose of facilitating the grieving or adjustment process, stabilizing  
 4                    the environment, reducing the risk of negative behaviors, and limiting  
 5                    the risk of further suicides through contagion; and  
 6                    (d) Self-study review of seizure disorder materials.

7                    (3) (a)~~(2)~~ Each local school district superintendent shall appoint a certified school  
 8                    employee to fulfill the role and responsibilities of a professional development  
 9                    coordinator who shall disseminate professional development information to  
 10                    schools and personnel. Upon request by a school council or any employees of  
 11                    the district, the coordinator shall provide technical assistance to the council or  
 12                    the personnel that may include assisting with needs assessments, analyzing  
 13                    school data, planning and evaluation assistance, organizing districtwide  
 14                    programs requested by school councils or groups of teachers, or other  
 15                    coordination activities.

16                    (b)~~(a)~~ The manner of appointment, qualifications, and other duties of the  
 17                    professional development coordinator shall be established by the local board  
 18                    of education~~[Kentucky Board of Education through promulgation of~~  
 19                    ~~administrative regulations].~~

20                    (c)~~(b)~~ The local district professional development coordinator may~~shall~~  
 21                    participate in the Kentucky Department of Education annual training program  
 22                    for local school district professional development coordinators. The training  
 23                    program may include, but not be limited to, the demonstration of various  
 24                    approaches to needs assessment and planning; strategies for implementing  
 25                    long-term, school-based professional development; strategies for  
 26                    strengthening teachers' roles in the planning, development, and evaluation of  
 27                    professional development; and demonstrations of model professional



1 development programs. The training shall include information about teacher  
2 learning opportunities relating to the core content standards. The  
3 department~~[Kentucky Department of Education]~~ shall regularly collect and  
4 distribute this information.

5 ~~(4)~~~~(3)~~ The department~~[Kentucky Department of Education]~~ shall provide or  
6 facilitate optional, professional development programs for certified personnel  
7 throughout the Commonwealth that are based on the statewide needs of teachers,  
8 administrators, and other education personnel. Programs may include classified  
9 staff and parents when appropriate. Programs offered or facilitated by the  
10 department shall be at locations and times convenient to local school personnel and  
11 shall be made accessible through the use of technology when appropriate. They  
12 shall include programs that: address the goals for Kentucky schools as stated in  
13 KRS 158.6451, including reducing the achievement gaps as determined by an  
14 equity analysis of the disaggregated student performance data from the state  
15 assessment program developed under KRS 158.6453; engage educators in effective  
16 learning processes and foster collegiality and collaboration; and provide support for  
17 staff to incorporate newly acquired skills into their work through practicing the  
18 skills, gathering information about the results, and reflecting on their efforts.  
19 Professional development programs shall be made available to teachers based on  
20 their needs which shall include but not be limited to the following areas:

- 21 (a) Strategies to reduce the achievement gaps among various groups of students  
22 and to provide continuous progress;
- 23 (b) Curriculum content and methods of instruction for each content area,  
24 including differentiated instruction;
- 25 (c) School-based decision making;
- 26 (d) Assessment literacy;
- 27 (e) Integration of performance-based student assessment into daily classroom

- 1 instruction;
- 2 (f) Nongraded primary programs;
- 3 (g) Research-based instructional practices;
- 4 (h) Instructional uses of technology;
- 5 (i) Curriculum design to serve the needs of students with diverse learning styles  
6 and skills and of students of diverse cultures;
- 7 (j) Instruction in reading, including phonics, phonemic awareness,  
8 comprehension, fluency, and vocabulary;
- 9 (k) Educational leadership; and
- 10 (l) Strategies to incorporate character education throughout the curriculum.

11 ~~(5)(4)~~ The department shall assist school personnel in assessing the impact of  
12 professional development on their instructional practices and student learning.

13 ~~(6) (a)(5)~~ **Upon the request of a school district or school council,** the department  
14 shall assist ~~[districts and school councils]~~ with the development of long-term  
15 school and district improvement plans that include multiple strategies for  
16 professional development based on the assessment of needs at the school  
17 level.

18 ~~(b)(a)~~ Professional development strategies may include but are not limited to  
19 participation in subject matter academies, teacher networks, training institutes,  
20 workshops, seminars, and study groups; collegial planning; action research;  
21 mentoring programs; appropriate university courses; and other forms of  
22 professional development.

23 ~~(c)(b)~~ In planning the use of the four (4) days for professional development  
24 under KRS 158.070, school councils and districts shall give priority to  
25 programs that increase teachers' understanding of curriculum content and  
26 methods of instruction appropriate for each content area based on individual  
27 school plans. The district may use up to one (1) day to provide district-wide

1 training and training that is mandated by state or federal law. Only those  
2 employees identified in the mandate or affected by the mandate shall be  
3 required to attend the training.

4 ~~(d)~~~~(e)~~ State funds allocated for professional development shall be used to  
5 support professional development initiatives that are consistent with local  
6 school improvement and professional development plans and teachers'  
7 individual growth plans. The funds may be used throughout the year for all  
8 staff, including classified and certified staff and parents on school councils or  
9 committees. A portion of the funds allocated to each school council under  
10 KRS 160.345 may be used to prepare or enhance the teachers' knowledge and  
11 teaching practices related to the content and subject matter that are required  
12 for their specific classroom assignments.

13 ~~[(6) (a) The Kentucky Cabinet for Health and Family Services shall post on its web~~  
14 ~~page evidence based suicide prevention awareness information, to include~~  
15 ~~recognizing the warning signs of a suicide crisis. The web page shall include~~  
16 ~~information related to suicide prevention training opportunities offered by the~~  
17 ~~cabinet or an agency recognized by the cabinet as a training provider.~~

18 ~~(b) Every public school and public charter school shall provide two (2) evidence-~~  
19 ~~based suicide prevention awareness lessons each school year, the first by~~  
20 ~~September 15 and the second by January 15, either in person, by live~~  
21 ~~streaming, or via a video recording to all students in grades six (6) through~~  
22 ~~twelve (12). Every public school shall provide an opportunity for any student~~  
23 ~~absent on the day the evidence based suicide prevention awareness lesson was~~  
24 ~~initially presented to receive the lesson at a later time. The information may~~  
25 ~~be obtained from the Cabinet for Health and Family Services or from a~~  
26 ~~commercially developed suicide prevention training program.~~

27 ~~(c) 1. Each school year, a minimum of one (1) hour of high quality evidence-~~

1 based suicide prevention training, including risk factors, warning signs,  
2 protective factors, response procedures, referral, postvention, and the  
3 recognition of signs and symptoms of possible mental illness, shall be  
4 required for all school district employees with job duties requiring direct  
5 contact with students in grades four (4) through twelve (12). The  
6 training shall be provided either in person, by live streaming, or via a  
7 video recording and may be included in the four (4) days of professional  
8 development under KRS 158.070. As used in this subparagraph,  
9 "postvention" means a series of planned supports and interventions with  
10 persons affected by a suicide for the purpose of facilitating the grieving  
11 or adjustment process, stabilizing the environment, reducing the risk of  
12 negative behaviors, and limiting the risk of further suicides through  
13 contagion.

14 2. When a staff member subject to the training under subparagraph 1. of  
15 this paragraph is initially hired during a school year in which the  
16 training is not required, the local district shall provide suicide prevention  
17 materials to the staff member for review.

18 (d) The requirements of paragraphs (b) and (c) of this subsection shall apply to  
19 public charter schools as a health and safety requirement under KRS  
20 160.1592(1).

21 (7) (a) By November 1 of each year, a minimum of one (1) hour of training on how  
22 to respond to an active shooter situation shall be required for all school district  
23 employees with job duties requiring direct contact with students. The training  
24 shall be provided either in person, by live streaming, or via a video recording  
25 prepared by the Kentucky Department of Criminal Justice Training in  
26 collaboration with the Kentucky Law Enforcement Council, the Kentucky  
27 Department of Education, and the Center for School Safety and may be

1 included in the four (4) days of professional development under KRS  
2 158.070.

