

IN THE SENATE

SENATE BILL NO. 1006

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO THE IDAHO LITERACY ACHIEVEMENT AND ACCOUNTABILITY ACT; AMEND-  
2 ING SECTION 33-1207A, IDAHO CODE, TO REMOVE LANGUAGE REGARDING TEACHER  
3 PREPARATION PROGRAMS AT CERTAIN INSTITUTIONS; REPEALING SECTION  
4 33-1614, IDAHO CODE, RELATING TO READING INSTRUCTION AND INTERVENTION;  
5 REPEALING SECTION 33-1615, IDAHO CODE, RELATING TO READING ASSESSMENT;  
6 REPEALING SECTION 33-1616, IDAHO CODE, RELATING TO LITERACY INTERVEN-  
7 TION; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER  
8 18, TITLE 33, IDAHO CODE, TO PROVIDE A SHORT TITLE, TO DEFINE TERMS, TO  
9 PROVIDE LEGISLATIVE FINDINGS, TO PROVIDE FOR AN IDAHO COMPREHENSIVE  
10 LITERACY PLAN, TO PROVIDE FOR STUDENT READING INSTRUCTION AND INTERVEN-  
11 TION, TO PROVIDE FOR READING AND LITERACY ASSESSMENT, TO PROVIDE FOR A  
12 LITERACY INTERVENTION PROGRAM, TO PROVIDE FOR EDUCATOR PREPARATION, TO  
13 PROVIDE FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT, AND TO PROVIDE  
14 RULEMAKING AUTHORITY; AND AMENDING SECTION 33-1002, IDAHO CODE, TO PRO-  
15 VIDE CORRECT CODE REFERENCES.  
16

17 Be It Enacted by the Legislature of the State of Idaho:

18 SECTION 1. That Section 33-1207A, Idaho Code, be, and the same is hereby  
19 amended to read as follows:

20 33-1207A. TEACHER PREPARATION.

21 (1) (a) Higher Education Institutions. The state board shall review  
22 teacher preparation programs at the institutions of higher education  
23 under its supervision and shall assure that the course offerings and  
24 graduation requirements are consistent with the state board-approved,  
25 research-based "Idaho Comprehensive Literacy Plan." To ensure compli-  
26 ance with this requirement, the board may allocate funds, subject to  
27 appropriation, to the higher education institutions that have teacher  
28 preparation programs.

29 The higher education institutions shall be responsible for the pre-  
30 service assessment measures for all kindergarten through grade 12 teacher  
31 preparation programs. The assessment must include a demonstration of teach-  
32 ing skills and knowledge congruent with current research on best reading  
33 practices. The assessment may consist of multiple measures, in alignment  
34 with best practices, for the demonstration of these skills. Each insti-  
35 tution shall report annually to the state board of education the number  
36 of preservice teachers who have passed the assessment. The state board of  
37 education shall then compile the statewide results and report to the legis-  
38 lature and the governor.

39 (2b) Nonpublic Teacher Preparation Programs.

40 (a) The state board shall grant teaching certificates to gradu-  
41 ates of all already board-approved nonpublic teacher preparation  
42 programs that require their graduates to satisfy the following:

1           ~~(i)~~1. Hold a bachelor's degree from an accredited four (4)  
2           year institution;

3           ~~(ii)~~2. Submit to a criminal history check as described in  
4           section 33-130, Idaho Code;

5           ~~(iii)~~3. Pass the required content training in the area or  
6           areas in which the graduate seeks to be endorsed. The con-  
7           tent training must be in substantive alignment with knowl-  
8           edge or equivalent standards set forth in the initial stan-  
9           dards for teacher certification, if any; and

10          ~~(iv)~~4. Pass pedagogical training in substantive alignment  
11          with knowledge or equivalent standards set forth in the core  
12          standards of the initial standards for teacher certifica-  
13          tion, if any.

14          (bii) Teaching certificates granted pursuant to this subsec-  
15          tion shall be equivalent to certificates granted to graduates of  
16          teacher preparation programs at public higher education institu-  
17          tions. Interim certificates shall be made available to graduates  
18          of programs without a student teaching or clinical component and  
19          standard certificates subsequently shall be made available upon  
20          satisfaction of state board of education mentoring requirements  
21          and other state statutory requirements pertaining to all teach-  
22          ers. All performance requirements shall be considered satisfied  
23          by completion of state board mentoring requirements. Reviews of  
24          nonpublic teacher preparation programs shall be limited to veri-  
25          fication of the criteria set forth in this subsection.

