

[Senate Bill \(SB\) 265 \(2024\)](#), Section 2, created a new section of KRS Chapter 161, [KRS 161.031](#), requiring local districts to provide a new teacher induction and mentor program. The Education Professional Standards Board (EPSB) has developed standards and guidance, as required under KRS 161.031(2), to assist local districts in implementing the new teacher induction and mentor programs.

The [Kentucky Mentorship Program \(KEMP\) Guidance](#) provides the following:

*“Per KRS 161.031(2) The Education Professional Standards Board shall develop standards and guidance for local districts to implement new teacher induction and mentor programs. All school districts shall provide an induction program for teachers in their first year of teaching. The guidance in this document is centered around the requirements outlined in KRS 161.031. The guidance includes each required component that all districts must include in their induction and mentoring programs. Each component will provide the minimum requirements along with [additional information](#) for districts to consider adding to their plans.*

- An **orientation program** for new teachers and other incoming teachers to be provided at the beginning of and throughout the first year of employment.
- **Assignment of a mentor** teacher to a new teacher within the first two weeks of teaching and remaining with the new teacher for the first year of the new teacher’s employment in the school. The mentoring relationship shall be composed of activities that the new teacher and mentor participate in together, including but not limited to co-teaching, lesson planning, and observation.
- The creation of a **support team** to provide assistance for new teachers, including focus on each new teacher’s individual **professional growth and development plan**.
- **New Teacher Workshops and training** - professional development opportunities specifically designed for the new teacher that provides vital information on topics relevant during the first year in the classroom.
- **Mentor Workshops** and training for mentors prior to assignment to a new teacher on the skills necessary for effective mentoring.
- **Designated Meeting Time** - Opportunities for the new teacher to meet with the assigned mentor to share successes and troubleshooting strategies.
- **Support teams** to link the new teacher with a network of teachers in the school or district, in addition to their mentor, that the new teacher can rely on for assistance and guidance, especially for content specialization.
- **Formative and summative evaluations** to provide feedback for a new teacher to gain an understanding of his or her strengths and weaknesses and to grow professionally.”

Due to the passage of SB 265, schools and districts are no longer able to utilize Title II, Part A funds for new teacher induction and mentor programs. Pursuant to [Section 2301](#) of the Every Student Succeeds Act (ESSA), Title II, Part A funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II, Part A. However, should local schools and districts choose to implement a new teacher induction and mentor program above and beyond the requirements provided under KRS 161.031, Title II, Part A funds may be utilized for those purposes. Consult the *KEMP Guidance* document for additional information as to the detailed requirements of the program.

If a school or district previously received approval to utilize Title II, Part A funds for new teacher induction and mentor programs, those funds are still allowable for the **2024-2025 academic year only**.

For questions, contact Education Administration Program Manager [Dana Kelly](#).