3 (b) ~~When a staff member subject to the training requirements of this subsection is~~  
4 ~~initially hired after the training has been provided for the school year, the~~  
5 ~~local district shall provide materials on how to respond to an active shooter~~  
6 ~~situation.~~

7 (c) ~~The requirements of this subsection shall also apply to public charter schools~~  
8 ~~as a health and safety requirement under KRS 160.1592(1).]~~

9 ~~(Z)~~~~(8)~~ (a) The department~~[Kentucky Department of Education]~~ shall develop and  
10 maintain a list of approved comprehensive evidence-informed trainings on  
11 child abuse and neglect prevention, recognition, and reporting that encompass  
12 child physical, sexual, and emotional abuse and neglect.

13 (b) The trainings shall be web-based or in-person and cover, at a minimum, the  
14 following topics:

- 15 1. Recognizing child physical, sexual, and emotional abuse and neglect;
- 16 2. Reporting suspected child abuse and neglect in Kentucky as required by  
17 KRS 620.030 and the appropriate documentation;
- 18 3. Responding to the child; and
- 19 4. Understanding the response of child protective services.

20 (c) The trainings shall include a questionnaire or other basic assessment tool upon  
21 completion to document basic knowledge of training components.

22 (d) Each local board of education shall adopt one (1) or more trainings from the  
23 list approved by the department~~[Department of Education]~~ to be implemented  
24 by schools.}

25 (e) ~~All school administrators, certified personnel, office staff, instructional~~  
26 ~~assistants, and coaches and extracurricular sponsors who are employed by the~~  
27 ~~school district shall complete the implemented training or trainings within~~

1           ninet~~y~~ (90) days of being hired and then every two (2) years after.

2           ~~(f) Every public school shall prominently display the statewide child abuse~~  
3           ~~hotline number administered by the Cabinet for Health and Family Services,~~  
4           ~~the National Human Trafficking Reporting Hotline number administered by~~  
5           ~~the United States Department for Health and Human Services, and the Safe~~  
6           ~~Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby~~  
7           ~~Boxes national organization or any equivalent successor entity.~~

8           ~~(g) The requirements of this subsection shall also apply to public charter schools~~  
9           ~~as a health and safety requirement under KRS 160.1592(1).]~~

10       ~~(8)~~<sup>(9)</sup> The department~~[Department of Education]~~ shall establish an electronic  
11       consumer bulletin board that posts information regarding professional development  
12       providers and programs as a service to school district central office personnel,  
13       school councils, teachers, and administrators. Participation on the electronic  
14       consumer bulletin board shall be voluntary for professional development providers  
15       or vendors, but shall include all programs sponsored by the department. Participants  
16       shall provide the following information: program title; name of provider or vendor;  
17       qualifications of the presenters or instructors; objectives of the program; program  
18       length; services provided, including follow-up support; costs for participation and  
19       costs of materials; names of previous users of the program, addresses, and  
20       telephone numbers; and arrangements required. Posting information on the bulletin  
21       board by the department shall not be viewed as an endorsement of the quality of  
22       any specific provider or program.

23       ~~(9)~~<sup>(10)</sup> The department~~[Department of Education]~~ shall provide voluntary training to  
24       address the characteristics and instructional needs of students at risk of school  
25       failure and most likely to drop out of school. The training shall be developed to  
26       meet the specific needs of all certified and classified personnel depending on their  
27       relationship with these students. The training for instructional personnel shall be

1 designed to provide and enhance skills of personnel to:

- 2 (a) Identify at-risk students early in elementary schools as well as at-risk and  
3 potential dropouts in the middle and high schools;
- 4 (b) Plan specific instructional strategies to teach at-risk students;
- 5 (c) Improve the academic achievement of students at risk of school failure by  
6 providing individualized and extra instructional support to increase  
7 expectations for targeted students;
- 8 (d) Involve parents as partners in ways to help their children and to improve their  
9 children's academic progress; and
- 10 (e) Significantly reduce the dropout rate of all students.

11 ~~(10)~~~~(11)~~ The department shall establish teacher academies to the extent funding is  
12 available in cooperation with postsecondary education institutions for elementary,  
13 middle school, and high school faculty in core disciplines, utilizing facilities and  
14 faculty from universities and colleges, local school districts, and other appropriate  
15 agencies throughout the state. Priority for participation shall be given to those  
16 teachers who are teaching core discipline courses for which they do not have a  
17 major or minor or the equivalent. Participation of teachers shall be voluntary.

18 ~~(11)~~~~(12)~~ The department shall annually provide to the oversight council established in  
19 KRS 15A.063, the information received from local schools pursuant to KRS  
20 158.449.

21 ➔SECTION 4. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO  
22 READ AS FOLLOWS:

23 **Every public school shall prominently display the statewide child abuse hotline number**  
24 **administered by the Cabinet for Health and Family Services, the National Human**  
25 **Trafficking Hotline number administered by the United States Department for Health**  
26 **and Human Services, and the Safe Haven Baby Boxes Crisis Line number**  
27 **administered by the Safe Haven Baby Boxes national organization or any equivalent**

1 successor entity. The requirements of this section shall also apply to public charter  
 2 schools as a health and safety requirement under KRS 160.1592(1).

3 ➔SECTION 5. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO  
 4 READ AS FOLLOWS:

5 (1) The Cabinet for Health and Family Services shall post on its web page high-  
 6 quality, evidence-based suicide prevention awareness information, which shall  
 7 include information on recognizing the warning signs of a suicide crisis. The web  
 8 page shall include information related to suicide prevention training  
 9 opportunities offered by the cabinet or an agency recognized by the cabinet as a  
 10 training provider.

11 (2) Every public school and public charter school shall provide two (2) high quality,  
 12 evidence-based suicide prevention awareness lessons each school year, the first  
 13 by September 15 and the second by January 15, either in person, by live  
 14 streaming, or via a video recording to all students in grades six (6) through twelve  
 15 (12). Every public school shall provide an opportunity for any student absent on  
 16 the day the high quality, evidence-based suicide prevention awareness lesson was  
 17 initially presented to receive the lesson at a later time. The information may be  
 18 obtained from the Cabinet for Health and Family Services or from a  
 19 commercially developed suicide prevention training program.

20 ➔Section 6. KRS 158.070 is amended to read as follows:

21 (1) As used in this section:

- 22 (a) "Election" has the same meaning as in KRS 121.015;
- 23 (b) "Minimum school term" or "school term" means not less than one hundred  
 24 eighty-five (185) days composed of the student attendance days, teacher  
 25 professional days, and holidays;
- 26 (c) "School calendar" means the document adopted by a local board of education  
 27 that establishes the minimum school term, student instructional year or



- 1 variable student instructional year, and days that school will not be in session;
- 2 (d) "School district calendar committee" means a committee that includes at least
- 3 the following:
- 4 1. One (1) school district principal;
  - 5 2. One (1) school district office administrator other than the
  - 6 superintendent;
  - 7 3. One (1) member of the local board of education;
  - 8 4. Two (2) parents of students attending a school in the district;
  - 9 5. One (1) school district elementary school teacher;
  - 10 6. One (1) school district middle or high school teacher;
  - 11 7. Two (2) school district classified employees; and
  - 12 8. Two (2) community members from the local chamber of commerce,
  - 13 business community, or tourism commission;
- 14 (e) "Student attendance day" means any day that students are scheduled to be at
- 15 school to receive instruction, and encompasses the designated start and
- 16 dismissal time;
- 17 (f) "Student instructional year" means at least one thousand sixty-two (1,062)
- 18 hours of instructional time for students delivered on not less than one hundred
- 19 seventy (170) student attendance days;
- 20 (g) "Teacher professional day" means any day teachers are required to report to
- 21 work as determined by a local board of education, with or without the
- 22 presence of students; and
- 23 (h) "Variable student instructional year" means at least one thousand sixty-two
- 24 (1,062) hours of instructional time delivered on the number of student
- 25 attendance days adopted by a local board of education which shall be
- 26 considered proportionally equivalent to one hundred seventy (170) student
- 27 attendance days and calendar days for the purposes of a student instructional

1 year, employment contracts that are based on the school term, service credit  
2 under KRS 161.500, and funding under KRS 157.350.