26          (32) For all Idaho teachers working on interim certificates, alternate  
27          routes or coming from out of state, completion of a state-approved reading  
28          instruction course shall be a onetime requirement for full certification.

29          (43) The board of trustees of every school district shall include, in  
30          its plan for in-service training, coursework covering reading skills devel-  
31          opment, including diagnostic tools to review and adjust instruction contin-  
32          uously, and the ability to identify students who need special help in read-  
33          ing. The district plan for in-service training in reading skills shall be  
34          submitted to the state department of education for review and approval, in a  
35          format specified by the department.

36          (54) A board-approved nontraditional educator preparation program  
37          that has a contract with a local education agency or consortium thereof  
38          to recruit, select, train, and retain teachers to teach in public schools  
39          that struggle to recruit and retain teachers may obtain funding from the  
40          state department of education, subject to appropriation or other available  
41          funds, provided that the program shall match no less than one hundred percent  
42          (100%) of any cost to the state for implementation. The board-approved pro-  
43          gram must have a documented history of recruiting, training, and retaining  
44          high-quality teachers who achieve above-average academic growth from stu-  
45          dents in Idaho and other states. The nontraditional educator preparation  
46          program may apply to the state department of education for available funding  
47          at the time one (1) or more teachers recruited by the program enters into an  
48          employment contract with a local education agency (LEA). The amount of fund-  
49          ing per teacher provided by the department to the program shall not exceed  
50          twenty-five percent (25%) of each teacher's annual salary for each year the

1 program is providing services in support of the teacher. Such funding is  
2 limited to two (2) academic years per teacher. In order for the program to  
3 obtain funding from the department:

4 (a) The program and the LEA shall provide to the department verifica-  
5 tion of each teacher's fulfillment of the annual employment contract;  
6 and

7 (b) The program and the LEA shall provide verification that the LEA  
8 is providing funding to the program for recruiting and training each  
9 teacher in an amount equal to at least ten percent (10%) of the amount  
10 the department is providing to the program.

11 SECTION 2. That Section [33-1614](#), Idaho Code, be, and the same is hereby  
12 repealed.

13 SECTION 3. That Section [33-1615](#), Idaho Code, be, and the same is hereby  
14 repealed.

15 SECTION 4. That Section [33-1616](#), Idaho Code, be, and the same is hereby  
16 repealed.

17 SECTION 5. That Title 33, Idaho Code, be, and the same is hereby amended  
18 by the addition thereto of a NEW CHAPTER, to be known and designated as Chap-  
19 ter 18, Title 33, Idaho Code, and to read as follows:

20 CHAPTER 18  
21 IDAHO LITERACY ACHIEVEMENT AND ACCOUNTABILITY ACT

22 33-1801. SHORT TITLE. This act shall be known and may be cited as the  
23 "Idaho Literacy Achievement and Accountability Act."

24 33-1802. DEFINITIONS. As used in this chapter:

25 (1) "Idaho comprehensive literacy plan" means the state board of ed-  
26 ucation-approved, evidence-based plan outlining the minimum statewide  
27 literacy comprehension expectations and framework. This plan shall include  
28 details on data literacy, the statewide reading assessment, and best prac-  
29 tices.

30 (2) "Local education agency" or "LEA" means a school district, includ-  
31 ing charter school districts, or a public charter school identified as an LEA  
32 pursuant to chapter 52, title 33, Idaho Code.

33 (3) "Statewide reading assessment" means the state board of educa-  
34 tion-approved assessment for facilitating continuous improvement, tailor-  
35 ing student-level instruction, and providing summative results.

36 33-1803. LEGISLATIVE FINDINGS. Pursuant to section 1, article IX,  
37 of the Idaho constitution, and the state constitutional duty to establish  
38 and maintain a general, uniform, and thorough system of public, free com-  
39 mon schools, the legislature finds that ensuring all students have access  
40 through the public schools to evidence-based reading instruction and inter-  
41 ventions focused on developing the foundational reading skills of phonemic  
42 awareness, phonics, fluency, vocabulary, and text comprehension are signif-  
43 icant components of ensuring that the system of public schools throughout

1 the state is uniform and thorough. In exercising its duty of general super-  
2 vision and governance of the public schools of the state, it is appropriate  
3 that the state board of education, supported by the department of educa-  
4 tion, hold local education providers accountable for demonstrating that the  
5 reading instruction they provide is focused on these foundational reading  
6 skills.

