

1 AN ACT relating to early literacy education.

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

3 ➔Section 1. KRS 158.791 is amended to read as follows:

4 (1) The General Assembly hereby finds that reading proficiency is a gateway skill
5 necessary for all of Kentucky students to achieve the academic goals established in
6 KRS 158.6451. It is Kentucky's goal that all children learn to read well before
7 exiting the primary program and that all middle and high school students have the
8 skills necessary to read complex materials in specific core subjects and comprehend
9 and constructively apply the information.

10 (2) It is the intent of the General Assembly that:

11 (a) Every elementary school:

12 1. Provide~~[-a]~~ comprehensive schoolwide reading *instruction aligned to*
13 *reading and writing standards required by KRS 158.6453 and outlined*
14 *in administrative regulation as promulgated by the Kentucky Board of*
15 *Education*~~[program];~~

16 2. Provide *a multi-tiered system of supports, as defined under and*
17 *required by Section 2 of this Act, to support and engage all students in*
18 *learning*~~[diagnostic reading assessments and intervention services for~~
19 ~~those students who need them to learn]~~ to read at the proficient level *by*
20 *the end of grade three (3);*

21 3. Ensure quality instruction by highly trained teachers *and intervention by*
22 *individuals most qualified to provide the intervention;* and

23 4. Provide high quality library media programs;

24 (b) Every middle and high school:

25 1. Provide direct, explicit instruction to students lacking skills in how to
26 read, learn, and analyze information in key subjects, including language,
27 reading, English, mathematics, science, social studies, arts and

- 1 humanities, practical living skills, and career studies; and
- 2 2. Ensure that teachers have the skills to help all students develop critical
- 3 strategies and skills for subject-based reading;
- 4 (c) The Kentucky Department of Education provide technical assistance to local
- 5 school districts in the identification of professional development activities,
- 6 including teaching strategies to help teachers in each subject area to:
- 7 1. Implement evidence-based reading, intervention, and instructional
- 8 strategies that emphasize phonemic awareness, phonics, fluency,
- 9 vocabulary, comprehension, and connections between reading and
- 10 writing acquisition, and motivation to read to address the diverse
- 11 needs of students;
- 12 2. Identify and teach the skills that students need to comprehend the
- 13 concepts and content of each subject area; and
- 14 3.[2.] Use activities and materials that will help the students comprehend and
- 15 constructively apply information based on the unique content of each
- 16 subject area;~~and~~
- 17 (d) The Education Professional Standards Board review and revise when deemed
- 18 necessary the teacher certification and licensure requirements to ensure that all
- 19 teachers, regardless of the subject area taught, are prepared to improve
- 20 students' subject reading skills; and
- 21 (e) The department shall collaborate with the Department for Libraries and
- 22 Archives, the Governor's Office of Early Childhood, and Kentucky
- 23 Educational Television to establish and maintain a partnership to support
- 24 the use of high quality, evidence-based year-round programming, materials,
- 25 and activities for elementary-aged children in the areas of reading.
- 26 ➔Section 2. KRS 158.305 is amended to read as follows:
- 27 (1) As used in this section:

1 (a) *"Accelerated learning" has the same meaning as in KRS 158.6453;*

2 **(b)** "Aphasia" means a condition characterized by either partial or total loss of the
3 ability to communicate verbally or through written words. A person with
4 aphasia may have difficulty speaking, reading, writing, recognizing the names
5 of objects, or understanding what other people have said. The condition may
6 be temporary or permanent and does not include speech problems caused by
7 loss of muscle control;

8 **(c)** *"Comprehensive reading program" has the same meaning as in Section 4*
9 *of this Act;*

10 **(d)**~~(b)~~ "Dyscalculia" means the inability to understand the meaning of numbers,
11 the basic operations of addition and subtraction, the complex operations of
12 multiplication and division, or to apply math principles to solve practical or
13 abstract problems;

14 **(e)**~~(c)~~ "Dysgraphia" means difficulty in automatically remembering and
15 mastering the sequence of muscle motor movements needed to accurately
16 write letters or numbers;

17 **(f)**~~(d)~~ "Dyslexia" has the same meaning as in KRS 158.307;

18 **(g)** *"Enrichment program" means accelerated intervention outside of the*
19 *school day or school calendar led by individuals most qualified to provide*
20 *the intervention that includes evidence-based reading instructional*
21 *programming related to reading instruction in the areas of phonemic*
22 *awareness, phonics, fluency, vocabulary, and comprehension, and other*
23 *instructional strategies aligned to reading and writing standards required by*
24 *KRS 158.6453 and outlined in administrative regulation as promulgated by*
25 *the Kentucky Board of Education;*

26 **(h)** *"Evidence-based" has the same meaning as in 20 U.S.C. sec. 7801(21);*

27 **(i)** *"Formative assessment" has the same meaning as in KRS 158.6453;*

- 1 ~~(j)(e)}~~ "Phonemic awareness" has the same meaning as in KRS 158.307;~~and~~
- 2 (k) "Reading diagnostic assessment" has the same meaning as in Section 4 of
- 3 this Act;
- 4 (l) "Reading improvement plan" means an accelerated intervention plan for a
- 5 student in kindergarten through grade four (4) that is developed to remedy a
- 6 deficiency in reading identified by the student's results on an approved
- 7 reading diagnostic assessment. This plan should be developed in
- 8 collaboration with any existing Program Services Plan (PSP),
- 9 Individualized Education Program (IEP), or 504 Plan unless the PSP, IEP,
- 10 or 504 already addresses a deficiency in reading;
- 11 (m) "Reading improvement team" means a team that develops and oversees the
- 12 progress of a reading improvement plan and includes:
- 13 1. The parent or guardian of the student that is the subject of the reading
- 14 improvement plan;
- 15 2. No less than one (1) regular education teacher of the child to provide
- 16 information about the general curriculum for same-aged peers;
- 17 3. A representative of the local education agency (LEA) who is
- 18 knowledgeable about the reading curriculum and the availability of
- 19 the evidence-based literacy resources of the LEA; and
- 20 4. Any specialized certified school employees for students receiving
- 21 language instruction educational programming or special education
- 22 services; and
- 23 (n) "Universal screener" means a process of providing a brief assessment to all
- 24 students within a grade level to assess the students' performance on the
- 25 essential components of reading.
- 26 ~~{(f) "Evidence-based" has the same meaning as in 20 U.S.C. sec. 7801(21)}.~~
- 27 (2) Notwithstanding any other statute or administrative regulation to the contrary, the