- 3 (2) (a) The local board of education, upon recommendation of the local school  
4 district superintendent, shall annually appoint a school district calendar  
5 committee to review, develop, and recommend school calendar options.
- 6 (b) The school district calendar committee, after seeking feedback from school  
7 district employees, parents, and community members, shall recommend  
8 school calendar options to the local school district superintendent for  
9 presentation to the local board of education. The committee's  
10 recommendations shall comply with state laws and regulations and consider  
11 the economic impact of the school calendar on the community and the state.
- 12 (c) Prior to adopting a school calendar, the local board of education shall hear for  
13 discussion the school district calendar committee's recommendations and the  
14 recommendation of the superintendent at a meeting of the local board of  
15 education.
- 16 (d) During a subsequent meeting of the local board of education, the local board  
17 shall adopt a school calendar for the upcoming school year that establishes the  
18 opening and closing dates of the school term, beginning and ending dates of  
19 each school month, student attendance days, and days on which schools shall  
20 be dismissed. The local board may schedule days for breaks in the school  
21 calendar that shall not be counted as a part of the minimum school term.
- 22 (e) For local board of education meetings described in paragraphs (c) and (d) of  
23 this subsection, if the meeting is a regular meeting, notice shall be given to  
24 media outlets that have requests on file to be notified of special meetings  
25 stating the date of the regular meeting and that one (1) of the items to be  
26 considered in the regular meeting will be the school calendar. The notice shall  
27 be sent at least twenty-four (24) hours before the regular meeting. This

1 requirement shall not be deemed to make any requirements or limitations  
2 relating to special meetings applicable to the regular meeting.

3 (f) A local school board of education that adopts a school calendar with the first  
4 student attendance day in the school term starting no earlier than the Monday  
5 closest to August 26 may use a variable student instructional year. Districts  
6 may set the length of individual student attendance days in a variable student  
7 instructional schedule, but no student attendance day shall contain more than  
8 seven (7) hours of instructional time unless the district submitted and received  
9 approval from the commissioner of education for an innovative alternative  
10 calendar.

11 (3) (a) Each local board of education shall use four (4) days of the minimum school  
12 term for professional development and collegial planning activities for the  
13 professional staff without the presence of students pursuant to the  
14 requirements of KRS 156.095. At the discretion of the superintendent, one (1)  
15 day of professional development may be used for district-wide activities and  
16 for training that is mandated by federal or state law. The use of three (3) days  
17 shall be planned by each school council, except that the district is encouraged  
18 to provide technical assistance and leadership to school councils to maximize  
19 existing resources and to encourage shared planning.

20 (b) ~~[At least one (1) hour of self study review of seizure disorder materials shall~~  
21 ~~be required for all principals, guidance counselors, and teachers hired after~~  
22 ~~July 1, 2019.~~

23 (e) 1. A local board may approve a school's flexible professional development  
24 plan that permits teachers or other certified personnel within a school to  
25 participate in professional development activities outside the days  
26 scheduled in the school calendar or the regularly scheduled hours in the  
27 school work day and receive credit towards the four (4) day professional

1 development requirement within the minimum one hundred eighty-five  
2 (185) days that a teacher shall be employed.

3 2. A flexible schedule option shall be reflected in the school's professional  
4 development component within the school improvement plan and  
5 approved by the local board. Credit for approved professional  
6 development activities may be accumulated in periods of time other than  
7 full day segments.

8 3. No teacher or administrator shall be permitted to count participation in a  
9 professional development activity under the flexible schedule option  
10 unless the activity is related to the teacher's classroom assignment and  
11 content area, or the administrator's job requirements, or is required by  
12 the school improvement plan, or is tied to the teacher's or the  
13 administrator's individual growth plan. The supervisor shall give prior  
14 approval and shall monitor compliance with the requirements of this  
15 paragraph. In the case of teachers, a professional development  
16 committee or the school council by council policy may be responsible  
17 for reviewing requests for approval.

18 ~~(c)~~~~(d)~~ The local board of each school district may use up to a maximum of four  
19 (4) days of the minimum school term for holidays; provided, however, any  
20 holiday which occurs on Saturday may be observed on the preceding Friday.

21 ~~(d)~~~~(e)~~ Each local board may use two (2) days for planning activities without  
22 the presence of students.

23 ~~(e)~~~~(f)~~ Each local board may close schools for the number of days deemed  
24 necessary for:

25 1. National or state emergency or mourning when proclaimed by the  
26 President of the United States or the Governor of the Commonwealth of  
27 Kentucky;

- 1           2. Local emergency which would endanger the health or safety of children;  
2           and  
3           3. Mourning when so designated by the local board of education and  
4           approved by the Kentucky Board of Education upon recommendation of  
5           the commissioner of education.
- 6 (4) (a) The Kentucky Board of Education, upon recommendation of the  
7           commissioner of education, shall adopt administrative regulations governing  
8           the use of student attendance days as a result of a local emergency, as  
9           described in subsection (3)~~(e)~~~~(f)~~2. of this section, and regulations setting  
10          forth the guidelines and procedures to be observed for the approval of waivers  
11          from the requirements of a student instructional year in subsection (1)(f) of  
12          this section for districts that wish to adopt innovative instructional calendars,  
13          or for circumstances that would create extreme hardship.
- 14          (b) If a local board of education amends its school calendar after its adoption due  
15          to an emergency, it may lengthen or shorten any remaining student attendance  
16          days by thirty (30) minutes or more, as it deems necessary, provided the  
17          amended calendar complies with the requirements of a student instructional  
18          year in subsection (1)(f) of this section or a variable student instructional year  
19          in subsection (1)(h) of this section. No student attendance day shall contain  
20          more than seven (7) hours of instructional time unless the district submitted  
21          and received approval from the commissioner of education for an innovative  
22          alternative calendar.
- 23 (5) (a) 1. In setting the school calendar, school may be closed for two (2)  
24           consecutive days for the purpose of permitting professional school  
25           employees to attend statewide professional meetings.  
26           2. These two (2) days for statewide professional meetings may be  
27           scheduled to begin with the first Thursday after Easter, or upon request

- 1 of the statewide professional education association having the largest  
2 paid membership, the commissioner of education may designate  
3 alternate dates.
- 4 3. If schools are scheduled to operate during days designated for the  
5 statewide professional meeting, the school district shall permit  
6 employees who are delegates to attend as compensated professional  
7 leave time and shall employ substitute teachers in their absence.
- 8 4. The commissioner of education shall designate one (1) additional day  
9 during the school year when schools may be closed to permit  
10 professional school employees to participate in regional or district  
11 professional meetings.
- 12 5. These three (3) days so designated for attendance at professional  
13 meetings may be counted as a part of the minimum school term.
- 14 (b) 1. If any school in a district is used as a polling place, the school district  
15 shall be closed on the day of the election, and those days may be used  
16 for professional development activities, professional meetings, or  
17 parent-teacher conferences.
- 18 2. A district may be open on the day of an election if no school in the  
19 district is used as a polling place.
- 20 (c) All schools shall be closed on the third Monday of January in observance of  
21 the birthday of Martin Luther King, Jr. Districts may:
- 22 1. Designate the day as one (1) of the four (4) holidays permitted under  
23 subsection (3)~~(c)~~~~(d)~~ of this section; or
- 24 2. Not include the day in the minimum school term specified in subsection  
25 (1) of this section.
- 26 (6) (a) The Kentucky Board of Education, or the organization or agency designated  
27 by the board to manage interscholastic athletics, shall be encouraged to

1 schedule athletic competitions outside the regularly scheduled student  
2 attendance day.

3 (b) Any member of a school-sponsored interscholastic athletic team who  
4 competes in a regional tournament or state tournament sanctioned by the  
5 Kentucky Board of Education, or the organization or agency designated by the  
6 board to manage interscholastic athletics, and occurring on a regularly  
7 scheduled student attendance day may be counted present at school on the  
8 date or dates of the competition, as determined by local board policy, for a  
9 maximum of two (2) days per student per year. The student shall be expected  
10 to complete any assignments missed on the date or dates of the competition.

