

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 383

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1802, IDAHO CODE, TO DEFINE TERMS AND TO REVISE DEFINITIONS; AMENDING SECTION 33-1804, IDAHO CODE, TO REVISE PROVISIONS REGARDING THE IDAHO COMPREHENSIVE LITERACY PLAN; AMENDING SECTION 33-1805, IDAHO CODE, TO REVISE PROVISIONS REGARDING STUDENT READING INSTRUCTION AND INTERVENTION; AMENDING SECTION 33-1806, IDAHO CODE, TO REVISE PROVISIONS REGARDING THE READING AND LITERACY ASSESSMENT; AMENDING SECTION 33-1807, IDAHO CODE, TO REVISE PROVISIONS REGARDING THE LITERACY INTERVENTION PROGRAM AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-1809, IDAHO CODE, TO REVISE PROVISIONS REGARDING ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT; AMENDING CHAPTER 18, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1809A, IDAHO CODE, TO ESTABLISH PROVISIONS REGARDING ADDITIONAL LITERACY INTERVENTION AND SCHOOL LITERACY PLANS; AMENDING SECTION 33-1811, IDAHO CODE, TO REVISE PROVISIONS REGARDING DYSLEXIA; AMENDING SECTION 33-1002, IDAHO CODE, TO PROVIDE FOR SUMMATIVE READING ASSESSMENTS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. That Section 33-1802, Idaho Code, be, and the same is hereby amended to read as follows:

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

(1) "Dyslexia" means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

(2) "Dyslexia screening tools" means assessments in the areas of phonological awareness skills, phonemic decoding efficiency, rapid automatic naming skills, encoding ability, and sight word reading efficiency skills in order to identify students that demonstrate characteristics of dyslexia or other reading difficulties.

(3) "Idaho comprehensive literacy plan" means the state board of education-approved, evidence-based plan outlining the minimum statewide literacy comprehension expectations and framework. This plan shall include details on data literacy, the statewide summative reading assessment, and best practices.

(4) "Independent literacy expert" means an outside expert selected by the state board of education who:

(a) Has a verifiable track record of improving student literacy outcomes in public schools as measured by summative reading assessments;

1 (b) Has expertise in the science of reading and experience delivering
 2 high-quality professional development and coaching on the science of
 3 reading to administrators and teachers;

4 (c) Has experience analyzing student data alongside educator practice
 5 to create customized plans for improvement;

6 (d) Has experience coaching administrators and teachers on designing
 7 and implementing data-driven school improvement plans; and

8 (e) Has experience establishing and implementing effective multi-
 9 tiered systems of support focused on literacy.

10 ~~(4)~~ (5) "Local education agency" or "LEA" means a school district, in-
 11 cluding charter school districts, or a public charter school identified as
 12 an LEA pursuant to chapter 52, title 33, Idaho Code.

13 (6) "Science of reading" means a body of evidence-based research on
 14 the cognitive processes involved in learning to read and effective instruc-
 15 tional practices based on phonemic awareness, phonics, fluency, vocabulary,
 16 and comprehension.

17 ~~(5)~~ (7) "Statewide Summative reading assessment" means ~~the~~ a state
 18 board of education-approved assessment for facilitating continuous im-
 19 provement, tailoring student-level instruction, and providing summative
 20 results.

21 (8) "Three-cueing system" means an instructional approach based on
 22 meaning, structure and syntax, and visual cues, which may also be known as
 23 "MSV."

24 SECTION 2. That Section 33-1804, Idaho Code, be, and the same is hereby
 25 amended to read as follows:

26 33-1804. IDAHO COMPREHENSIVE LITERACY PLAN. (1) The state board of
 27 education shall develop an Idaho comprehensive literacy plan designed to
 28 create a framework for all students to be proficient in literacy and prepared
 29 to read and learn in the next grade level, as applicable to the student's
 30 grade. The comprehensive literacy plan shall be evidence-based, aligned
 31 with the science of reading, and include the identification of best prac-
 32 tices for literacy development and interventions.