7 33-1804. IDAHO COMPREHENSIVE LITERACY PLAN. (1) The state board of ed-  
8 ucation shall develop an Idaho comprehensive literacy plan designed to cre-  
9 ate a framework for all students to be proficient in literacy and prepared  
10 to read and learn in the next grade level, as applicable to the student's  
11 grade. The comprehensive literacy plan shall be evidence-based and include  
12 the identification of best practices for literacy development and interven-  
13 tions.

14 (2) The state board of education shall convene a group of education  
15 stakeholders consisting of, at a minimum, representation from the Idaho  
16 public school system and postsecondary education system with experience in  
17 literacy development and reading instruction and parents to review and make  
18 recommendations to the state board of education on updates to the Idaho com-  
19 prehensive literacy plan. The comprehensive literacy plan shall be reviewed  
20 and updated at least every five (5) years.

21 (3) The comprehensive literacy plan shall:

22 (a) Identify the state's strategy to ensure students develop strong  
23 literacy skills needed for future learning;

24 (b) Set expectations for LEA-level leadership collaboration, profes-  
25 sional development for staff, effective instruction and interventions,  
26 and the use of assessments and data for setting locally established stu-  
27 dent proficiency and growth targets; and

28 (c) Identify evidence-based practices and tools aligned to the compre-  
29 hensive literacy plan.

30 33-1805. STUDENT READING INSTRUCTION AND INTERVENTION. (1) It is the  
31 ultimate goal of the legislature that every student read at or above grade  
32 level by the end of grade 3. School districts shall offer a reading inter-  
33 vention program pursuant to this section to each kindergarten through grade  
34 3 student who exhibits a reading deficiency on the statewide reading assess-  
35 ment pursuant to section 33-1806, Idaho Code, to ensure students can read at  
36 or above grade level at the end of grade 3. The reading intervention program  
37 shall be provided in addition to core reading instruction that is provided  
38 to all students in the general education classroom and must be in alignment  
39 with the Idaho comprehensive literacy plan. The reading intervention pro-  
40 gram shall:

41 (a) Be provided to all kindergarten through grade 3 students identi-  
42 fied with a reading deficiency as determined by the statewide reading  
43 assessments;

44 (b) Provide intensive development in phonemic awareness, phonics,  
45 fluency, vocabulary, and text comprehension as applicable to the grade  
46 level; and

1 (c) Monitor the reading progress of each student's reading skills  
2 throughout the school year and adjust instruction according to student  
3 needs. Monitoring may include both local and statewide assessments.

4 (2) Reading improvement plan. Any student in kindergarten through  
5 grade 3 who exhibits a deficiency in reading at any time based on the  
6 statewide assessment shall receive an individual reading improvement plan  
7 no later than thirty (30) days after the identification of the reading de-  
8 ficiency. The reading improvement plan shall be created by the teacher,  
9 principal, other pertinent school personnel, including staff-assigned li-  
10 brary duties if applicable, and the student's parent or guardian and shall  
11 describe the reading intervention services the student will receive to  
12 remedy the reading deficit. Each student must receive intensive reading  
13 intervention until the student is determined to be proficient in reading for  
14 the student's grade level.

15 (a) Having made a good faith effort, should the school be unable to en-  
16 gage the parent or guardian in the development of the student's reading  
17 improvement plan within fifteen (15) days of notifying the parent, the  
18 school may move forward with the creation of the student's reading im-  
19 provement plan without parental participation.

20 (b) Any student who has been identified as not proficient through a lo-  
21 cal literacy assessment may also be put on a reading improvement plan.

22 (c) Students who are on a reading improvement plan and have been identi-  
23 fied through the statewide assessment to be at grade level may be tran-  
24 sitioned off of the reading improvement plan. Schools must notify the  
25 parents or guardians in advance of transitioning students off of their  
26 reading improvement plan.

27 (3) Parent notification. The parent of any student in kindergarten  
28 through grade 3 who exhibits a deficiency in reading at any time during  
29 the school year must be notified in writing of the reading deficiency. The  
30 school district shall assist schools with providing written notification to  
31 the parent of any student who has not met grade-level proficiency.

32 (a) The initial notification must include the following:

33 (i) A statement that the student has been identified as having  
34 a deficiency in reading and that a reading improvement plan will  
35 be established by the teacher, principal, other applicable school  
36 personnel, and the parent or guardian;

37 (ii) A description of the current services that are provided to  
38 the student; and

39 (iii) A description of the available reading intervention and sup-  
40 plemental instructional services and supports that could be pro-  
41 vided to the student that are designed to address the identified  
42 areas of reading deficiency.