- 1 Kentucky Board of Education shall promulgate administrative regulations to further
2 define a multi-tiered system of supports for district-wide use of a ~~response-to-~~
3 ~~intervention~~ system for students in kindergarten through grade three (3), that
4 includes a tiered continuum of interventions with varying levels of intensity and
5 duration and which connects general, compensatory, and special education
6 programs to provide interventions implemented with fidelity to evidence-based
7 research and matched to individual student strengths and needs. At a minimum,
8 evidence of implementation shall be submitted by the district to the department by
9 October 1 of each year and shall include but not be limited to the activities
10 required under KRS 158.649 ~~for:~~
11 (a) ~~Reading and writing by August 1, 2013;~~
12 (b) ~~Mathematics by August 1, 2014; and~~
13 (c) ~~Behavior by August 1, 2015~~.
14 (3) The Department of Education shall provide technical assistance and training, if
15 requested by a local district, to assist in the implementation of the district-wide,
16 multi-tiered system of supports ~~response-to-intervention-system~~ as a means to
17 identify and assist any student experiencing difficulty in reading, writing,
18 mathematics, or behavior and to determine appropriate instructional modifications
19 needed by advanced learners to make continuous progress.
20 (4) The Department of Education shall develop and maintain a list of approved:
21 (a) Universal screeners for reading that are determined by the department to be
22 reliable and valid;
23 (b) Reading diagnostic assessments for reading that are determined by the
24 department to be reliable, valid, and appropriate for use as part of a multi-
25 tiered system of support for students in kindergarten through grade three
26 (3); and
27 (c) Comprehensive reading programs that are determined by the department to

1 be reliable, valid, and aligned to reading and writing standards required by
2 KRS 158.6453 and outlined in administrative regulation as promulgated by
3 the Kentucky Board of Education.

- 4 **(5)** The technical assistance and training shall be designed to improve:
- 5 (a) The use of specific screening processes and programs to identify student
- 6 strengths and needs;
- 7 (b) The use of screening data for designing instructional interventions;
- 8 (c) The use of multisensory instructional strategies and other interventions
- 9 validated for effectiveness by evidence-based research;
- 10 (d) Progress monitoring of student performance; and
- 11 (e) Accelerated, intensive, direct instruction that addresses students' individual
- 12 differences, including advanced learners, and enables students that are
- 13 experiencing difficulty to catch up with typically performing peers.

14 **(6) (a) By January 1, 2021, each local school board or public charter school board**
15 shall adopt:

16 1. At least one (1) approved universal screener for reading to be
17 administered to all students in kindergarten through grade three (3);
18 and

19 2. At least one (1) approved reading diagnostic assessment for reading to
20 be administered as part of a multi-tiered system of supports for
21 students in kindergarten through grade three (3).

22 **(b) Notwithstanding KRS 158.6453(19) and 160.345, each local school board or**
23 public charter school board may adopt a common comprehensive reading
24 program for kindergarten through grade three (3).

25 **(c) All teachers for students in kindergarten through grade three (3), including**
26 public charter school teachers, shall be trained on any reading diagnostic
27 assessment and universal screener adopted by the local board or public

1 charter school board prior to administration of the assessment. The training
2 shall address:

- 3 1. How to properly administer the reading diagnostic assessment;
4 2. How to interpret the results of the reading diagnostic assessment to
5 identify students with a deficiency;
6 3. How to use the assessment results to design instruction and
7 interventions;
8 4. How to use the assessment to monitor the progress of student
9 performance; and
10 5. Accelerated, intensive, and direct instruction that addresses students'
11 individual differences and enables students identified with a deficiency
12 in reading to achieve proficiency.

13 (7) Beginning with the 2021-2022 school year, a universal screener approved by the
14 Department of Education shall be:

- 15 (a) Given in the first forty-five (45) days of the school year for all kindergarten
16 students at a public school or public charter school; and
17 (b) Given in the first thirty (30) days of the school year for grades one (1)
18 through three (3) at a public school or public charter school.

19 (8) A reading improvement plan shall be developed and implemented by a reading
20 improvement team for any student in kindergarten through grade three (3)
21 identified with a deficiency in reading. The reading improvement plan shall
22 require:

- 23 (a) Intensive intervention that includes effective instructional strategies and
24 appropriate instructional materials necessary to help the student remedy a
25 deficiency in reading and become ready for the next grade;
26 (b) A school to provide a written quarterly progress report containing the
27 information required by paragraph (a) of this subsection to a parent or

1 guardian of any student subject to a reading improvement plan. The written
2 quarterly progress report for the reading improvement plan may be included
3 in the school's existing quarterly progress report; and

4 (c) Individual placement decisions for children who are eligible for special
5 education and related services to be determined by the appropriate
6 admissions and release committee in accordance with administrative
7 regulations promulgated by the Kentucky Board of Education.

8 (9) Beginning in the 2022-2023 school year, if a student's deficiency in reading is not
9 remedied as demonstrated by the results of an approved reading diagnostic
10 assessment or by the student scoring in the apprentice student performance level
11 or higher in reading on the state annually required grade three (3) assessment,
12 the local school district shall provide:

13 (a) Enrichment programs prior to grade three (3) and grade four (4) using
14 evidence-based reading instruction and other strategies;

15 (b) Intensive instructional services, progress monitoring measures, and
16 supports to students in grade three (3) and grade four (4) that have been
17 identified with deficiencies in reading by the results of an approved
18 diagnostic tool;

19 (c) Written notification of the intensive remediation described in paragraphs
20 (a) and (b) of this subsection to the parent or legal guardian of any student
21 who did not score in the apprentice student performance level or higher in
22 reading on the state annually required grade three (3) assessment or by the
23 diagnostic as referenced in this subsection. The notification shall include a
24 description of proposed interventions and supports that will be provided to
25 the student; and

26 (d) Provide parents and legal guardians of students identified with deficiencies
27 in reading in kindergarten through grade three (3) with a "Read at Home"

1 *plan, including participation in regular parent-guided home reading.*

2 *(10) By September 1, 2021, if funds are appropriated, the department shall establish*
3 *required teacher academies or coaching models for teachers of students in pre-*
4 *kindergarten through grade three (3). The teacher academies or coaching models*
5 *shall be related to evidence-based practices in instruction, instructional materials,*
6 *and assessment in reading.*

7 ~~(11)~~(5) The department shall develop and maintain a Web-based resource providing
8 teachers access to:

- 9 (a) Information on the use of specific screening processes and programs to
10 identify student strengths and needs, including those for advanced learners;
11 (b) Current, evidence-based research and age-appropriate instructional tools that
12 may be used for substantial, steady improvement in:
- 13 1. Reading when a student is experiencing difficulty with phonemic
14 awareness, phonics, vocabulary, fluency, general reading
15 comprehension, or reading in specific content areas, or is exhibiting
16 characteristics of dyslexia, aphasia, or other reading difficulties;
 - 17 2. Writing when a student is experiencing difficulty with consistently
18 producing letters or numbers with accuracy or is exhibiting
19 characteristics of dysgraphia;
 - 20 3. Mathematics when a student is experiencing difficulty with basic math
21 facts, calculations, or application through problem solving, or is
22 exhibiting characteristics of dyscalculia or other mathematical
23 difficulties; or
 - 24 4. Behavior when a student is exhibiting behaviors that interfere with his or
25 her learning or the learning of other students; and
- 26 (c) Current, evidence-based research and age-appropriate instructional tools that
27 may be used for continuous progress of advanced learners.

1 ~~(12)~~~~((6))~~ The department shall encourage districts to utilize both state and federal funds
2 as appropriate to implement a district-wide **multi-tiered system of supports**~~[system~~
3 ~~of interventions]~~.

4 ~~(13)~~~~((7))~~ The department is encouraged to coordinate technical assistance and training
5 on current best practice interventions with state postsecondary education
6 institutions.

7 ~~(14)~~~~((8))~~ The department shall collaborate with the Kentucky Collaborative Center for
8 Literacy Development, the Kentucky Center for Mathematics, the Kentucky Center
9 for Instructional Discipline, the Education Professional Standards Board, the
10 Council on Postsecondary Education, postsecondary teacher education programs,
11 and other agencies and organizations as deemed appropriate to ensure that teachers
12 are prepared to utilize evidence-based interventions in reading, writing,
13 mathematics, and behavior.

14 ~~(15)~~~~((9))~~ In compliance with 20 U.S.C. sec. 1414(a)(1)(E), screening of a student to
15 determine appropriate instructional strategies for curriculum implementation shall
16 not be considered to be an evaluation for eligibility for special education and related
17 services and nothing in this section shall limit a school district from completing an
18 initial evaluation of a student suspected of having a disability.

19 ~~((10))~~ ~~By November 30, 2013, and annually thereafter, the department shall provide a~~
20 ~~report to the Interim Joint Committee on Education that includes survey data on the~~
21 ~~types of evidence-based research interventions being implemented by districts in~~
22 ~~reading, writing, mathematics, and behavior in kindergarten through grade three~~
23 ~~((3)).]~~

24 ➔SECTION 3. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO
25 READ AS FOLLOWS:

26 **(1) Beginning in the 2020-2021 school year, postsecondary institutions offering**
27 **teacher preparation programs for interdisciplinary early childhood education or**

1 elementary regular education shall include evidence-based reading instructional
 2 programming related to reading instruction in the areas of phonemic awareness,
 3 phonics, fluency, vocabulary, and comprehension and on:

4 (a) The administration of specific assessment processes and programs used to
 5 identify student strengths and needs and that are approved by the
 6 Department of Education in accordance with subsection (4) of Section 2 of
 7 this Act;

8 (b) The use of assessment data for designing instruction and interventions;

9 (c) Progress monitoring of student performance; and

10 (d) Instructional strategies that addresses students' individual differences.

11 (2) By January 1, 2022, the Education Professional Standards Board shall develop
 12 and maintain a list of approved reading teacher preparation tests that are
 13 determined by the board to be an effective evaluation of reading instruction
 14 knowledge and skills.

15 (3) Beginning in the 2022-2023 school year, all new teachers seeking certification in
 16 Interdisciplinary Early Childhood Education or Elementary School shall
 17 successfully pass an approved reading teacher preparation test.

18 ➔Section 4. KRS 158.792 is amended to read as follows:

19 (1) As used in this section and KRS 164.0207, unless the context requires otherwise:

20 (a) "Comprehensive reading program" means any print, nonprint, or electronic
 21 medium of reading instruction designed to assist students. For students in
 22 kindergarten through grade three (3),^[a] program instructional resources
 23 shall include instruction in five (5) key areas^{[that emphasizes the essential}
 24 ^{components of reading]: phonemic awareness, phonics, fluency, vocabulary,}
 25 and ^{comprehension[, and connections between writing and reading}
 26 ^{acquisition and motivation to read].}^[.]

27 (b) "Reading diagnostic assessment" means an assessment that measures a

student's skills against established performance levels in essential components of reading and identifies students that require intervention in order for the student to remedy a deficiency in reading;~~[means an~~

~~assessment that identifies a struggling reader and measures the reader's skills against established performance levels in the essential components of reading.~~

~~The purpose is to screen for areas that require intervention in order for the student to learn to read proficiently.]~~

(c) "Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be evidence~~[research]~~-based, reliable, and replicable; and shall be based on the ongoing assessment of individual student needs; and~~[.]~~

(d) "Reliable, replicable research" means objective, valid, scientific studies that:

1. Include rigorously defined samples of subjects that are sufficiently large and representative to support the general conclusions drawn;
2. Rely on measurements that meet established standards of reliability and validity;
3. Test competing theories, where multiple theories exist;
4. Are subjected to peer review before their results are published; and
5. Discover effective strategies for improving reading skills.

(2) (a) The reading diagnostic and intervention fund is created to help teachers and library media specialists improve the reading skills of struggling readers in the primary program. Prior to the 2021-2022 school year, the Department of Education, upon the recommendation of the Read to Succeed Council~~[Reading Diagnostic and Intervention Grant Steering Committee]~~, shall provide renewable, two (2) year grants to schools to support teachers in the implementation of reliable, replicable evidence~~[research]~~-based reading

1 intervention programs that use a balance of diagnostic tools and instructional
2 strategies that emphasize phonemic awareness, phonics, fluency, vocabulary,
3 comprehension, and connections between writing and reading acquisition and
4 motivation to read to address the diverse learning needs of those students
5 reading at low levels. Any moneys in the fund at the close of the fiscal year
6 shall not lapse but shall be carried forward to be used for the purposes
7 specified in this section.

8 (b) Beginning in the 2021-2022 school year, the purpose of the reading
9 diagnostic and intervention fund shall be to train and support teachers and
10 library media specialists improve the reading skills of students in
11 kindergarten through grade three (3).

