

**COMMONWEALTH OF KENTUCKY FISCAL NOTE STATEMENT
LEGISLATIVE RESEARCH COMMISSION
2025 REGULAR SESSION**

MEASURE

2025 BR NUMBER 1211

HOUSE BILL NUMBER 240 HCS 1

TITLE AN ACT relating to primary school.

SPONSOR Representative Timmy Truett

FISCAL SUMMARY

STATE FISCAL IMPACT: YES NO UNCERTAIN

OTHER FISCAL STATEMENT(S) THAT MAY APPLY: ACTUARIAL ANALYSIS
 LOCAL MANDATE CORRECTIONS IMPACT HEALTH BENEFIT MANDATE STATE
EMPLOYEE HEALTH PLAN IMPACT

APPROPRIATION UNIT(S) IMPACTED: Support Education Excellence in Kentucky (SEEK)

FUND(S) IMPACTED: GENERAL ROAD FEDERAL RESTRICTED _____

FISCAL ESTIMATES	2024-2025	2025-2026	ANNUAL IMPACT AT FULL IMPLEMENTATION
REVENUES			
EXPENDITURES			Indeterminable
NET EFFECT			(Indeterminable)

() indicates a decrease/negative

PURPOSE OF MEASURE: The measure expands Kentucky’s universal screener mandates to include assessments of public kindergarten students in the last 14 instructional days of the school year. It also requires public kindergarten students under age 7 to repeat the grade if they fail to meet reading benchmarks or mastery as determined by the universal screener or assessments beginning in the 2025-2026 school year. The measure otherwise adds administrative procedures for schools as it relates to placement decisions and reevaluation of reading improvement plans for retained students.

FISCAL EXPLANATION: Kentucky’s K-12 funding formula, Support Education Excellence in Kentucky (SEEK), follows a per-pupil model and has counted public kindergarten students as full-day attendees since the 2021-2022 school year. As kindergarten retention under the measure does not affect overall district enrollment for state funding calculations, no short-term state fiscal impact is expected; however, there are potential future yet indeterminable state costs at full implementation related to supporting an additional year of education for retained students.

Indeterminable variable factors affecting long-term fiscal impact include, but aren't limited to, the number of retained students who stay in public schools for their entire K-12 academic careers (as some may transfer to private schools, homeschooling, move between districts and/or move out of state) and how many later may move in and out of add-on populations that receive additional state funding (e.g., at-risk, limited English proficiency, exceptional child, home and hospital, etc.).

DATA SOURCE(S): LRC Staff

PREPARER: Liz Columbia NOTE NUMBER: 91 REVIEW: JMR DATE: 2/20/2025