33 (2) The state board of education shall convene a group of education
 34 stakeholders consisting of, at a minimum, representation from the Idaho
 35 public school system and postsecondary education system with experience in
 36 literacy development and reading instruction and parents to review and make
 37 recommendations to the state board of education on updates to the Idaho com-
 38 prehensive literacy plan. The comprehensive literacy plan shall be reviewed
 39 and updated at least every five (5) years.

40 (3) The comprehensive literacy plan shall:

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

43 (b) Set expectations for LEA-level leadership collaboration, profes-
 44 sional development for staff, effective instruction and interventions,
 45 and the use of assessments and data for setting locally established stu-
 46 dent proficiency and growth targets that align with state-level growth
 47 targets; and

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

1 SECTION 3. That Section 33-1805, Idaho Code, be, and the same is hereby
2 amended to read as follows:

3 33-1805. STUDENT READING INSTRUCTION AND INTERVENTION. (1) It is the
4 ultimate goal of the legislature that every student read at or above grade
5 level by the end of grade 3. School districts shall offer a reading inter-
6 vention program pursuant to this section to each kindergarten through grade
7 3 student who exhibits a reading deficiency on the statewide summative read-
8 ing assessment pursuant to section 33-1806, Idaho Code, to ensure students
9 can read at or above grade level at the end of grade 3. The reading inter-
10 vention program shall be provided in addition to core reading instruction
11 that is provided to all students in the general education classroom and must
12 be in alignment with the Idaho comprehensive literacy plan. All reading in-
13 struction shall be aligned with the science of reading and shall not include
14 strategies or material that use three-cueing. The reading intervention pro-
15 gram shall:

16 (a) Be provided to all kindergarten through grade 3 students identi-
17 fied with a reading deficiency or identified with characteristics of
18 dyslexia as determined by the statewide summative reading assessments;

19 (b) Provide intensive development in phonemic awareness, phonics,
20 fluency, vocabulary, and text comprehension as applicable to the grade
21 level; and

22 (c) Monitor the reading progress of each student's reading skills
23 throughout the school year and adjust instruction according to student
24 needs. Monitoring may include both ~~local and statewide~~ formative and
25 summative assessments.

26 (2) Reading improvement plan. Any student in kindergarten through
27 grade 3 who exhibits a deficiency in reading at any time based on the
28 statewide summative assessment shall receive an individual reading improve-
29 ment plan no later than thirty (30) days after the identification of the
30 reading deficiency. The reading improvement plan shall be created by the
31 teacher, principal, other pertinent school personnel, including staff-as-
32 signed library duties if applicable, and the student's parent or guardian
33 and shall describe the reading intervention services the student will re-
34 ceive to remedy the reading deficit. Each student must receive intensive
35 reading intervention until the student is determined to be proficient in
36 reading for the student's grade level.

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

42 (b) Any student who has been identified as not proficient through a
43 ~~local literacy~~ formative assessment may also be put on a reading im-
44 provement plan.

45 (c) Students who are on a reading improvement plan and have been identi-
46 fied through the statewide summative assessment to be at grade level may
47 be transitioned off of the reading improvement plan. Schools must no-
48 tify the parents or guardians in advance of transitioning students off
49 of their reading improvement plan.

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

(a) The initial notification must include the following:

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

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

(iii) A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

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

(i) A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and

(ii) Strategies for parents to use at home in helping their student to succeed in reading.

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

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

(5) Department responsibilities. The state department of education shall annually compile the information required along with state-level summary information and annually report such information to the state board of education, the public, the governor, and the legislature. The department shall provide technical assistance as needed to aid school districts in implementing the provisions of this section.

(6) The state board of education may promulgate rules for the administration and implementation of this section.