12 (3) The Department of Education shall create a literacy coaching program. The
13 program shall:

14 (a) Use data coaches to improve reading and literacy;

15 (b) Determine the effectiveness of intensive data-focused professional
16 development; and

17 (c) Provide expert support in literacy and early reading instruction and
18 intervention.

19 (4) The Kentucky Board of Education shall promulgate administrative regulations,
20 based on recommendations from the Department of Education that shall include
21 but not be limited to a school selection process with a focus on those with the
22 most need, professional learning supports in literacy, and early reading
23 instruction, and ~~secretary of the Education and Workforce Development Cabinet,~~
24 ~~the Reading Diagnostic and Intervention Grant Steering Committee established in~~
25 ~~KRS 158.794, and the Collaborative Center for Literacy Development established~~
26 ~~in KRS 164.0207 to:~~

27 ~~1. Identify eligible grant applicants, taking into consideration how the grant program~~

- 1 described in this section will relate to other grant programs;
- 2 ~~2. Specify~~ the criteria for acceptable reading and literacy diagnostic assessments and
- 3 intervention programs.;
- 4 ~~3. Specify the criteria for acceptable ongoing assessment of each child to~~
- 5 ~~determine his or her reading progress;~~
- 6 ~~4. Establish the minimum evaluation process for an annual review of each~~
- 7 ~~grant recipient's program and progress;~~
- 8 ~~5. Identify the annual data that must be provided from grant recipients;~~
- 9 ~~6. Define the application review and approval process;~~
- 10 ~~7. Establish matching requirements deemed necessary;~~
- 11 ~~8. Define the professional development and continuing education~~
- 12 ~~requirements for teachers, library media specialists, administrators, and~~
- 13 ~~staff of grant recipients;~~
- 14 ~~9. Establish the conditions for renewal of a two (2) year grant; and~~
- 15 ~~10. Specify other conditions necessary to implement the purposes of this~~
- 16 ~~section.~~
- 17 (b) ~~The board shall require that a grant applicant provide assurances that the~~
- 18 ~~following principles will be met if the applicant's request for funding is~~
- 19 ~~approved:~~
- 20 ~~1. A research-based comprehensive schoolwide reading program will be~~
- 21 ~~available;~~
- 22 ~~2. Intervention services will supplement, not replace, regular classroom~~
- 23 ~~instruction;~~
- 24 ~~3. Intervention services will be provided to struggling primary program~~
- 25 ~~readers within the school based upon ongoing assessment of their needs;~~
- 26 ~~and~~
- 27 ~~4. A system for informing parents of struggling readers of the available~~

1 ~~family literacy services within the district will be established.~~

2 ~~(4) In order to qualify for funding, the school council, or if none exists, the principal or~~
3 ~~the superintendent of schools, shall allocate matching funds required by grant~~
4 ~~recipients under subsection (3) of this section. Funding for professional~~
5 ~~development allocated to the school council under KRS 160.345 and for continuing~~
6 ~~education under KRS 158.070 may be used as part of the school's match.]~~

7 (5) The Department of Education shall make available to schools:

8 (a) Information concerning successful, evidence~~[research]~~-based comprehensive
9 reading programs, diagnostic tools for pre- and post-assessment, and
10 intervention programs, from the Collaborative Center for Literacy
11 Development created under KRS 164.0207;

12 (b) Strategies for successfully implementing early reading programs, including
13 professional development support and the identification of funding sources;
14 and

15 (c) A list of professional development providers offering teacher training related
16 to reading that emphasizes the essential components for successful reading:
17 phonemic awareness, phonics, fluency, vocabulary, comprehension, and
18 connections between writing and reading acquisition and motivation to read.

19 (6) The Department of Education shall submit a report to the Interim Joint Committee
20 on Education no later than November~~[September]~~ 1 of each year outlining the use
21 of grant funds.~~[The report shall also include comparisons of the overall costs and~~
22 ~~effectiveness of intervention programs.]~~ The annual report for an odd-numbered
23 year shall include an estimate of the cost to expand the reading diagnostic and
24 intervention fund~~[grant program]~~.

25 ➔Section 5. KRS 158.794 is amended to read as follows:

26 (1) The Read to Succeed Council~~[Reading Diagnostic and Intervention Grant Steering~~
27 ~~Committee]~~ is hereby created for the purpose of advising the Kentucky Board of

1 Education and the Department of Education concerning the implementation and
2 administration of universal screeners, reading diagnostic assessments, and a
3 statewide professional development program for early literacy~~[the reading~~
4 ~~diagnostic and intervention fund created in KRS 158.792].~~ The council~~[committee]~~
5 shall be composed of fourteen (14)~~[sixteen (16)]~~ members, including the
6 commissioner of education or the commissioner's designee~~[, the executive director~~
7 ~~of the Collaborative Center for Literacy Development, the president of the Council~~
8 ~~on Postsecondary Education or the president's designee,]~~ and the following
9 members, to be appointed by the Governor:

- 10 (a) Four (4) parents or members at large~~[primary program teachers with a~~
11 ~~specialty or background in reading and literacy];~~
- 12 (b) One (1) elementary school teacher~~[Four (4) university or college professors~~
13 ~~with a specialty or background in reading and literacy representing~~
14 ~~universities];~~
- 15 (c) One (1) postsecondary educator who trains and prepares elementary
16 reading teachers~~[elementary school principal];~~
- 17 (d) One (1) elementary special education teacher~~[certified library media~~
18 ~~specialist]; [and]~~
- 19 (e) One (1) elementary gifted and talented teacher;~~[Three (3) individuals from~~
20 ~~the state at large with an interest in reading and literacy.]~~
- 21 (f) One (1) speech-language pathologist;
- 22 (g) One (1) elementary librarian or certified media specialist;
- 23 (h) One (1) elementary reading intervention teacher;
- 24 (i) One (1) teacher with experience assisting children who are deaf or hearing-
25 impaired; and
- 26 (j) One (1) private sector member with reading intervention experience.
- 27 (2) Each member of the council~~[committee]~~, other than the commissioner of education

1 or the commissioner's designee~~[members who serve by virtue of their position]~~,
2 shall serve for a term of three (3) years or until a successor is appointed, except that
3 upon initial appointment, five (5) members shall serve a one (1) year term, four (4)
4 members shall serve a two (2) year term, and four (4) members shall serve a three
5 (3) year term.

6 (3) A majority of the full authorized membership shall constitute a quorum.

