

IN THE SENATE

SENATE BILL NO. 1226

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING CHAPTER 5, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-512D, IDAHO CODE, TO ESTABLISH PROVISIONS REGARDING SELF-DIRECTED LEARNERS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. That Chapter 5, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-512D, Idaho Code, and to read as follows:

33-512D. SELF-DIRECTED LEARNER DESIGNATION. (1) A student attending public school in Idaho shall be eligible to be designated as a self-directed learner. For the purposes of this section, a "self-directed learner" means a student:

(a) Who demonstrates mastery of content knowledge through grades, assessments, or mastery-based learning rubrics;

(b) Whose teacher or teachers designate the student as such. The teacher may consider the student's mastery of the content, academic growth, timeliness for assignments, self-motivation, ability to establish goals, and reaching age-appropriate learning outcomes;

(c) Who, starting in grade 5, demonstrates mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems, known collectively as "math facts"; or

(d) Who, starting in grade 8, demonstrates an informed choice of post-secondary career or education goals by:

(i) Completing and updating his student learning plan as defined in section 33-1001(30), Idaho Code;

(ii) Supplementing his student learning plan, as applicable, with the following that further his postsecondary goals:

1. Extended learning opportunities as defined in section 33-6401, Idaho Code;

2. Courses and examinations funded in chapter 46, title 33, Idaho Code; or

3. Any other credits or programs permitted under Idaho Code or district policy as applicable to the student's learning plan; and

(iii) Identifying and writing down self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals.

(2) Each school district or public charter school may adopt a self-directed learner policy to provide processes:

(a) Through which students may seek a self-directed learner designation;

1 (b) By which teachers may designate a student as a self-directed  
2 learner;

3 (c) To monitor and support self-directed learners;

4 (d) By which a student's teacher or teachers rescind the self-directed  
5 learner designation; and

6 (e) As otherwise necessary for implementation.

7 (3) Once a student is designated a self-directed learner, the student  
8 has the right to flexible learning. Flexible learning may be different for  
9 each student and may include flexible attendance, attending school virtu-  
10 ally, extended learning opportunities, and any other agreed-upon learning  
11 inside or outside the classroom. Starting in grade 8, flexible learning  
12 should further the student's progress toward postsecondary goals. Any flex-  
13 ible learning permitted under this section must be agreed upon by the stu-  
14 dent, his teacher or teachers, and the student's parents or legal guardian.

15 (4) In order to remain a self-directed learner, the student must meet  
16 criteria agreed upon by him, his teacher or teachers, and his parents or le-  
17 gal guardian. Criteria may include continued mastery of content knowledge  
18 and skills, academic growth, progress toward postsecondary goals, or other  
19 measures of student learning. If a student fails to meet the agreed-upon  
20 criteria and does not cure the failure within an agreed-upon time frame, the  
21 teacher or teachers may rescind the self-directed learner designation.

22 (5) A self-directed learner will be reported as enrolled as one (1.0)  
23 FTE or in attendance for a full day in school for the purpose of calculat-  
24 ing support units and public school funding. The district or charter school  
25 will receive full funding for its self-directed learners, regardless of at-  
26 tendance or actual hours of instruction up to one (1) full day of attendance  
27 or one (1.0) FTE, or the remaining day or FTE if the student is shared between  
28 two (2) or more school districts or public charter schools.

29 (6) Each school district or public charter school must report the num-  
30 ber of self-directed learners to the state department of education annually.

31 SECTION 2. An emergency existing therefor, which emergency is hereby  
32 declared to exist, this act shall be in full force and effect on and after  
33 July 1, 2022.