SECTION 4. That Section 33-1806, Idaho Code, be, and the same is hereby amended to read as follows:

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

(2) In continuing recognition of the critical importance of reading skills, all public school students in kindergarten through grade 3 shall have their reading skills assessed. For purposes of this assessment, the Idaho comprehensive literacy plan shall be the reference document. The

kindergarten assessment shall include reading readiness and phonological awareness. Grades 1, 2, and 3 shall test for fluency, comprehension, and accuracy of the student's reading. The Beginning in the 2025-2026 school year, the assessment shall be by a single statewide summative test specified vetted by the state board of education, and the. Beginning in the 2027-2028 school year, such assessment shall be selected by the LEA. The state board of education shall vet and approve three (3) or more reliable and valid summative assessments from which LEAs may choose. LEAs shall employ a comprehensive system of assessments that also includes formative assessments and progress monitoring. The state department of education shall ensure that testing shall take place no fewer than two (2) times per year in the relevant grades. Additional assessments may be administered to students who are identified for reading interventions as set forth in section 33-1805, Idaho Code. The state K-3 summative assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills. Results shall show for each school building with kindergarten through grade 3 in each school district and charter school the percentage of students who are achieving proficiency on the statewide summative reading assessment. Such results shall be maintained and compiled by the state department of education and shall be reported annually to the public through the state education dashboard and reported to the state board of education, the legislature, and the governor in a consistent manner, by school and by district.

(3) The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

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

(5) It is the legislature's intent that curricular materials utilized by school districts for kindergarten through grade 3 shall be tied to the science of reading and evidence-based best practices and aligned with the Idaho comprehensive literacy plan. Such materials shall not employ three-cueing systems.

SECTION 5. That Section 33-1807, Idaho Code, be, and the same is hereby amended to read as follows:

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

(2) (a) The program shall provide:

(i) Proven effective evidence-based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency as applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses;

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

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

(b) The program may include adaptive learning technology literacy intervention tools as part of the literacy intervention program, ~~must~~ shall include parent input, ~~and~~ and be in alignment with the Idaho comprehensive literacy plan, and. Adaptive learning technology literacy intervention tools shall be from the state board of education-approved provider list established pursuant to subsection (3) of this section. Districts are encouraged to use adaptive learning technology literacy intervention tools independent from the summative assessment. Online or digital instructional materials that are not part of a comprehensive program do not have to be from the approved provider list.

(3) (a) ~~The Subject to appropriation, the~~ state board of education shall select and purchase licenses for districts to use for adaptive learning technology literacy intervention providers through ~~a~~ an open request for proposals process to provide adaptive learning technology literacy intervention tools for school districts and charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3 that:

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

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

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

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

(b) To remain on the approved provider list after the first year of identification, programs ~~must~~ shall be evaluated ~~each year~~ every three (3) years to determine effectiveness by an independent external evaluator. The evaluation ~~will~~ shall be based on a full academic year of implementation of tools implemented with fidelity and ~~will~~ shall include, at a minimum, growth toward proficiency measures. A provider does not need to have a minimum number of students to be evaluated. However, if the Idaho data is not sufficient for evaluation, the provider may be compelled to provide additional evidence of efficacy based on data from other similarly situated students. Providers shall be allowed to submit a proposal at any time throughout the year.

(4) The state board of education shall identify national evidence-based best practices and proven effective state intervention practices. The state department of education shall share state board of education-identified intervention practices with school districts and charter schools throughout the state and maintain a resource center of best practices for literacy intervention for students in kindergarten through grade

1 3. The resource center shall include, at a minimum, resources for parents
2 and schools.

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

6 (6) For the purpose of program reimbursement, the state department of
7 education shall adopt reporting forms, establish reporting dates, and adopt
8 such additional guidelines and standards as necessary to accomplish the pro-
9 gram goals that every child will read fluently and comprehend printed text on
10 grade level by the end of ~~third~~ grade 3.

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

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

21 (9) The state board of education may promulgate rules implementing the
22 provisions of this section. At a minimum, such rules shall include state-
23 level student trajectory growth to proficiency benchmarks and a timeline for
24 reaching such benchmarks. The state board of education shall present the
25 state-level growth targets to the legislature for approval in 2026.

26 SECTION 6. That Section 33-1809, Idaho Code, be, and the same is hereby
27 amended to read as follows:

28 33-1809. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT. (1) In recog-
29 nition of the critical role leadership plays in creating a culture in our
30 schools around continuous improvement, it is the intent of the legislature
31 to provide local school boards of trustees and charter school boards of
32 directors with the resources necessary to work effectively with school lead-
33 ership to set goals and growth targets.