7 (4) The council~~[committee]~~ shall elect, by majority vote, a chair, who shall be the
8 presiding officer of the council~~[committee]~~, preside at all meetings, and coordinate
9 the functions and activities of the council~~[committee]~~. The chair shall be elected or
10 reelected each calendar year.

11 (5) The council~~[committee]~~ shall be attached to the Department of Education for
12 administrative purposes.

13 (6) The council~~[committee]~~ shall:

14 (a) Identify needs, trends, and issues in schools throughout the state regarding
15 reading and literacy programs;

16 (b) Make recommendations regarding the content of administrative regulations to
17 be promulgated by the Kentucky Board of Education under KRS 158.792;

18 (c) ~~[Recommend approval of grant applications based upon the provisions of~~
19 ~~KRS 158.792 and administrative regulations promulgated by the Kentucky~~
20 ~~Board of Education as required under KRS 158.792; and~~

21 ~~(d) —] Advise the Kentucky Board of Education and the Department of Education~~
22 ~~regarding costs and effectiveness of various reading intervention programs;~~
23 and~~[.]~~

24 (d) Advise the Department of Education on:

25 1. Suggested universal screeners for reading to be administered to
26 students in kindergarten through grade three (3) as required by
27 Section 1 of this Act;

1 2. Suggested criteria for reading diagnostic assessments to be
2 administered to students in kindergarten through grade three (3) as
3 required by Section 1 of this Act; and

4 3. The development, implementation, and outcomes of a statewide
5 professional development program to include early literacy skills
6 instruction and student engagement.

7 ➔Section 6. KRS 164.0207 is amended to read as follows:

8 (1) The Collaborative Center for Literacy Development: Early Childhood through
9 Adulthood is created to make available professional development for educators in
10 reliable, replicable evidence~~[research]~~-based reading programs, and to promote
11 literacy development, including cooperating with other entities that provide family
12 literacy services. The center shall be responsible for:

13 (a) Developing and implementing a clearinghouse for information about
14 programs addressing reading and literacy from early childhood and the
15 elementary grades (P-5) through adult education;

16 (b) Providing advice to the Kentucky Board of Education regarding evidence-
17 based comprehensive reading instruction~~[the Reading Diagnostic and~~
18 ~~Intervention Grant Program established in KRS 158.792]~~ and in other matters
19 relating to reading;

20 (c) Collaborating with public and private institutions of postsecondary education
21 and adult education providers to provide for teachers and administrators
22 quality preservice and professional development relating to reading diagnostic
23 assessments and intervention and to the essential components of successful
24 reading: phonemic awareness, phonics, fluency, vocabulary, comprehension,
25 and the connections between writing and reading acquisition and motivation
26 to read;

27 (d) Collaborating with the Kentucky Department of Education to assist districts

- 1 with students functioning at low levels of reading skills to assess and address
2 identified literacy needs;
- 3 (e) Providing professional development and coaching for early childhood
4 educators and classroom teachers, including adult education teachers,
5 implementing selected reliable, replicable evidence~~[research]~~-based reading
6 programs. The professional development shall utilize technology when
7 appropriate;
- 8 (f) Developing and implementing a comprehensive research agenda evaluating~~g~~
9 ~~the~~ comprehensive reading programs and reading intervention
10 programs~~[early reading models]~~ implemented in accordance with~~[Kentucky~~
11 ~~under]~~ KRS 158.792;
- 12 (g) Maintaining a demonstration and training site for early literacy located at each
13 of the public universities;
- 14 (h) Assisting middle and high schools in the development of comprehensive
15 adolescent reading plans and maintaining a repository of instructional
16 materials or summary materials that identify comprehension best practices in
17 the teaching of each subject area and a list of classroom-based diagnostic
18 reading comprehension assessments that measure student progress in
19 developing students' reading comprehension skills; and
- 20 (i) Evaluating the reading and literacy components of the model adult education
21 programs funded under the adult education and literacy initiative fund created
22 under KRS 151B.409.
- 23 (2) The center shall review national research and disseminate appropriate research
24 abstracts, when appropriate, as well as conduct ongoing research of reading
25 programs throughout the state. Research activities undertaken by the center shall
26 consist of descriptive as well as empirical studies.
- 27 (a) The center may contract for research studies to be conducted on its behalf.

1 (b) The research agenda should, at a minimum, consider the impact of various
2 reading and intervention programs:

3 1. In eliminating academic achievement gaps among students with
4 differing characteristics, including subpopulations of students with
5 disabilities, students with low socioeconomic status, students from racial
6 minority groups, students with limited English proficiency, and students
7 of different gender;

8 2. In schools with differing characteristics, such as urban versus rural
9 schools, poverty versus nonpoverty schools, schools with strong library
10 media center programs versus schools with weak library media center
11 programs, and schools in different geographic regions of the state;

12 3. In terms of their costs and effectiveness; and

13 4. In maintaining positive student progress over a sustained period of time.

14 (3) The center shall submit an annual report of its activities to the Kentucky
15 Department of Education, the Governor, and the Legislative Research Commission
16 no later than September 1 of each year.

17 (4) With advice from the Department of Education, the Council on Postsecondary
18 Education shall develop a process to solicit, review, and approve a proposal for
19 locating the Collaborative Center for Literacy Development at a public institution of
20 postsecondary education. The Council on Postsecondary Education shall approve
21 the location. The center, in conjunction with the council, shall establish goals and
22 performance objectives related to the functions described in this section.

23 ➔Section 7. KRS 158.070 is amended to read as follows:

24 (1) As used in this section:

25 (a) "Election" has the same meaning as in KRS 121.015;

26 (b) "Minimum school term" or "school term" means not less than one hundred
27 eighty-five (185) days composed of the student attendance days, teacher

1 professional days, and holidays;

2 (c) "School calendar" means the document adopted by a local board of education
3 that establishes the minimum school term, student instructional year or
4 variable student instructional year, and days that school will not be in session;

5 (d) "School district calendar committee" means a committee that includes at least
6 the following:

7 1. One (1) school district principal;

8 2. One (1) school district office administrator other than the
9 superintendent;

10 3. One (1) member of the local board of education;

11 4. Two (2) parents of students attending a school in the district;

12 5. One (1) school district elementary school teacher;

13 6. One (1) school district middle or high school teacher;

14 7. Two (2) school district classified employees; and

15 8. Two (2) community members from the local chamber of commerce,
16 business community, or tourism commission;

17 (e) "Student attendance day" means any day that students are scheduled to be at
18 school to receive instruction, and encompasses the designated start and
19 dismissal time;

20 (f) "Student instructional year" means at least one thousand sixty-two (1,062)
21 hours of instructional time for students delivered on not less than one hundred
22 seventy (170) student attendance days;

23 (g) "Teacher professional day" means any day teachers are required to report to
24 work as determined by a local board of education, with or without the
25 presence of students; and

26 (h) "Variable student instructional year" means at least one thousand sixty-two
27 (1,062) hours of instructional time delivered on the number of student

1 attendance days adopted by a local board of education which shall be
2 considered proportionally equivalent to one hundred seventy (170) student
3 attendance days and calendar days for the purposes of a student instructional
4 year, employment contracts that are based on the school term, service credit
5 under KRS 161.500, and funding under KRS 157.350.