43 (b) Following development of the plan, the parent will be provided  
44 with:

45 (i) A description of the reading intervention and supplemental  
46 instructional services and support that will be provided to the  
47 student that are designed to address the identified areas of read-  
48 ing deficiency; and

49 (ii) Strategies for parents to use at home in helping their stu-  
50 dent to succeed in reading.

1 (c) At the conclusion of each school year, or earlier if it has been  
2 determined that the student is proficient and is no longer in need of  
3 intervention, the parent or guardian will be updated on the student's  
4 progress, including any recommendation for placement.

5 (4) District annual reporting. Each school district shall report to  
6 the state department of education by October 1 of each year the number and  
7 percentage of students, by grade level, on an individualized reading im-  
8 provement plan.

9 (5) Department responsibilities. The state department of education  
10 shall annually compile the information required along with state-level sum-  
11 mary information and annually report such information to the state board of  
12 education, the public, the governor, and the legislature. The department  
13 shall provide technical assistance as needed to aid school districts in im-  
14 plementing the provisions of this section.

15 (6) The state board of education may promulgate rules for the adminis-  
16 tration and implementation of this section.

17 33-1806. READING AND LITERACY ASSESSMENT. (1) The state department of  
18 education shall be responsible for administration of all assessment efforts  
19 and shall train LEA-level assessment personnel and report results.

20 (2) In continuing recognition of the critical importance of reading  
21 skills, all public school students in kindergarten through grade 3 shall  
22 have their reading skills assessed. For purposes of this assessment, the  
23 Idaho comprehensive literacy plan shall be the reference document. The  
24 kindergarten assessment shall include reading readiness and phonological  
25 awareness. Grades 1, 2, and 3 shall test for fluency, comprehension, and  
26 accuracy of the student's reading. The assessment shall be by a single  
27 statewide test specified by the state board of education, and the state de-  
28 partment of education shall ensure that testing shall take place no fewer  
29 than two (2) times per year in the relevant grades. Additional assessments  
30 may be administered to students who are identified for reading interventions  
31 as set forth in section 33-1805, Idaho Code. The state K-3 assessment test  
32 results shall be reviewed by school personnel for the purpose of providing  
33 necessary interventions to sustain or improve the students' reading skills.  
34 Results shall show for each school building with kindergarten through grade  
35 3 in each school district and charter school the percentage of students who  
36 are achieving proficiency on the statewide reading assessment. Such results  
37 shall be maintained and compiled by the state department of education and  
38 shall be reported annually to the public through the state education dash-  
39 board and reported to the state board of education, the legislature, and the  
40 governor in a consistent manner, by school and by district.

41 (3) The assessment scores and interventions recommended and imple-  
42 mented shall be maintained in the permanent record of each student.

43 (4) The administration of the state K-3 assessments is to be done in the  
44 local school districts by individuals chosen by the district other than the  
45 regular classroom teacher. All those who administer the assessments shall  
46 be trained by the state department of education.

47 (5) It is the legislature's intent that curricular materials utilized  
48 by school districts for kindergarten through grade 3 shall be tied to evi-

1 dence-based best practices and aligned with the Idaho comprehensive liter-  
2 acy plan.

3 33-1807. LITERACY INTERVENTION PROGRAM. (1) Each school district and  
4 public charter school shall establish an extended time literacy interven-  
5 tion program for students who score basic or below basic on the fall reading  
6 screening assessments or alternate reading screening assessment in kinder-  
7 garten through grade 3 and submit it to the state board of education.

8 (2) (a) The program shall provide:

9 (i) Proven effective evidence-based substantial intervention and  
10 shall include phonemic awareness, decoding intervention, vocabu-  
11 lary, comprehension, and fluency as applicable to the student  
12 based on a formative assessment designed to, at a minimum, iden-  
13 tify such weaknesses;

14 (ii) A minimum of sixty (60) hours of supplemental instruction for  
15 students in kindergarten through grade 3 who score below basic on  
16 the reading screening assessment; and

17 (iii) A minimum of thirty (30) hours of supplemental instruction  
18 for students in kindergarten through grade 3 who score basic on the  
19 reading screening assessment.

20 (b) The program may include adaptive learning technology literacy  
21 intervention tools as part of the literacy intervention program, must  
22 include parent input, be in alignment with the Idaho comprehensive lit-  
23 eracy plan, and be from the state board of education-approved provider  
24 list established pursuant to subsection (3) of this section. Online or  
25 digital instructional materials that are not part of a comprehensive  
26 program do not have to be from the approved provider list.