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

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

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

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

41 (3) Every board of trustee member or charter school director shall par-
42 ticipate in the literacy intervention orientation and training by June 30,
43 2023, or as provided by the state board of education thereafter.

44 (4) School ~~district~~ districts and charter schools shall set annual lit-
45 eracy proficiency and growth targets for students in kindergarten through
46 grade 3. Such growth targets shall meet or exceed state-level growth tar-
47 gets.

48 (5) Literacy proficiency and growth targets shall align with the con-
49 tinuous improvement plan goals and targets of the school district or charter

1 school and the framework for schools to achieve statewide literacy growth
 2 targets. Goal-setting and growth targets shall be based on comparisons
 3 between similar cohorts of students in similar school buildings and school
 4 districts.

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

11 SECTION 7. That Chapter 18, Title 33, Idaho Code, be, and the same is
 12 hereby amended by the addition thereto of a NEW SECTION, to be known and des-
 13 ignated as Section 33-1809A, Idaho Code, and to read as follows:

14 33-1809A. ADDITIONAL LITERACY INTERVENTION -- SCHOOL LITERACY
 15 PLAN. (1) On or before December 31, 2025, the state board of education shall
 16 identify two (2) or more approved independent literacy experts through a
 17 request for proposals process. The approved list shall be evaluated by an
 18 external evaluator every three (3) years. The state board of education shall
 19 contract with the independent literacy experts and shall specify a payment
 20 schedule and payment conditions with up to fifty percent (50%) of the fee
 21 contingent on successful outcomes.

22 (2) The state board of education shall establish criteria for schools
 23 that need additional literacy intervention. Beginning in 2026, on or before
 24 July 1 of each year, the state board of education shall designate a cohort of
 25 elementary schools in need of additional literacy intervention.

26 (3) Each school district board of trustees overseeing each elementary
 27 school in the cohort shall select an approved independent literacy expert.

28 (4) Once selected, the independent literacy expert shall work with the
 29 school for three (3) years to:

30 (a) Collect and analyze data on the school's student achievement, per-
 31 sonnel, culture, curriculum, assessments, instructional practices,
 32 multi-tiered systems of support, leadership, and policies;

33 (b) Conduct a comprehensive needs assessment during the initial reme-
 34 dial year for the school, which shall include recommended changes to the
 35 school's instructional practices, materials, assessments, culture,
 36 leadership, multi-tiered systems of support, or other areas based on
 37 data collected pursuant to paragraph (a) of this subsection;

38 (c) Develop and implement, in partnership with the school principal,
 39 staff, and board of trustees, a school literacy plan designed to bring
 40 the school into alignment with the performance standards and growth
 41 targets established under section 33-1809, Idaho Code. Such plan shall
 42 include:

43 (i) The findings and recommendations of the comprehensive needs
 44 assessment as described in paragraph (b) of this section;

45 (ii) Measurable student achievement goals and objectives;

46 (iii) A professional development strategy that addresses gaps in
 47 implementation of the science of reading;

48 (iv) A leadership development strategy focused on proven strate-
 49 gies to implement the science of reading;

- 1 (v) Recommendations for necessary changes to instructional materials and assessments to align with the science of reading;
- 2 (vi) A strategy to assess and monitor progress;
- 3 (vii) A strategy to communicate and report data on progress to
- 4 stakeholders; and
- 5 (viii) A timeline for implementation;
- 6 (d) Monitor the effectiveness of the school literacy plan provided for
- 7 in paragraph (c) of this subsection and provide ongoing implementation
- 8 support;
- 9 (e) Provide high-quality, job-embedded professional development and
- 10 coaching in the science of reading designed to improve:
- 11 (i) The leadership capacity of the school principal;
- 12 (ii) The instructional capacity of the school staff; and
- 13 (iii) The collaborative practices of teacher and leadership teams
- 14 to implement an effective multi-tiered system of support;
- 15 (f) Leverage support from families and community partners to coordi-
- 16 nate the efficient delivery of literacy support to students both inside
- 17 and outside the classroom;
- 18 (g) Collaborate as needed with the state board of education; and
- 19 (h) Report on progress under the school literacy plan annually or upon
- 20 request.
- 21 (5) The independent literacy expert shall submit the school literacy
- 22 plan provided for in this section to the school district board of trustees
- 23 and the state board of education for approval.
- 24 (6) If a school in the cohort implements a school literacy plan with fi-
- 25 delity but fails to improve within three (3) years, the state board of edu-
- 26 cation may extend the partnership with the independent literacy expert de-
- 27 scribed in this section for up to two (2) years.
- 28