6 (2) (a) Beginning with the 2018-2019 school year, and each year thereafter, the local
7 board of education, upon recommendation of the local school district
8 superintendent, shall annually appoint a school district calendar committee to
9 review, develop, and recommend school calendar options.

10 (b) The school district calendar committee, after seeking feedback from school
11 district employees, parents, and community members, shall recommend
12 school calendar options to the local school district superintendent for
13 presentation to the local board of education. The committee's
14 recommendations shall comply with state laws and regulations and consider
15 the economic impact of the school calendar on the community and the state.

16 (c) Prior to adopting a school calendar, the local board of education shall hear for
17 discussion the school district calendar committee's recommendations and the
18 recommendation of the superintendent at a meeting of the local board of
19 education.

20 (d) During a subsequent meeting of the local board of education, the local board
21 shall adopt a school calendar for the upcoming school year that establishes the
22 opening and closing dates of the school term, beginning and ending dates of
23 each school month, student attendance days, and days on which schools shall
24 be dismissed. The local board may schedule days for breaks in the school
25 calendar that shall not be counted as a part of the minimum school term.

26 (e) For local board of education meetings described in paragraphs (c) and (d) of
27 this subsection, if the meeting is a regular meeting, notice shall be given to

1 media outlets that have requests on file to be notified of special meetings
2 stating the date of the regular meeting and that one (1) of the items to be
3 considered in the regular meeting will be the school calendar. The notice shall
4 be sent at least twenty-four (24) hours before the regular meeting. This
5 requirement shall not be deemed to make any requirements or limitations
6 relating to special meetings applicable to the regular meeting.

7 (f) Beginning with the 2018-2019 school year, and each year thereafter, a local
8 school board of education that adopts a school calendar with the first student
9 attendance day in the school term starting no earlier than the Monday closest
10 to August 26 may use a variable student instructional year. Districts may set
11 the length of individual student attendance days in a variable student
12 instructional schedule, but no student attendance day shall contain more than
13 seven (7) hours of instructional time unless the district submitted and received
14 approval from the commissioner of education for an innovative alternative
15 calendar.

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

25 (b) At least one (1) hour of self-study review of seizure disorder materials shall be
26 required for all principals, guidance counselors, and teachers hired after July
27 1, 2019.

- 1 (c) 1. A local board may approve a school's flexible professional development
2 plan that permits teachers or other certified personnel within a school to
3 participate in professional development activities outside the days
4 scheduled in the school calendar or the regularly scheduled hours in the
5 school work day and receive credit towards the four (4) day professional
6 development requirement within the minimum one hundred eighty-five
7 (185) days that a teacher shall be employed.
- 8 2. A flexible schedule option shall be reflected in the school's professional
9 development component within the school improvement plan and
10 approved by the local board. Credit for approved professional
11 development activities may be accumulated in periods of time other than
12 full day segments.
- 13 3. No teacher or administrator shall be permitted to count participation in a
14 professional development activity under the flexible schedule option
15 unless the activity is related to the teacher's classroom assignment and
16 content area, or the administrator's job requirements, or is required by
17 the school improvement plan, or is tied to the teacher's or the
18 administrator's individual growth plan. The supervisor shall give prior
19 approval and shall monitor compliance with the requirements of this
20 paragraph. In the case of teachers, a professional development
21 committee or the school council by council policy may be responsible
22 for reviewing requests for approval.
- 23 (d) The local board of each school district may use up to a maximum of four (4)
24 days of the minimum school term for holidays; provided, however, any
25 holiday which occurs on Saturday may be observed on the preceding Friday.
- 26 (e) Each local board may use two (2) days for planning activities without the
27 presence of students.

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

- 1 (5) (a) 1. In setting the school calendar, school may be closed for two (2)
2 consecutive days for the purpose of permitting professional school
3 employees to attend statewide professional meetings.
- 4 2. These two (2) days for statewide professional meetings may be
5 scheduled to begin with the first Thursday after Easter, or upon request
6 of the statewide professional education association having the largest
7 paid membership, the commissioner of education may designate
8 alternate dates.
- 9 3. If schools are scheduled to operate during days designated for the
10 statewide professional meeting, the school district shall permit
11 employees who are delegates to attend as compensated professional
12 leave time and shall employ substitute teachers in their absence.
- 13 4. The commissioner of education shall designate one (1) additional day
14 during the school year when schools may be closed to permit
15 professional school employees to participate in regional or district
16 professional meetings.
- 17 5. These three (3) days so designated for attendance at professional
18 meetings may be counted as a part of the minimum school term.
- 19 (b) 1. If any school in a district is used as a polling place, the school district
20 shall be closed on the day of the election, and those days may be used
21 for professional development activities, professional meetings, or
22 parent-teacher conferences.
- 23 2. A district may be open on the day of an election if no school in the
24 district is used as a polling place.
- 25 (c) All schools shall be closed on the third Monday of January in observance of
26 the birthday of Martin Luther King, Jr. Districts may:
- 27 1. Designate the day as one (1) of the four (4) holidays permitted under

1 subsection (3)(d) of this section; or

2 2. Not include the day in the minimum school term specified in subsection
3 (1) of this section.

4 (6) (a) The Kentucky Board of Education, or the organization or agency designated
5 by the board to manage interscholastic athletics, shall be encouraged to
6 schedule athletic competitions outside the regularly scheduled student
7 attendance day.