11 (c) The school attendance record of any student for whom paragraph (b) of this  
12 subsection applies shall indicate that the student was in attendance on the date  
13 or dates of competition.

14 (7) Schools shall provide continuing education for those students who are determined  
15 to need additional time to achieve the outcomes defined in KRS 158.6451, and  
16 schools shall not be limited to the minimum school term in providing this  
17 education. Continuing education time may include extended days, extended weeks,  
18 or extended years. A local board of education may adopt a policy requiring its  
19 students to participate in continuing education. The local policy shall set out the  
20 conditions under which attendance will be required and any exceptions which are  
21 provided. The Kentucky Board of Education shall promulgate administrative  
22 regulations establishing criteria for the allotment of grants to local school districts  
23 and shall include criteria by which the commissioner of education may approve a  
24 district's request for a waiver to use an alternative service delivery option, including  
25 providing services during the student attendance day on a limited basis. These  
26 grants shall be allotted to school districts to provide instructional programs for  
27 pupils who are identified as needing additional time to achieve the outcomes

1 defined in KRS 158.6451. A school district that has a school operating a model  
2 early reading program under KRS 158.792 may use a portion of its grant money as  
3 part of the matching funds to provide individualized or small group reading  
4 instruction to qualified students outside of the regular classroom during the student  
5 attendance day.

6 (8) Notwithstanding any other statute, each school term shall include no less than the  
7 equivalent of the student instructional year in subsection (1)(f) of this section, or a  
8 variable student instructional year in subsection (1)(h) of this section, except that  
9 the commissioner of education may grant up to the equivalent of ten (10) student  
10 attendance days for school districts that have a nontraditional instruction plan  
11 approved by the commissioner of education on days when the school district is  
12 closed for health or safety reasons. The district's plan shall indicate how the  
13 nontraditional instruction process shall be a continuation of learning that is  
14 occurring on regular student attendance days. Instructional delivery methods,  
15 including the use of technology, shall be clearly delineated in the plan. Average  
16 daily attendance for purposes of Support Education Excellence in Kentucky  
17 program funding during the student attendance days granted shall be calculated in  
18 compliance with administrative regulations promulgated by the Kentucky Board of  
19 Education.

20 (9) The Kentucky Board of Education shall promulgate administrative regulations to  
21 prescribe the conditions and procedures for districts to be approved for the  
22 nontraditional instruction program. Administrative regulations promulgated by the  
23 board under this section shall specify:

- 24 (a) The application, plan review, approval, and amendment process;
- 25 (b) Reporting requirements for districts approved for the program, which may  
26 include but are not limited to examples of student work, lesson plans, teacher  
27 work logs, and student and teacher participation on nontraditional instruction



- 1 days. Documentation to support the use of nontraditional instruction days  
2 shall include clear evidence of learning continuation;
- 3 (c) Timelines for initial approval as a nontraditional instruction district, length of  
4 approval, the renewal process, and ongoing evaluative procedures required of  
5 the district;
- 6 (d) Reporting and oversight responsibilities of the district and the Kentucky  
7 Department of Education, including the documentation required to show clear  
8 evidence of learning continuation during nontraditional instruction days; and
- 9 (e) Other components deemed necessary to implement this section.
- 10 (10) Notwithstanding the provisions of KRS 158.060~~(4)~~~~(3)~~ and the provisions of  
11 subsection (2) of this section, a school district shall arrange bus schedules so that all  
12 buses arrive in sufficient time to provide breakfast prior to the beginning of the  
13 student attendance day. The superintendent of a school district that participates in  
14 the Federal School Breakfast Program may also authorize up to fifteen (15) minutes  
15 of the student attendance day to provide the opportunity for children to eat breakfast  
16 during instructional time.
- 17 (11) Notwithstanding any other statute to the contrary, the following provisions shall  
18 apply to a school district that misses student attendance days due to emergencies,  
19 including weather-related emergencies:
- 20 (a) A certified school employee shall be considered to have fulfilled the  
21 minimum one hundred eighty-five (185) day contract with a school district  
22 under KRS 157.350 and shall be given credit for the purpose of calculating  
23 service credit for retirement under KRS 161.500 for certified school personnel  
24 if:
- 25 1. State and local requirements under this section are met regarding the  
26 equivalent of the number and length of student attendance days, teacher  
27 professional days, professional development days, holidays, and days

- 1 for planning activities without the presence of students; and
- 2 2. The provisions of the district's school calendar to make up student
- 3 attendance days missed due to any emergency, as approved by the
- 4 Kentucky Department of Education when required, including but not
- 5 limited to a provision for additional instructional time per day, are met.
- 6 (b) Additional time worked by a classified school employee shall be considered
- 7 as equivalent time to be applied toward the employee's contract and
- 8 calculation of service credit for classified employees under KRS 78.615 if:
- 9 1. The employee works for a school district with a school calendar
- 10 approved by the Kentucky Department of Education that contains a
- 11 provision that additional instructional time per day shall be used to make
- 12 up full days missed due to an emergency;
- 13 2. The employee's contract requires a minimum six (6) hour work day; and
- 14 3. The employee's job responsibilities and work day are extended when the
- 15 instructional time is extended for the purposes of making up time.
- 16 (c) Classified employees who are regularly scheduled to work less than six (6)
- 17 hours per day and who do not have additional work responsibilities as a result
- 18 of lengthened student attendance days shall be excluded from the provisions
- 19 of this subsection. These employees may be assigned additional work
- 20 responsibilities to make up service credit under KRS 78.615 that would be
- 21 lost due to lengthened student attendance days.

22 ➔Section 7. KRS 160.346 is amended to read as follows:

- 23 (1) For purposes of this section:
- 24 (a) "Approved turnaround vendor list" means a list of at least three (3) vendors
- 25 pre-approved by the Kentucky Board of Education for the purposes of
- 26 subsection (8) of this section that have documented success at providing
- 27 turnaround diagnosis, training, and improved performance of organizations;

- 1 (b) "Department" means the Kentucky Department of Education;
- 2 (c) "ESSA" means the Every Student Succeeds Act of 2015, Pub. L. No. 114-95,  
3 or its successor;
- 4 (d) "Level" means elementary, middle, or high school;
- 5 (e) "Turnaround" means a comprehensive transformation of a school to achieve  
6 accelerated, meaningful, and sustainable increases in student achievement  
7 through improved school leadership and school district support;
- 8 (f) "Turnaround plan" means a mandatory school plan that is designed to  
9 improve student learning and performance with evidence-based interventions  
10 as defined in ESSA and that is developed and implemented by the local  
11 school district in partnership with stakeholders, including the principal, other  
12 school leaders, teachers, and parents; and
- 13 (g) "Turnaround team" means the turnaround training and support team described  
14 in subsection (8)(a) of this section.
- 15 (2) (a) ~~Beginning with the 2020-2021 school year, and annually thereafter,~~ The  
16 department shall ***annually*** identify a school for targeted support and  
17 improvement if the school has one (1) or more of the same subgroups, as  
18 defined by ESSA, whose performance in the state accountability system by  
19 level is at or below that of all students in any of the lowest-performing five  
20 percent (5%) of all schools for three (3) consecutive years.
- 21 (b) Beginning with the 2021-2022 school year, and every three (3) years  
22 thereafter, the department shall identify a school for additional targeted  
23 support and improvement if the school has one (1) or more subgroups, as  
24 defined by ESSA, whose performance in the state accountability system by  
25 level is at or below the summative performance of all students in any of the  
26 lowest-performing five percent (5%) of all schools identified under subsection  
27 (3)(a) of this section and the school was identified in the immediately

1 preceding year for targeted support and improvement as described in  
2 paragraph (a) of this subsection.