29 SECTION 8. That Section 33-1811, Idaho Code, be, and the same is hereby
30 amended to read as follows:

31 33-1811. DYSLEXIA. (1) The state department of education shall iden-
32 tify reliable, valid, evidence-based screening tools and intervention prac-
33 tices to evaluate the literacy skills of students enrolled in kindergarten
34 through grade 5 for characteristics of dyslexia and shall provide profes-
35 sional development in multisensory-structured literacy approaches.

36 (2) Starting in the 2022-2023 school year, and each year thereafter,
37 the state department of education ~~will~~ shall ensure that districts adminis-
38 ter a ~~statewide~~ tier 1 dyslexia screening measure for identifying students
39 with characteristics of dyslexia in kindergarten through grade 3. The fall
40 administration of the ~~statewide~~ summative reading assessment shall be used
41 as the tier 1 screening measure for students in kindergarten through grade
42 3, except as provided in section 33-1618, Idaho Code. The state depart-
43 ment of education shall support local education agencies in implementing
44 tier 1 screeners for students in grades 4 and 5. A local education agency
45 must administer a tier 2 dyslexia diagnostic measure to students in kinder-
46 garden through grade 5 who have been identified as having characteristics
47 of dyslexia based on the tier 1 screening measure or who have been identi-
48 fied by their classroom teacher or at the request of the student's parent or
49 guardian. All parents or guardians of students identified with character-

istics of dyslexia shall be notified and provided with the local education agency's options for school interventions.

(3) Local education agencies shall provide evidence-based interventions in alignment with the Idaho comprehensive literacy plan and the state dyslexia handbook for any students identified with characteristics of dyslexia. The state department of education will provide technical assistance by:

(a) Providing local education agencies with guidance and resources for general education teachers and school teams to identify characteristics of dyslexia and to provide intervention and remediation to students;

(b) Identifying reliable, valid, and evidence-based tools and multisensory-structured literacy approaches for students in kindergarten through grade 5 that have been identified with characteristics of dyslexia;

(c) Identifying reliable, valid, and evidence-based tier 2 screening and diagnostic measures for use by local education agencies; and

(d) Developing reporting mechanisms for local education agencies to submit information and required data as determined by the state board of education for evaluating the effectiveness of the intervention programs.

(4) The state department of education shall maintain a list of courses that fulfill the professional development requirements prescribed in this section. The list may consist of online or classroom learning models. Each identified course must align with the Idaho comprehensive literacy plan and the state dyslexia handbook. Such courses must be multisensory-structured literacy professional development for teachers in evidence-based dyslexia screening and intervention practices for identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia.

(a) No later than the beginning of the 2023-2024 school year, each instructional staff member and instructional coach employed by a local education agency involved in the instruction of students in kindergarten through grade 5, including those providing special education instruction, shall be required to have received professional development specific to providing instruction and intervention to students with characteristics of dyslexia.

(b) No later than the beginning of the 2023-2024 school year, all teachers, administrators and school counselors with an instructional certificate in grades 6 through 12 shall be required to have received professional development on the characteristics of dyslexia.

(c) No later than the beginning of the 2025-2026 school year, all Idaho teachers ~~or~~ and administrators with an all subjects (K-8) endorsement, exceptional child generalist endorsement, blended early childhood/early childhood special education endorsement, administrator certificate, or school counselor certificate serving students in kindergarten through grade 5 will be required to earn one (1) or more credits of professional development identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia and providing dyslexia-focused interventions to recertify.

