KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE

Topic: Certification of 704 KAR 3:480, Reading diagnostic and intervention grants
Date: February 2025
Action Requested: Review Action/Consent Action/Discussion
Held In: ⊠Full Board

SUMMARY OF ISSUE BEFORE THE BOARD:

To take action on the recertification of 704 KAR 3:480, Reading diagnostic and intervention grants.

COMMISSIONER'S RECOMMENDATION:

The Commissioner recommends approval of the recertification of 704 KAR 3:480.

APPLICABLE STATUTE OR REGULATION:

KRS 156.160, 158.792

BACKGROUND:

Existing Policy:

KRS 156.160 authorizes the Kentucky Board of Education (KBE) to promulgate administrative regulations establishing standards which school districts shall meet in student, program, service and operational performance. Per KRS 158.792(2), the purpose of the reading diagnostic and intervention fund is to "help teachers and library media specialists improve the reading skills of struggling reading in kindergarten through grade three (3) and to assist schools in employing reading interventionists who specialize in providing those services." Statue requires the KBE to "promulgate administrative regulations, based on recommendations from the Department of Education that shall include but not be limited to a school selection process with a focus on those with the most need, professional learning supports in literacy and early reading instruction," (KRS 158.792(3)(a)). 704 KAR 3:480 establishes an application process and the criteria for funding reading diagnostic and intervention grants as required pursuant to KRS 158.792.

Summary of Issue:

704 KAR 3:480 is nearing its expiration date. The KBE must approve the recertification of the regulation to avoid expiration.

Budget Impact:

The proposed recertification of this regulation has no fiscal impact on state funds.

GROUPS CONSULTED AND BRIEF SUMMARY OF RESPONSES:

The Office of Teaching and Learning reviewed the regulation for verification that it is in compliance with current governing law and requires no amendments.

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