3 (3) ~~[Beginning with the 2021-2022 school year, and every three (3) years thereafter,]~~A  
4 school shall be identified by the department for comprehensive support and  
5 improvement if the school is:

6 (a) In the lowest-performing five percent (5%) of all schools in its level based on  
7 the school's performance in the state accountability system;

8 (b) A high school with a four (4) year cohort graduation rate that is less than  
9 eighty percent (80%); or

10 (c) Identified by the department for additional targeted support and improvement  
11 under subsection (2)(b) of this section and fails to exit additional targeted  
12 support and improvement status based on criteria established under subsection  
13 (11) of this section.

14 (4) (a) When a school is identified for targeted support and improvement under  
15 subsection (2)(a) of this section, the local school personnel, working with  
16 stakeholders, including the principal, other school leaders, teachers, and  
17 parents, shall ***create or*** revise its school improvement plan, which shall be  
18 subject to review and approval by the local board of education.

19 (b) Each ***version of the***~~[revised]~~ plan shall be informed by all available indicators,  
20 including student performance compared to long-term goals, and shall  
21 include:

22 1. Components of turnaround leadership development and support;

23 2. Identification of critical resource inequities;

24 3. Evidence-based interventions; and

25 4. Additional actions that address the causes of consistently  
26 underperforming subgroups of students.

27 (c) If adequate performance progress, as defined by the department, is not made,

1           the local school district shall take additional action to assist and support the  
2           school in reaching performance goals.

3 (5) When a school is identified for additional targeted support and improvement under  
4 subsection (2)(b) of this section, the local school district shall take more rigorous  
5 district-determined action to assist and support the school in reaching performance  
6 goals.

7 (6) (a) When a school is identified for comprehensive support and improvement, an  
8 audit shall be performed by the department to diagnose the causes of the  
9 school's low performance.

10 (b) The audit conducted under this subsection shall be the only comprehensive  
11 audit required for a school unless the school fails to exit comprehensive  
12 support and improvement status as described in subsection (11) of this section  
13 or exits comprehensive support and improvement status but subsequently  
14 repeats as a school identified for comprehensive support and improvement.

15 (7) (a) The audit conducted by the department under subsection (6) of this section  
16 shall include:

- 17 1. A diagnosis of the causes of the school's low performance, with an  
18 emphasis on underperforming subgroups of students and corresponding  
19 critical resource inequities;
- 20 2. An assessment and recommendation to the superintendent regarding the  
21 best strategies to address the school's specific needs;
- 22 3. An assessment of the interaction and relationship among the  
23 superintendent, central office personnel, and the school principal;
- 24 4. A recommendation of the steps the school may implement to launch and  
25 sustain a turnaround process; and
- 26 5. A recommendation to the local board of education of the turnaround  
27 principles and strategies necessary for the superintendent to assist the

1 school with turnaround.

2 (b) The report of an audit conducted under this subsection shall be provided to the  
3 superintendent, local board of education, school principal, commissioner of  
4 education, and the Kentucky Board of Education.

5 (8) After completion of the audit described in subsection (7) of this section, each school  
6 identified for comprehensive support and improvement shall engage in the  
7 following turnaround intervention process:

8 (a) The local board of education shall select a vendor from the approved  
9 turnaround vendor list to provide a turnaround training and support team to  
10 the school identified for comprehensive support and improvement. The local  
11 board of education shall negotiate the scope and duration of the vendor's  
12 services;

13 (b) The authority of the school council granted under KRS 160.345 shall be  
14 transferred to the superintendent;

15 (c) The superintendent shall select a principal for the school if a principal  
16 vacancy occurs. The superintendent shall consult with the turnaround team,  
17 parents, certified staff, and classified staff before appointing a principal  
18 replacement;

19 (d) Upon recommendation of the principal, the superintendent may reassign  
20 certified staff members to a comparable position in the school district;

21 (e) The superintendent shall collaborate with the turnaround team to design  
22 ongoing turnaround training and support for the principal and a corresponding  
23 monitoring system of effectiveness and student achievement results;

24 (f) The principal shall collaborate with the turnaround team to establish an  
25 advisory leadership team representing school stakeholders including other  
26 school leaders, teachers, and parents;

27 (g) 1. In consultation with the department, the local school board shall

- 1 collaborate with the superintendent, principal, turnaround team, and the  
2 advisory leadership team to propose a three (3) year turnaround plan.
- 3 2. The turnaround plan shall include requests to the department for  
4 exemptions from submitting documentation that are identified by the  
5 principal, advisory leadership team, and turnaround team as inhibitors to  
6 investing time in innovative instruction and accelerated student  
7 achievement of diverse learners including ongoing staff instructional  
8 plans, student interventions, formative assessment results, or staff  
9 effectiveness processes.
- 10 3. The turnaround plan shall be reviewed for approval by the  
11 superintendent and the local board of education and shall be subject to  
12 review, approval, monitoring, and periodic review by the department as  
13 described in KRS 158.782;
- 14 (h) The school district may request technical assistance from the department for  
15 development and implementation of the turnaround plan, which may include  
16 conducting needs assessments, selecting evidence-based interventions, and  
17 reviewing and addressing resource inequities;
- 18 (i) The turnaround plan shall be fully implemented by the first full day of the  
19 school year following the school year the school was identified for  
20 comprehensive support and improvement; and
- 21 (j) The superintendent shall periodically report to the local school board, and at  
22 least annually to the commissioner of education, on the implementation and  
23 results of the turnaround plan.
- 24 (9) The department shall annually disburse funds to a school district, for a maximum of  
25 three (3) years, to assist with funding the turnaround vendor costs incurred by the  
26 district under subsection (8) of this section. The Kentucky Board of Education shall  
27 promulgate administrative regulations on how the disbursement amounts shall be

1 determined, which shall be based on the department's past practice for determining  
2 allocations for school improvement.

3 (10) ~~[Beginning in 2023,]~~The department shall submit an annual report no later than  
4 November 30 to the Interim Joint Committee on Education relating to the  
5 turnaround vendor selected by each school under subsection (8) of this section. The  
6 report shall include but not be limited to each school's accountability system  
7 performance since utilizing the services of the turnaround vendor, the cost of using  
8 the vendor, and any other information helpful in evaluating the performance of the  
9 turnaround vendor.

10 (11) The Kentucky Board of Education shall establish annual statewide exit criteria for  
11 schools identified for targeted support and improvement, additional targeted support  
12 and improvement, and comprehensive support and improvement.

13 (12) If a school enters comprehensive support and improvement status and does not  
14 make any annual improvement, as determined by the department, for two (2)  
15 consecutive years, or if the school does not exit the status after three (3) years, the  
16 school shall enter a school intervention process chosen by the commissioner of  
17 education that provides more rigorous support and action by the department to  
18 improve the school's performance.

19 (13) *The department shall not require a public school to create or maintain a*  
20 *comprehensive school improvement plan or a school district to create or maintain*  
21 *a comprehensive district improvement plan unless the public school or district is*  
22 *identified for comprehensive support and improvement or targeted support and*  
23 *improvement or is otherwise expressly required to complete or maintain the plan*  
24 *pursuant to the Elementary and Secondary Education Act of 1965, 20 U.S.C. sec.*  
25 *6301 et seq., as amended by the Every Student Succeeds Act of 2015, Pub. L. No.*  
26 *114-95.*

27 **(14)** For school districts that include a significant number of schools, as determined by



1 the department, identified for targeted support and improvement:

2 (a) The department shall periodically review a local board's resource allocations  
3 to support school improvement and provide technical assistance to the local  
4 school board; and

5 (b) The department may provide a recommended list of turnaround or school  
6 intervention providers that have demonstrated success implementing  
7 evidence-based strategies.

8 ~~(15)~~~~(14)~~ If, in the course of a school audit, the audit team identifies information  
9 suggesting that a violation of KRS 160.345(9)(a) may have occurred, the  
10 commissioner of education shall forward the evidence to the Office of Education  
11 Accountability for investigation.

12 ~~(16)~~~~(15)~~ A school's right to establish a council granted under KRS 160.345 may be  
13 restored by the local board of education two (2) years after the school exits  
14 comprehensive support and improvement status.