8 (b) Beginning with the 2009-2010 school year, any member of a school-
9 sponsored interscholastic athletic team who competes in a regional
10 tournament or state tournament sanctioned by the Kentucky Board of
11 Education, or the organization or agency designated by the board to manage
12 interscholastic athletics, and occurring on a regularly scheduled student
13 attendance day may be counted present at school on the date or dates of the
14 competition, as determined by local board policy, for a maximum of two (2)
15 days per student per year. The student shall be expected to complete any
16 assignments missed on the date or dates of the competition.

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

20 (7) Students applying for excused absence for attendance at the Kentucky State Fair
21 shall be granted one (1) day of excused absence.

22 (8) Schools shall provide continuing education for those students who are determined
23 to need additional time to achieve the outcomes defined in KRS 158.6451, and
24 schools shall not be limited to the minimum school term in providing this
25 education. Continuing education time may include extended days, extended weeks,
26 or extended years. A local board of education may adopt a policy requiring its
27 students to participate in continuing education. The local policy shall set out the

1 conditions under which attendance will be required and any exceptions which are
2 provided. The Kentucky Board of Education shall promulgate administrative
3 regulations establishing criteria for the allotment of grants to local school districts
4 and shall include criteria by which the commissioner of education may approve a
5 district's request for a waiver to use an alternative service delivery option, including
6 providing services during the student attendance day on a limited basis. These
7 grants shall be allotted to school districts to provide instructional programs for
8 pupils who are identified as needing additional time to achieve the outcomes
9 defined in KRS 158.6451. *During the 2020-2021 school year,* a school district that
10 has a school operating a *reading intervention*~~[model-early-reading]~~ program under
11 KRS 158.792 may use a portion of its grant money as part of the matching funds to
12 provide individualized or small group reading instruction to qualified students
13 outside of the regular classroom during the student attendance day.

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

- 1 (10) By December 31, 2018, the Kentucky Board of Education shall promulgate
2 administrative regulations to be effective beginning with the 2019-2020 school year
3 to prescribe the conditions and procedures for districts to be approved for the
4 nontraditional instruction program. Administrative regulations promulgated by the
5 board under this section shall specify:
- 6 (a) The application, plan review, approval, and amendment process;
 - 7 (b) Reporting requirements for districts approved for the program, which may
8 include but are not limited to examples of student work, lesson plans, teacher
9 work logs, and student and teacher participation on nontraditional instruction
10 days. Documentation to support the use of nontraditional instruction days
11 shall include clear evidence of learning continuation;
 - 12 (c) Timelines for initial approval as a nontraditional instruction district, length of
13 approval, the renewal process, and ongoing evaluative procedures required of
14 the district;
 - 15 (d) Reporting and oversight responsibilities of the district and the Kentucky
16 Department of Education, including the documentation required to show clear
17 evidence of learning continuation during nontraditional instruction days; and
18 (e) Other components deemed necessary to implement this section.
- 19 (11) Notwithstanding the provisions of KRS 158.060(3) and the provisions of subsection
20 (2) of this section, a school district shall arrange bus schedules so that all buses
21 arrive in sufficient time to provide breakfast prior to the beginning of the student
22 attendance day. In the event of an unforeseen bus delay, the administrator of a
23 school that participates in the Federal School Breakfast Program may authorize up
24 to fifteen (15) minutes of the student attendance day if necessary to provide the
25 opportunity for children to eat breakfast not to exceed eight (8) times during the
26 school year within a school building.
- 27 (12) Notwithstanding any other statute to the contrary, the following provisions shall

1 apply to a school district that misses student attendance days due to emergencies,
2 including weather-related emergencies:

3 (a) A certified school employee shall be considered to have fulfilled the minimum
4 one hundred eighty-five (185) day contract with a school district under KRS
5 157.350 and shall be given credit for the purpose of calculating service credit
6 for retirement under KRS 161.500 for certified school personnel if:

- 7 1. State and local requirements under this section are met regarding the
8 equivalent of the number and length of student attendance days, teacher
9 professional days, professional development days, holidays, and days for
10 planning activities without the presence of students; and
- 11 2. The provisions of the district's school calendar to make up student
12 attendance days missed due to any emergency, as approved by the
13 Kentucky Department of Education when required, including but not
14 limited to a provision for additional instructional time per day, are met.

15 (b) Additional time worked by a classified school employee shall be considered as
16 equivalent time to be applied toward the employee's contract and calculation
17 of service credit for classified employees under KRS 78.615 if:

- 18 1. The employee works for a school district with a school calendar
19 approved by the Kentucky Department of Education that contains a
20 provision that additional instructional time per day shall be used to make
21 up full days missed due to an emergency;
- 22 2. The employee's contract requires a minimum six (6) hour work day; and
- 23 3. The employee's job responsibilities and work day are extended when the
24 instructional time is extended for the purposes of making up time.

25 (c) Classified employees who are regularly scheduled to work less than six (6)
26 hours per day and who do not have additional work responsibilities as a result
27 of lengthened student attendance days shall be excluded from the provisions

1 of this subsection. These employees may be assigned additional work
2 responsibilities to make up service credit under KRS 78.615 that would be
3 lost due to lengthened student attendance days.

4 ➔Section 8. KRS 156.553 is amended to read as follows:

5 (1) The teachers' professional growth fund is hereby created to provide teachers with
6 high quality professional development in content knowledge in mathematics,
7 reading, science, language arts, social studies, arts and humanities, practical living,
8 vocational studies, and foreign languages; classroom-based screening, diagnostic,
9 assessment, and intervention strategies; and teaching methodologies, including
10 professional development that may lead to additional certification endorsements or
11 renewal of certification. Based on available funds, student achievement data, and
12 teacher data, the Kentucky Board of Education shall annually determine the priority
13 for content emphasis based on the greatest needs.

14 (2) (a) The fund may provide moneys to teachers for:

- 15 1. Tuition reimbursement for successful completion of college or
16 university level courses, including on-line courses and seminars,
17 approved for this purpose by the Education Professional Standards
18 Board;
- 19 2. Stipends for participation in and successful completion of:
- 20 a. College or university courses, including on-line courses and
21 seminars, approved for this purpose by the Education Professional
22 Standards Board;
- 23 b. Teacher institutes developed for core content instructors by the
24 Department of Education in compliance with KRS 156.095; and
- 25 c. Other professional development programs approved by the
26 Kentucky Department of Education, including professional
27 development for teachers participating in grants awarded by the

1 Middle School Mathematics and Science Scholars Program
2 established under KRS 158.848;

3 3. Reimbursement for the purchase of materials required for professional
4 development programs; and

5 4. Reimbursement for other approved professional development activities
6 throughout the school year, including reimbursement for:

7 a. Travel to and from professional development workshops; and

8 b. Travel to and from other schools for the observation of, and
9 consultation with, peer mentors; or

10 (b) The fund may be used to provide grants to local school districts to support
11 staff participation in specific, statewide initiatives for the professional
12 development of teachers and administrators in specific content areas as
13 established by the Kentucky Department of Education and the Kentucky
14 Board of Education under the provisions of subsections (4), (5), and (6) of this
15 section and referenced in KRS 158.842.