27 (3) (a) The state board of education shall select adaptive learn-  
28 ing technology literacy intervention providers through a request for  
29 proposals process to provide adaptive learning technology literacy in-  
30 tervention tools for school districts and charter schools to use as part  
31 of their literacy intervention programs for students in kindergarten  
32 through grade 3 that:

33 (i) Include an academic program focused on building age-appro-  
34 priate literacy skills that, at a minimum, include phonological  
35 awareness, phonics, fluency, comprehension, and vocabulary;

36 (ii) Use an evidence-based early intervention model;

37 (iii) Include a parental engagement and involvement component  
38 that allows parents to participate in their student's use of the  
39 tool at school or at home; and

40 (iv) Address early reading and literacy intervention through the  
41 use of an interactive and adaptive computer software program.

42 (b) To remain on the approved provider list after the first year of  
43 identification, programs must be evaluated each year to determine ef-  
44 fectiveness by an independent external evaluator. The evaluation will  
45 be based on a full academic year of implementation of tools implemented  
46 with fidelity and will include, at a minimum, growth toward proficiency  
47 measures.

48 (4) The state board of education shall identify national evi-  
49 dence-based best practices and proven effective state intervention prac-

1 tices. The state department of education shall share state board of educa-  
2 tion-identified intervention practices with school districts and charter  
3 schools throughout the state and maintain a resource center of best prac-  
4 tices for literacy intervention for students in kindergarten through grade  
5 3. The resource center shall include, at a minimum, resources for parents  
6 and schools.

7 (5) Of the funds appropriated for the purpose of this section, no more  
8 than one hundred dollars (\$100) per student may be used for transportation  
9 costs.

10 (6) For the purpose of program reimbursement, the state department of  
11 education shall adopt reporting forms, establish reporting dates, and adopt  
12 such additional guidelines and standards as necessary to accomplish the pro-  
13 gram goals that every child will read fluently and comprehend printed text on  
14 grade level by the end of third grade.

15 (7) To ensure students receive high-quality literacy instruction and  
16 intervention, the state department of education shall provide professional  
17 development to districts and schools on best practices supporting literacy  
18 instruction that includes data literacy, the statewide reading assessment,  
19 and best practices as outlined in the Idaho comprehensive literacy plan. In-  
20 tervention program participation and effectiveness by school and district  
21 shall be presented annually to the state board of education, the legisla-  
22 ture, and the governor.

23 (8) The state board of education or its delegate shall annually evalu-  
24 ate the cost and efficacy of literacy interventions used throughout Idaho.

25 (9) The state board of education may promulgate rules implementing the  
26 provisions of this section. At a minimum, such rules shall include student  
27 trajectory growth to proficiency benchmarks and a timeline for reaching such  
28 benchmarks.

29 33-1808. EDUCATOR PREPARATION. (1) The state board of education shall  
30 review teacher preparation programs at the institutions of higher education  
31 under its supervision and shall assure that the course offerings and grad-  
32 uation requirements are consistent with the Idaho comprehensive literacy  
33 plan. To ensure compliance with this requirement, the board may allocate  
34 funds, subject to appropriation, to the higher education institutions that  
35 have teacher preparation programs.

36 (2) The higher education institutions shall be responsible for the pre-  
37 service assessment measures for all kindergarten through grade 12 teacher  
38 preparation programs. The assessment must include a demonstration of teach-  
39 ing skills and knowledge congruent with current research on best reading  
40 practices. The assessment may consist of multiple measures, in alignment  
41 with best practices, for the demonstration of these skills. Each insti-  
42 tution shall report annually to the state board of education the number  
43 of preservice teachers who have passed the assessment. The state board of  
44 education shall then compile the statewide results and report to the legis-  
45 lature and the governor.

46 (3) For all Idaho teachers working on interim certificates, alternate  
47 routes, or coming from out of state, completion of a state-approved reading  
48 instruction course shall be a onetime requirement for full certification.



1 (4) The board of trustees of every school district shall include, in its  
 2 plan for in-service training, coursework covering reading skills develop-  
 3 ment, including diagnostic tools to review and adjust instruction continu-  
 4 ously, and the ability to identify students who need special help in reading.  
 5 The district plan for in-service training in reading skills shall be submit-  
 6 ted to the state department of education for review and approval, in a format  
 7 specified by the department.