15 ➔Section 8. KRS 158.4416 is amended to read as follows:

16 (1) For purposes of this section:

17 (a) "Direct services" means in-person or virtual services provided directly to a  
18 student by a school counselor, including but not limited to individual  
19 counseling, group counseling, and individual student planning, scheduling,  
20 and registration;

21 (b) "Indirect services" means services provided on behalf of a student as a result  
22 of interactions with others, including but not limited to consultation and  
23 collaboration with parents, teachers, and other educators;

24 (c) "School counselor" means an individual who holds a valid school counselor  
25 certificate issued in accordance with the administrative regulations of the  
26 Education Professional Standards Board;

27 (d) "School psychologist" means an individual who holds a valid school

1 psychology certificate issued in accordance with the administrative  
2 regulations of the Education Professional Standards Board;

3 (e) "School social worker" means an individual who holds a valid school social  
4 work certificate issued in accordance with the administrative regulations of  
5 the Education Professional Standards Board;

6 (f) "School-based mental health services provider" means a certified school  
7 counselor, school psychologist, school social worker, or other qualified  
8 mental health professional as defined in KRS 202A.011;

9 (g) "Trauma" means physical, emotional, or life-threatening harm; and

10 (h) "Trauma-informed approach" means incorporating principles of trauma  
11 awareness and trauma-informed practices in a school in order to foster a safe,  
12 stable, and understanding learning environment for all students and staff and  
13 ensuring that all students are known well by at least one (1) adult in the school  
14 setting.

15 (2) The General Assembly recognizes that all schools must provide a place for students  
16 to feel safe and supported to learn throughout the school day, and that any trauma a  
17 student may have experienced can have a significant impact on the ability of a  
18 student to learn. The General Assembly directs all public schools to adopt a trauma-  
19 informed approach to education in order to better recognize, understand, and  
20 address the learning needs of students impacted by trauma and to foster a learning  
21 environment where all students, including those who have been traumatized, can be  
22 safe, successful, and known well by at least one (1) adult in the school setting. The  
23 requirements of this subsection shall apply to public charter schools as a health and  
24 safety requirement under KRS 160.1592(1).

25 (3) (a) As funds and qualified personnel become available:

26 1. Each school district and each public charter school shall employ at least  
27 one (1) school counselor in each school with the goal of the school

1 counselor spending at least sixty percent (60%) or more of his or her  
 2 time providing direct services to students and no more than forty percent  
 3 (40%) of his or her time providing indirect services to students; and

4 2. It shall be the goal that each school district and each public charter  
 5 school shall provide at least one (1) school counselor or school-based  
 6 mental health services provider who is employed by the school district  
 7 for every two hundred fifty (250) students, including but not limited to  
 8 the school counselor required in subparagraph 1. of this paragraph.

9 (b) A school counselor or school-based mental health services provider at each  
 10 school shall be the facilitator of a trauma-informed team to identify and assist  
 11 students whose learning, behavior, and relationships have been impacted by  
 12 trauma. The trauma-informed team may consist of school administrators,  
 13 school counselors, school psychologists, school social workers, school-based  
 14 mental health services providers, community-based mental health services  
 15 providers hired by the district, family resource and youth services  
 16 coordinators, school nurses, school resource officers, and any other school or  
 17 district personnel.

18 (c) The trauma-informed team shall:

19 1. Provide assistance to school personnel to enable them to support  
 20 students whose learning, behavior, and relationships have been impacted  
 21 by trauma;

22 2. Identify ways to recognize and respond to mental health issues in all  
 23 students; and

24 3. Identify ways to build resiliency and wellness in all students[;

25 4. ~~Compile an annual record of its activities during the course of the school~~  
 26 ~~year to be used in the annual comprehensive school improvement plan~~  
 27 ~~process required by 703 KAR 5:225; and~~

1           ~~5. Submit the record created in accordance with subparagraph 4. of this~~  
2           ~~paragraph to the department].~~

3           (d) Each school counselor or school-based mental health services provider  
4           providing services pursuant to this section, and the trauma-informed team  
5           members described in paragraph (b) of this subsection, shall provide training,  
6           guidance, and assistance to other administrators, teachers, and staff on:

- 7           1. Recognizing symptoms of trauma in students;
- 8           2. Utilizing interventions and strategies to support the learning needs of  
9           those students; and
- 10          3. Implementing the plan for a trauma-informed approach as described in  
11          subsection (5) of this section.

12          (e) 1. School districts may employ or contract for the services of school-based  
13          mental health services providers to assist with the development and  
14          implementation of a trauma-informed approach and the development of  
15          a trauma-informed team pursuant to this subsection and to enhance or  
16          expand student mental health support services as funds and qualified  
17          personnel become available.

18          2. School-based mental health services providers may provide services  
19          through a collaboration between two (2) or more school districts or  
20          between school districts and educational cooperatives or any other  
21          public or private entities, including but not limited to local or regional  
22          mental health day treatment programs.

23          (f) No later than November 1 of each year, the local school district  
24          superintendent shall report to the department the number of school-based  
25          mental health service providers, the position held, placement in the district,  
26          certification or licensure held, the source of funding for each position, a  
27          summary of the job duties and work undertaken by each school-based mental

1 health service provider, and the approximate percent of time devoted to each  
2 duty over the course of the year.

3 (g) The department shall annually compile and maintain a list of school-based  
4 mental health service providers by district which shall include the information  
5 required in paragraph (f) of this subsection.

6 (h) No later than June 1 of each year, the department shall provide the Interim  
7 Joint Committee on Education with the information reported by local school  
8 district superintendents and compiled in accordance with paragraph (g) of this  
9 subsection.

10 (4) The department shall make available a toolkit that includes guidance, strategies,  
11 behavioral interventions, practices, and techniques to assist school districts and  
12 public charter schools in developing a trauma-informed approach in schools.

13 (5) Each local board of education and board of a public charter school shall develop a  
14 plan for implementing a trauma-informed approach in its schools. The plan shall  
15 include but not be limited to strategies for:

16 (a) Enhancing trauma awareness throughout the school community;

17 (b) Conducting an assessment of the school climate, including but not limited to  
18 inclusiveness and respect for diversity;

19 (c) Developing trauma-informed discipline policies;

20 (d) Collaborating with the Department of Kentucky State Police, the local sheriff,  
21 and the local chief of police to create procedures for notification of trauma-  
22 exposed students; and

23 (e) Providing services and programs designed to reduce the negative impact of  
24 trauma, support critical learning, and foster a positive and safe school  
25 environment for every student.

26 (6) The trauma-informed approach plan developed in accordance with subsection (5) of  
27 this section shall be reviewed and updated annually, ~~incorporated into the annual~~

1 ~~comprehensive district improvement plan required by 703 KAR 5:225,~~ and  
2 submitted to the department. The department shall annually provide a summary of  
3 the trauma-informed approach strategies being used in districts to the board and the  
4 Legislative Research Commission for referral to the Interim Joint Committee on  
5 Education.

6 ➔Section 9. KRS 161.031 is amended to read as follows:

7 (1) As used in this section:

8 (a) "Mentor" means an educator who has at least three (3) full years of experience  
9 under a professional certificate and who has been trained to assist a beginning  
10 educator in the same professional role with his or her professional  
11 responsibilities and general school and district procedures; and

12 (b) "New teacher induction and mentor program" means a multiyear, structured  
13 program of mentorship and professional development in which trained  
14 mentors provide constructive feedback to new teachers.

15 (2) The Education Professional Standards Board shall develop standards and guidance  
16 for ~~school~~~~local~~ districts to implement new teacher induction and mentor  
17 programs. All school districts are encouraged to~~shall~~ provide an induction  
18 program for teachers in their first year of teaching that is aligned with the  
19 standards and guidance for school districts developed by the Education  
20 Professional Standards Board.