16 (c) The fund may be used to provide grants to colleges and universities to plan
17 and develop statewide professional development institutes and other
18 professional development services.

19 (d) The fund may be used to provide grants to local school districts, to colleges
20 and universities, or other entities to assist the Kentucky Department of
21 Education in evaluating costs and the effectiveness of activities and initiatives
22 established under this section.

23 (3) The Education Professional Standards Board shall determine the college and
24 university courses, including on-line courses and seminars, for which teachers may
25 receive reimbursement from the fund.

26 (4) The Department of Education shall:

27 (a) Administer the fund. In order to process reimbursements to teachers promptly,

- 1 the reimbursements shall not be subject to KRS 45A.690 to 45A.725;
- 2 (b) Determine the professional development programs for which teachers may
3 receive reimbursement, or districts or colleges and universities may receive
4 grants, from the fund;
- 5 (c) Determine the level of stipend or reimbursement, subject to the availability of
6 appropriated funds, for particular courses and programs, under subsection (2)
7 of this section; and
- 8 (d) Provide an accounting of fund expenditures and results of the use of the funds
9 for each biennium to the Interim Joint Committee on Education by November
10 1 of each odd-numbered year.
- 11 (5) The professional development programs approved by the Department of Education
12 for which teachers may receive support from the fund shall:
- 13 (a) Focus on improving the content knowledge of teachers;
- 14 (b) Provide training in the use of research-based and developmentally appropriate
15 classroom-based screening, diagnostic, assessment, and intervention
16 strategies;
- 17 (c) Provide instruction on teaching methods to effectively impart content
18 knowledge to all students;
- 19 (d) Include intensive training institutes and workshops during the summer;
- 20 (e) Provide programs for the ongoing support of teacher participants throughout
21 the year, which may include:
- 22 1. A peer coaching or mentoring, and assessment program; and
- 23 2. Planned activities, including:
- 24 a. Follow-up workshops; and
- 25 b. Support networks of teachers of the core disciplines using
26 technologies, including but not limited to telephone, video, and on-
27 line computer networks;

- 1 (f) Provide teacher participants with professional development credit toward
2 renewal of certification under the provisions of KRS 161.095, relating to
3 continuing education for teachers; and
- 4 (g) Provide teacher participants with the opportunity to obtain certificate
5 endorsements or extensions in critical shortage areas, with priority given to
6 mathematics and science through 2016, and in core content areas to their
7 existing certifications through the TC-HQ process, established by the
8 Education Professional Standards Board to meet the requirements of the No
9 Child Left Behind Act of 2001, 20 U.S.C. sec. 6301 et seq.
- 10 (6) The Kentucky Board of Education shall specify through promulgation of
11 administrative regulations:
- 12 (a) The application and approval process for receipt of funds;
13 (b) The requirements and process for the disbursement of funds; and
14 (c) The number of each kind of approved course for which applicants may receive
15 funds.
- 16 (7) Notwithstanding any other provisions to the contrary, a local school board may
17 advance the funds necessary for its teachers to participate in a college course or
18 professional development seminar or activity approved by the Kentucky Department
19 of Education and the Education Professional Standards Board under provisions of
20 this section and receive reimbursement from the department at the conclusion of the
21 activity or course by the teacher. If funds are advanced for the benefit of a teacher
22 under this subsection, but the teacher does not fulfill his or her obligation, the
23 teacher shall reimburse the school district for the funds expended by the district on
24 the teacher's behalf.
- 25 (8) Notwithstanding the provisions of KRS 45.229, unexpended funds in the teachers'
26 professional growth fund in the 2000-2001 fiscal year or in any subsequent fiscal
27 year shall not lapse but shall carry forward to the next fiscal year and shall be used

1 for the purposes established in subsections (1) and (2) of this section.

2 (9) Notwithstanding any provisions of this section to the contrary, beginning June 1,
3 2006, through the 2009-2010 school year, priority for the use of funds from the
4 teachers' professional growth fund shall be used to train and support teams of
5 teachers from all school levels to be trained as reading coaches and mentors or as
6 mathematics coaches and mentors in statewide institutes referenced in KRS 158.840
7 and 158.842, and for selected teachers to be highly trained in providing diagnostic
8 assessment and intervention services for students in the primary program struggling
9 with mathematics.

10 (a) The design of the statewide mathematics institutes to train mathematics
11 coaches and mentors shall be developed by the Committee for Mathematics
12 Achievement established in KRS 158.842. The committee shall provide
13 recommendations to the Kentucky Department of Education and the Kentucky
14 Board of Education in the preparation of administrative regulations that may
15 be promulgated by the board to implement the provisions of this subsection
16 relating to mathematics.

17 (b) The design of the professional development program to provide highly trained
18 mathematics intervention teachers in the primary program shall be developed
19 by the Center for Mathematics in collaboration with public and private
20 institutions of postsecondary education.

21 (c) The development of the statewide program to train reading coaches and
22 mentors shall be coordinated by the Kentucky Department of Education with
23 recommendations from the Collaborative Center for Literacy Development,
24 established in KRS 164.0207, and the Read to Succeed Council~~reading~~
25 ~~steering committee~~ established in KRS 158.794. The design of the program
26 shall reflect a consensus of the agencies involved in the development of the
27 program. The training program for reading coaches and mentors shall

1 complement other statewide reading initiatives, funded with state and federal
2 funds, and shall give priority to teachers in grades four (4) through twelve
3 (12). The program shall be implemented no later than June 1, 2006. The board
4 shall promulgate administrative regulations required to implement the
5 provisions of this subsection relating to reading.

6 (10) Notwithstanding any provision of this section to the contrary, beginning June 1,
7 2010, through the 2015-2016 school year, priority for the use of funds from the
8 teachers' professional growth fund shall be for the purpose of increasing the number
9 of certified teachers with extensions or endorsements in mathematics and science as
10 described in subsection (5)(g) of this section.

11 ➔Section 9. This Act shall be known and may be cited as the "Read to Succeed
12 Act."