8 33-1809. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT. (1) In recog-  
 9 nition of the critical role leadership plays in creating a culture in our  
 10 schools around continuous improvement, it is the intent of the legislature  
 11 to provide local school boards of trustees and charter school boards of  
 12 directors with the resources necessary to work effectively with school lead-  
 13 ership to set goals and growth targets.

14 (2) All newly elected or appointed board members shall participate in  
 15 at least one (1) board member orientation focused on:

16 (a) State and school district or charter school resources available for  
 17 literacy intervention and improvements;

18 (b) School, district, and state level data available to track progress  
 19 on student literacy proficiency and growth toward proficiency; and

20 (c) How to set measurable goals for improving student proficiency.

21 (3) Every board of trustee member or charter school director shall par-  
 22 ticipate in the literacy intervention orientation and training by June 30,  
 23 2023, or as provided by the state board of education thereafter.

24 (4) School district and charter schools shall set annual literacy pro-  
 25 ficiency and growth targets for students in kindergarten through grade 3.

26 (5) Literacy proficiency and growth targets shall align with the con-  
 27 tinuous improvement plan goals and targets of the school district or charter  
 28 school and the framework for schools to achieve statewide literacy growth  
 29 targets. Goal-setting and growth targets shall be based on comparisons  
 30 between similar cohorts of students in similar school buildings and school  
 31 districts.

32 (6) There shall be a statewide dashboard available for school per-  
 33 sonnel, parents, the governor, and the legislature to use to view progress  
 34 toward the school's literacy proficiency and growth targets and statewide  
 35 progress toward the statewide literacy growth targets set by the state board  
 36 of education. Information shall be available by school level based on like  
 37 cohorts of students in similar schools and school districts.

38 33-1810. RULEMAKING AUTHORITY. The state board of education may pro-  
 39 mulgate rules for the implementation of this chapter.

40 SECTION 6. That Section 33-1002, Idaho Code, be, and the same is hereby  
 41 amended to read as follows:

42 33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support pro-  
 43 gram is calculated as follows:

44 (1) State Educational Support Funds. Add the state appropriation, in-  
 45 cluding the moneys available in the public school income fund, together with  
 46 all miscellaneous revenues to determine the total state funds.

1 (2) From the total state funds subtract the following amounts needed  
2 for state support of special programs provided by a school district:

3 (a) Pupil tuition-equivalency allowances as provided in section  
4 33-1002B, Idaho Code;

5 (b) Transportation support program as provided in section 33-1006,  
6 Idaho Code;

7 (c) Feasibility studies allowance as provided in section 33-1007A,  
8 Idaho Code;

9 (d) The approved costs for border district allowance, provided in sec-  
10 tion 33-1403, Idaho Code, as determined by the state superintendent of  
11 public instruction;

12 (e) The approved costs for exceptional child approved contract al-  
13 lowance, provided in subsection 2. of section 33-2004, Idaho Code, as  
14 determined by the state superintendent of public instruction;

15 (f) Salary-based apportionment calculated as provided in sections  
16 33-1004 through 33-1004F, Idaho Code;

17 (g) Unemployment insurance benefit payments according to the provi-  
18 sions of section 72-1349A, Idaho Code;

19 (h) For expenditure as provided by the public school technology pro-  
20 gram;

21 (i) For employee severance payments as provided in section 33-521,  
22 Idaho Code;

23 (j) For distributions to the Idaho digital learning academy as provided  
24 in section 33-1020, Idaho Code;

25 (k) For charter school facilities funds and reimbursements paid pur-  
26 suant to section 33-5208(5), Idaho Code;

27 (l) For an online course portal as provided for in section 33-1024,  
28 Idaho Code;

29 (m) For advanced opportunities as provided for in chapter 46, title 33,  
30 Idaho Code;

31 (n) For additional math and science courses for high school students as  
32 provided in section 33-1021, Idaho Code;

33 (o) For leadership premiums as provided in section 33-1004J, Idaho  
34 Code;

35 (p) For master teacher premiums as provided in section 33-1004I, Idaho  
36 Code;

37 (q) For the support of provisions that provide a safe environment con-  
38 ductive to student learning and maintain classroom discipline, an allo-  
39 cation of three hundred dollars (\$300) per support unit;

40 (r) An amount specified in the appropriation bill for the public  
41 schools educational support program for counseling support as provided  
42 for in section 33-1212A, Idaho Code, shall be distributed for grades 8  
43 through 12 as follows:

44 (i) For school districts and public charter schools with one hun-  
45 dred (100) or more students enrolled in grades 8 through 12, a pro  
46 rata distribution based on students enrolled in grades 8 through  
47 12 or eighteen thousand dollars (\$18,000), whichever is greater;

48 (ii) For school districts and public charter schools with fewer  
49 than one hundred (100) students enrolled in grades 8 through 12,  
50 one hundred eighty dollars (\$180) per student enrolled in grades

1 8 through 12 or nine thousand dollars (\$9,000), whichever is  
 2 greater;

3 (s) An amount specified in the public schools educational support pro-  
 4 gram appropriation bill for literacy intervention pursuant to section  
 5 33-1616807, Idaho Code, the disbursements made to the school districts  
 6 and public charter schools in the aggregate shall not exceed the total  
 7 amount appropriated for this purpose and shall be based on the actual  
 8 costs of such intervention programs. School districts and public char-  
 9 ter schools shall be reimbursed in full or in pro rata based on the av-  
 10 erage number of students in kindergarten through grade 3 who score ba-  
 11 sic or below basic on the fall statewide reading assessment in the prior  
 12 three (3) years;

13 (t) For mastery-based education as provided for in section 33-16302,  
 14 Idaho Code;

15 (u) For pay for success contracting as provided in section 33-125B,  
 16 Idaho Code; and

17 (v) Any additional amounts as required by statute to effect administra-  
 18 tive adjustments or as specifically required by the provisions of any  
 19 bill of appropriation;

20 to secure the total educational support distribution funds.

21 (3) Average Daily Attendance. The total state average daily attendance  
 22 shall be the sum of the average daily attendance of all of the school dis-  
 23 tricts of the state. The state board of education shall establish rules set-  
 24 ting forth the procedure to determine average daily attendance and the time  
 25 for, and method of, submission of such report. Average daily attendance cal-  
 26 culation shall be carried out to the nearest hundredth. Computation of av-  
 27 erage daily attendance shall also be governed by the provisions of section  
 28 33-1003A, Idaho Code.

29 (4) Support Units. The total state support units shall be determined  
 30 by using the tables set out hereafter called computation of kindergarten  
 31 support units, computation of elementary support units, computation of sec-  
 32 ondary support units, computation of exceptional education support units,  
 33 and computation of alternative school support units. The sum of all of the  
 34 total support units of all school districts of the state shall be the total  
 35 state support units.

36 COMPUTATION OF KINDERGARTEN SUPPORT UNITS

37 Average Daily		
38 Attendance	Attendance Divisor	Units Allowed
39 41 or more....	40.....	1 or more as computed
40 31 - 40.99 ADA....	-.....	1
41 26 - 30.99 ADA....	-.....	.85
42 21 - 25.99 ADA....	-.....	.75
43 16 - 20.99 ADA....	-.....	.6
44 8 - 15.99 ADA....	-.....	.5
45 1 - 7.99 ADA....	-.....	count as elementary

COMPUTATION OF ELEMENTARY SUPPORT UNITS		
Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
300 or more ADA.....	.....	.. 15
	..23...grades 4,5 & 6....	
	..22...grades 1,2 & 3....1994-95	
	..21...grades 1,2 & 3....1995-96	
	..20...grades 1,2 & 3....1996-97 and each year thereafter.	
160 to 299.99 ADA...	20 .....	8.4
110 to 159.99 ADA...	19 .....	6.8
71.1 to 109.99 ADA...	16 .....	4.7
51.7 to 71.0 ADA...	15 .....	4.0
33.6 to 51.6 ADA...	13 .....	2.8
16.6 to 33.5 ADA...	12 .....	1.4
1.0 to 16.5 ADA...	n/a .....	1.0

COMPUTATION OF SECONDARY SUPPORT UNITS		
Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
750 or more....	18.5 .....	47
400 - 749.99 ADA....	16 .....	28
300 - 399.99 ADA....	14.5 .....	22
200 - 299.99 ADA....	13.5 .....	17
100 - 199.99 ADA....	12 .....	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12	.....	8
Grades 9-12	.....	6
Grades 7- 9	.....	1 per 14 ADA
Grades 7- 8	.....	1 per 16 ADA

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS		
Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
14 or more....	14.5 .....	1 or more as computed
12 - 13.99....	- .....	1
8 - 11.99....	- .....	.75

1	4 - 7.99.....	- .....	.5
2	1 - 3.99.....	- .....	.25

3                                    COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS  
 4                    (Computation of alternative school support units shall include  
 5                                    grades 6 through 12)