21 (3) Standards for new teacher induction and mentor programs shall include but not be  
22 limited to the following:

23 (a) An orientation program for new teachers and other incoming teachers to be  
24 provided at the beginning of and throughout the first year of employment;

25 (b) Assignment of a mentor teacher to a new teacher within the first two (2)  
26 weeks of teaching and remaining with the new teacher for the first year of the  
27 new teacher's employment in the school. The mentoring relationship shall be

- 1 composed of activities that the beginning teacher and mentor participate in  
2 together, including but not limited to coteaching, lesson planning, and  
3 observation;
- 4 (c) The creation of a support team to provide assistance for new teachers,  
5 including focus on each new teacher's individual professional growth and  
6 development plan;
- 7 (d) Workshops and training, including professional development opportunities  
8 specifically designed for the beginning teacher that provides vital information  
9 on topics relevant during the first year in the classroom;
- 10 (e) Workshops and training for mentors prior to assignment to a beginning  
11 teacher on the skills necessary for effective mentoring;
- 12 (f) Opportunities for the new teacher to meet with the assigned mentor to share  
13 successes and troubleshooting strategies;
- 14 (g) Support teams to link the beginning teacher with a network of teachers in the  
15 school or district, in addition to their mentor, that the beginning teacher can  
16 rely on for assistance and guidance, especially for content specialization; and
- 17 (h) Formative and summative evaluations to provide feedback for a beginning  
18 teacher to gain an understanding of his or her strengths and weaknesses and to  
19 grow professionally.
- 20 (4) The Education Professional Standards Board shall develop evaluations and rubrics  
21 aligned to state academic standards and state and local procedures that shall be  
22 based on the following standards of effective teaching:
- 23 (a) Curriculum, content mastery, planning, and assessment;
- 24 (b) Teaching all students; and
- 25 (c) Family engagement.
- 26 (5) Rubrics shall describe practice in detail at different levels of performance.
- 27 (6) Categories of evidence shall be included to assess educator performance, including

1 multiple measures of student learning, observations, and additional relevant  
2 evidence.

3 (7) Evaluations shall include new teacher self-assessment, individual goal setting and  
4 plan development, implementation of the plan, formative assessment, and a  
5 summative evaluation.

6 (8) ~~Beginning October 1, 2024, and~~ By October 1 *of* each year ~~thereafter~~, the  
7 Education Professional Standards Board shall provide a report to the Legislative  
8 Research Commission for referral to the Interim Joint Committee on Education.  
9 The report shall include but not be limited to:

10 (a) **Identification of the school districts that have not implemented an induction**  
11 **program for teachers in their first year of teaching that is aligned with the**  
12 **standards and guidance for local districts developed by the Education**  
13 **Professional Standards Board;**

14 (b) The number of mentor teachers and the educator preparation programs that  
15 were attended by the mentor teachers;

16 (c)~~(b)~~ The number of new teachers and the educator preparation programs that  
17 were attended by the new teachers;

18 (d)~~(c)~~ An analysis of how prepared new teachers are upon entering the  
19 profession;

20 (e)~~(d)~~ The types of training utilized by districts to train new teachers, mentors,  
21 and support teams;

22 (f)~~(e)~~ The types of remediation or supports needed by districts for new  
23 teachers that were not covered in the educator preparation programs;

24 (g)~~(f)~~ The major components of each new teacher induction and mentor  
25 program;

26 (h)~~(g)~~ How new teacher induction and mentor programs are operated and  
27 funded;





1 electronic consumer bulletin board created pursuant to KRS 156.095~~(8)~~~~(9)~~ if  
2 requested by the training program.

3 (4) A school counselor serving students in grades seven (7) through twelve (12) may  
4 complete four (4) hours of training developed under this section which shall count  
5 towards the twenty-one (21) hours required annually pursuant to KRS  
6 156.101(4)(b)2.

7 (5) Local boards of education or school-based decision making councils may  
8 incorporate this training as part of the four (4) days of professional development  
9 required pursuant to KRS 158.070(3)(a) for teachers who serve students in grades  
10 seven (7) through twelve (12) if offered by the participating trade organization.

11 ➔Section 11. KRS 157.360 is amended to read as follows:

12 (1) (a) In determining the cost of the program to support education excellence in  
13 Kentucky, the statewide guaranteed base funding level, as defined in KRS  
14 157.320, shall be computed by dividing the amount appropriated for this  
15 purpose by the prior year's statewide average daily attendance.

16 (b) When determining the biennial appropriations for the program, the average  
17 daily attendance for each fiscal year shall include an estimate of the number  
18 of students graduating early under the provisions of KRS 158.142.

19 (2) Each district shall receive an amount equal to the base funding level for each pupil  
20 in average daily attendance in the district in the previous year, except a district shall  
21 receive an amount equal to one-half (1/2) of the state portion of the average  
22 statewide per pupil guaranteed base funding level for each student who graduated  
23 early under the provisions of KRS 158.142. Each district's base funding level shall  
24 be adjusted by the following factors:

25 (a) The number of at-risk students in the district. At-risk students shall be  
26 identified as those approved for the free lunch program under state and federal  
27 guidelines. The number of at-risk students shall be multiplied by a factor to be

1 established by the General Assembly. Funds generated under this paragraph  
2 may be used to pay for:

3 1. Alternative programs for students who are at risk of dropping out of  
4 school before achieving a diploma; and

5 2. A hazardous duty pay supplement as determined by the local board of  
6 education to the teachers who work in alternative programs with  
7 students who are violent or assaultive;

8 (b) The number and types of exceptional children in the district as defined by  
9 KRS 157.200. Specific weights for each category of exceptionality shall be  
10 used in the calculation of the add-on factor for exceptional children; and

11 (c) Transportation costs. The per-pupil cost of transportation shall be calculated  
12 as provided by KRS 157.370. Districts which contract to furnish  
13 transportation to students attending nonpublic schools may adopt any payment  
14 formula which ensures that no public school funds are used for the  
15 transportation of nonpublic students.

16 (3) Beginning with the 2015-2016 school year and each year thereafter, the General  
17 Assembly shall annually allocate funds equal to one-half (1/2) of the state portion  
18 of the average statewide per pupil guaranteed base funding level for each student  
19 who graduated early under the provisions of KRS 158.142 the previous school year  
20 to the Kentucky Higher Education Assistance Authority for deposit in the early  
21 graduation scholarship trust fund.

22 (4) The program to support education excellence in Kentucky shall be fully  
23 implemented by the 1994-95 school year.

24 (5) (a) Except for those schools which have implemented school-based decision  
25 making, the commissioner of education shall enforce maximum class sizes for  
26 every academic course requirement in all grades except in vocal and  
27 instrumental music, and physical education classes. Except as provided in

1 subsection (6) of this section, the maximum number of pupils enrolled in a  
2 class shall be as follows:

- 3 1. Twenty-four (24) in primary grades (kindergarten through third grade);
- 4 2. Twenty-eight (28) in grade four (4);
- 5 3. Twenty-nine (29) in grades five (5) and six (6);
- 6 4. Thirty-one (31) in grades seven (7) to twelve (12).

7 (b) Except for those schools which have implemented school-based decision  
8 making, class size loads for middle and secondary school classroom teachers  
9 shall not exceed the equivalent of one hundred fifty (150) pupil hours per day.

10 (c) The commissioner of education, upon approval of the Kentucky Board of  
11 Education, shall adopt administrative regulations for enforcing this provision.  
12 These administrative regulations shall include procedures for a superintendent  
13 to request an exemption from the Kentucky Board of Education when unusual  
14 circumstances warrant an increased class size for an individual class. A  
15 request for an exemption shall include specific reasons for the increased class  
16 size with a plan for reducing the class size prior to the beginning of the next  
17 school year. A district shall not receive in any one (1) year exemptions for  
18 more classes than enroll twenty percent (20%) of the pupils in the primary  
19 grades and grades four (4) through eight (8).

20 (d) In all schools the commissioner of education shall enforce the special  
21 education maximum class sizes set by administrative regulations adopted by  
22 the Kentucky Board of Education. A superintendent may request an  
23 exemption pursuant to paragraph (c) of this subsection. A local school council  
24 may request a waiver pursuant to KRS 156.160(2). An exemption or waiver  
25 shall not be granted if the increased class size will impede any exceptional  
26 child from achieving his or her individual education program in the least  
27 restrictive environment.

- 1 (6) In grades four (4) through six (6) with combined grades, the maximum class size  
2 shall be the average daily attendance upon which funding is appropriated for the  
3 lowest assigned grade in the class. There shall be no exceptions to the maximum  
4 class size for combined classes. In combined classes other than the primary grades,  
5 no ungraded students shall be placed in a combined class with graded students. In  
6 addition, there shall be no more than two (2) consecutive grade levels combined in  
7 any one (1) class in grades four (4) through six (6). However, this shall not apply to  
8 schools which have implemented school-based decision making.
- 9 (7) If a local school district, through its admission and release committee, determines  
10 that an appropriate program in the least restrictive environment for a particular child  
11 with a disability includes either part-time or full-time enrollment with a private  
12 school or agency within the state or a public or private agency in another state, the  
13 school district shall count as average daily attendance in a public school the time  
14 that the child is in attendance at the school or agency, contingent upon approval by  
15 the commissioner of education.
- 16 (8) Pupils attending a center for child learning and study established under an  
17 agreement pursuant to KRS 65.210 to 65.300 shall, for the purpose of calculating  
18 average daily attendance, be considered as in attendance in the school district in  
19 which the child legally resides and which is party to the agreement. For purposes of  
20 subsection (1) of this section, teachers who are actually employees of the joint or  
21 cooperative action shall be considered as employees of each school district which is  
22 a party to the agreement.
- 23 (9) Program funding shall be increased when the average daily attendance in any  
24 district for the first two (2) months of the current school year is greater than the  
25 average daily attendance of the district for the first two (2) months of the previous  
26 school year. The program funds allotted the district shall be increased by the  
27 percent of increase. The average daily attendance in kindergarten is the

- 1 kindergarten full-time equivalent pupils in average daily attendance.
- 2 (10) If the average daily attendance for the current school year in any district decreases  
3 by ten percent (10%) or more than the average daily attendance for the previous  
4 school year, the average daily attendance for purposes of calculating program  
5 funding for the next school year shall be increased by an amount equal to two-thirds  
6 ( $\frac{2}{3}$ ) of the decrease in average daily attendance. If the average daily attendance  
7 remains the same or decreases in the succeeding school year, the average daily  
8 attendance for purposes of calculating program funding for the following school  
9 year shall be increased by an amount equal to one-third ( $\frac{1}{3}$ ) of the decrease for the  
10 first year of the decline.
- 11 (11) If the percentage of attendance of any school district shall have been reduced more  
12 than two percent (2%) during the previous school year, the program funding  
13 allotted the district for the current school year shall be increased by the difference in  
14 the percentage of attendance for the two (2) years immediately prior to the current  
15 school year less two percent (2%).
- 16 (12) (a) Instructional salaries for vocational agriculture classes shall be for twelve (12)  
17 months per year. Vocational agriculture teachers shall be responsible for the  
18 following program of instruction during the time period beyond the regular  
19 school term established by the local board of education: supervision and  
20 instruction of students in agriculture experience programs; group and  
21 individual instruction of farmers and agribusinessmen; supervision of student  
22 members of agricultural organizations who are involved in leadership training  
23 or other activity required by state or federal law; or any program of vocational  
24 agriculture established by the Department of Education. During extended  
25 employment, no vocational agriculture teacher shall receive salary on a day  
26 that the teacher is scheduled to attend an institution of higher education class  
27 which could be credited toward meeting any certification requirement.

1 (b) Each teacher of agriculture employed shall submit an annual plan for summer  
2 program to the local school superintendent for approval. The summer plan  
3 shall include a list of tasks to be performed, purposes for each task, and time  
4 to be spent on each task. Approval by the local school superintendent shall be  
5 in compliance with the guidelines developed by the Department of Education.  
6 The supervision and accountability of teachers of vocational agriculture's  
7 summer programs shall be the responsibility of the local school  
8 superintendent. The local school superintendent shall submit to the  
9 commissioner of education a completed report of summer tasks for each  
10 vocational agriculture teacher. Twenty percent (20%) of the approved  
11 vocational agriculture programs shall be audited annually by the State  
12 Department of Education to determine that the summer plan has been properly  
13 executed.

14 (13) (a) In allotting program funds for home and hospital instruction, statewide  
15 guaranteed base funding, excluding the capital outlay, shall be allotted for  
16 each child in average daily attendance in the prior school year who has been  
17 properly identified according to Kentucky Board of Education administrative  
18 regulations. Attendance shall be calculated pursuant to KRS 157.270 and shall  
19 be reported monthly on forms provided by the Department of Education; and

20 (b) Pursuant to administrative regulations of the Kentucky Board of Education,  
21 local school districts shall be reimbursed for home and hospital instruction for  
22 pupils unable to attend regular school sessions because of short-term health  
23 impairments. A reimbursement formula shall be established by administrative  
24 regulations to include such factors as a reasonable per hour, per child  
25 allotment for teacher instructional time, with a maximum number of funded  
26 hours per week, a reasonable allotment for teaching supplies and equipment,  
27 and a reasonable allotment for travel expenses to and from instructional

1 assignments, but the formula shall not include an allotment for capital outlay.  
2 Attendance shall be calculated pursuant to KRS 157.270 and shall be reported  
3 annually on forms provided by the Department of Education.

4 (14) Except for those schools which have implemented school-based decision making  
5 and the school council has voted to waive this subsection, kindergarten aides shall  
6 be provided for each twenty-four (24) full-time equivalent kindergarten students  
7 enrolled.

8 (15) Effective July 1, 2001, there shall be no deduction applied against the base funding  
9 level for any pupil in average daily attendance who spends a portion of his or her  
10 school day in a program at a state-operated career and technical education or  
11 vocational facility.

12 (16) During a fiscal year, a school district may request that the Department of Education  
13 recalculate its funds allocated under this section if the current year average daily  
14 attendance for the twenty (20) day school month as defined in KRS 158.060(2)~~(1)~~  
15 that contains the most days within the calendar month of January exceeds the prior  
16 year adjusted average daily attendance plus growth by at least one percent (1%).  
17 Any adjustments in the allotments approved under this subsection shall be  
18 proportional to the remaining days in the school year and subject to available funds  
19 under the program to support education excellence in Kentucky.

20 (17) To calculate the state portion of the program to support education excellence in  
21 Kentucky for a school district, the Department of Education shall subtract the local  
22 effort required under KRS 157.390(5) from the calculated base funding under the  
23 program to support education excellence in Kentucky, as required by this section.  
24 The value of the real estate used in this calculation shall be the lesser of the current  
25 year assessment or the prior year assessment increased by four percent (4%) plus  
26 the value of current year new property. The calculation under this subsection shall  
27 be subject to available funds.



1 (18) Notwithstanding any other statute or budget of the Commonwealth language to the  
2 contrary, time missed due to shortening days for emergencies may be made up by  
3 lengthening school days in the school calendar without any loss of funds under the  
4 program to support education excellence in Kentucky.

5 ➔Section 12. (1) The Kentucky Department of Education shall conduct a  
6 review of the reporting requirements imposed upon public schools and school districts  
7 and shall eliminate all reporting requirements not expressly required by state statute or  
8 federal law. The department shall promptly notify each public school and school district  
9 of the reporting requirements eliminated in accordance with this section.

10 (2) No later than December 1, 2025, the department shall conduct a review of all  
11 federal and state statutory and administrative reporting requirements imposed upon public  
12 schools and school districts and issue a written report to the Legislative Research  
13 commission for referral to the members of the Interim Joint Committee on Education  
14 which describes:

- 15 (a) The nature and purpose of each report;  
16 (b) The statutory or administrative authority of each report;  
17 (c) The required contents of each report; and  
18 (d) Whether and how each report is leveraged to improve the quality of public  
19 education in the Commonwealth.

20 ➔Section 13. This Act may be cited as the Red Tape Reduction Act.