6	Pupils in Attendance	Attendance Divisor	Minimum Units Allowed
7			
8	12 or more.....	12 .....	1 or more as computed
9			

10            In applying these tables to any given separate attendance unit, no  
 11 school district shall receive less total money than it would receive if it  
 12 had a lesser average daily attendance in such separate attendance unit. In  
 13 applying the kindergarten table to a kindergarten program of fewer days  
 14 than a full school year, the support unit allowance shall be in ratio to the  
 15 number of days of a full school year. The attendance of students attending  
 16 an alternative school in a school district reporting fewer than one hundred  
 17 (100) secondary students in average daily attendance shall not be assigned  
 18 to the alternative table if the student is from a school district reporting  
 19 fewer than one hundred (100) secondary students in average daily attendance,  
 20 but shall instead be assigned to the secondary table of the school district  
 21 in which they are attending the alternative school, unless the alternative  
 22 school in question serves students from multiple districts reporting fewer  
 23 than one hundred (100) secondary students in average daily attendance. The  
 24 tables for exceptional education and alternative school support units shall  
 25 be applicable only for programs approved by the state department of educa-  
 26 tion following rules established by the state board of education. Moneys  
 27 generated from computation of support units for alternative schools shall be  
 28 utilized for alternative school programs. School district administrative  
 29 and facility costs may be included as part of the alternative school expen-  
 30 ditures.

31            (5) State Distribution Factor per Support Unit. Divide educational  
 32 support program distribution funds, after subtracting the amounts necessary  
 33 to pay the obligations specified in subsection (2) of this section, by the  
 34 total state support units to secure the state distribution factor per sup-  
 35 port unit.

36            (6) District Support Units. The number of support units for each school  
 37 district in the state shall be determined as follows:

38            (a) (i) Divide the actual average daily attendance, excluding stu-  
 39 dents approved for inclusion in the exceptional child educational  
 40 program, for the administrative schools and each of the separate  
 41 schools and attendance units by the appropriate divisor from the  
 42 tables of support units in this section, then add the quotients  
 43 to obtain the district's support units allowance for regular stu-  
 44 dents, kindergarten through grade 12 including alternative school  
 45 students. Calculations in application of this subsection shall be  
 46 carried out to the nearest hundredth.

1 (ii) Divide the combined totals of the average daily attendance  
2 of all preschool, kindergarten, elementary, secondary, juvenile  
3 detention center students and students with disabilities approved  
4 for inclusion in the exceptional child program of the district by  
5 the appropriate divisor from the table for computation of excep-  
6 tional education support units to obtain the number of support  
7 units allowed for the district's approved exceptional child pro-  
8 gram. Calculations for this subsection shall be carried out to the  
9 nearest hundredth when more than one (1) unit is allowed.

10 (iii) The total number of support units of the district shall be  
11 the sum of the total support units for regular students, subpara-  
12 graph (i) of this paragraph, and the support units allowance for  
13 the approved exceptional child program, subparagraph (ii) of this  
14 paragraph.

15 (b) Total District Allowance Educational Program. Multiply the dis-  
16 trict's total number of support units, carried out to the nearest hun-  
17 dredth, by the state distribution factor per support unit and to this  
18 product add the approved amount of programs of the district provided in  
19 subsection (2) of this section to secure the district's total allowance  
20 for the educational support program.

21 (c) District Share. The district's share of state apportionment is the  
22 amount of the total district allowance, paragraph (b) of this subsec-  
23 tion.

24 (d) Adjustment of District Share. The contract salary of every noncer-  
25 tificated teacher shall be subtracted from the district's share as cal-  
26 culated from the provisions of paragraph (c) of this subsection.

27 (7) Property Tax Computation Ratio. In order to receive state funds  
28 pursuant to this section, a charter district shall utilize a school mainte-  
29 nance and operation property tax computation ratio for the purpose of calcu-  
30 lating its maintenance and operation levy that is no greater than that which  
31 it utilized in tax year 1994, less four-tenths of one percent (.4%). As used  
32 herein, the term "property tax computation ratio" shall mean a ratio deter-  
33 mined by dividing the district's certified property tax maintenance and op-  
34 eration budget by the actual or adjusted market value for assessment pur-  
35 poses as such values existed on December 31, 1993. Such maintenance and op-  
36 eration levy shall be based on the property tax computation ratio multiplied  
37 by the actual or adjusted market value for assessment purposes as such values  
38 existed on December 31 of the prior calendar year.