1 SECTION 9. That Section 33-1002, Idaho Code, be, and the same is hereby
2 amended to read as follows:

3 33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support pro-
4 gram is calculated as follows:

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

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

10 (a) Pupil tuition-equivalency allowances as provided in section
11 33-1002B, Idaho Code;

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

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

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

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

22 (f) Salary-based apportionment calculated as provided in sections
23 33-1004 through 33-1004F, Idaho Code;

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

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

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

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

32 (k) For charter school facilities funds and reimbursements paid pur-
33 suant to section 33-5207, Idaho Code;

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

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

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

40 (o) For master teacher premiums as provided in section 33-1004I, Idaho
41 Code;

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

45 (q) An amount specified in the appropriation bill for the public
46 schools educational support program for counseling support as provided
47 for in section 33-1212A, Idaho Code, shall be distributed for grades 8
48 through 12 as follows:

- 1 (i) For school districts and public charter schools with one hun-
 2 dred (100) or more students enrolled in grades 8 through 12, a pro
 3 rata distribution based on students enrolled in grades 8 through
 4 12 or eighteen thousand dollars (\$18,000), whichever is greater;
 5 (ii) For school districts and public charter schools with fewer
 6 than one hundred (100) students enrolled in grades 8 through 12,
 7 one hundred eighty dollars (\$180) per student enrolled in grades
 8 8 through 12 or nine thousand dollars (\$9,000), whichever is
 9 greater;
- 10 (r) An amount specified in the public schools educational support pro-
 11 gram appropriation bill for literacy intervention. The disbursements
 12 made to the school districts and public charter schools shall be calcu-
 13 lated as follows:
- 14 (i) Fifty percent (50%) based on average full-time equivalent
 15 enrollment of students in kindergarten through grade 3 as of the
 16 first Friday in November;
- 17 (ii) Fifty percent (50%) based on the number of kindergarten
 18 through grade 3 students who move a full level or who are profi-
 19 cient from the spring-to-spring administration of the statewide
 20 summative reading assessment in the prior fiscal year or, if there
 21 is not a prior spring assessment for the student, from fall to
 22 spring; and
- 23 (iii) Funds will be distributed to the school district or pub-
 24 lic charter school where the student is enrolled and takes the
 25 statewide summative reading assessment. Any school district or
 26 public charter school that has greater than one (1) but fewer than
 27 five (5) students in kindergarten through grade 3 will receive a
 28 minimum of two thousand dollars (\$2,000). Economically disad-
 29 vantaged students shall count as one and three quarters (1.75)
 30 students for the purpose of calculating the distribution of the
 31 funds in subparagraph (ii) of this paragraph.
- 32 (s) For mastery-based education as provided for in section 33-1632,
 33 Idaho Code;
- 34 (t) For pay for success contracting as provided in section 33-125B,
 35 Idaho Code; and
- 36 (u) Any additional amounts as required by statute to effect administra-
 37 tive adjustments or as specifically required by the provisions of any
 38 bill of appropriation;
- 39 to secure the total educational support distribution funds.
- 40 (3) Average Daily Attendance. The total state average daily attendance
 41 shall be the sum of the average daily attendance of all of the school dis-
 42 tricts of the state. The state board of education shall establish rules set-
 43 ting forth the procedure to determine average daily attendance and the time
 44 for, and method of, submission of such report. Average daily attendance cal-
 45 culation shall be carried out to the nearest hundredth. Computation of av-
 46 erage daily attendance shall also be governed by the provisions of section
 47 33-1003A, Idaho Code.
- 48 (4) Support Units. The total state support units shall be determined
 49 by using the tables set out hereafter called computation of kindergarten
 50 support units, computation of elementary support units, computation of sec-

1 onduary support units, computation of exceptional education support units,
 2 and computation of alternative school support units. The sum of all of the
 3 total support units of all school districts of the state shall be the total
 4 state support units.

5 COMPUTATION OF KINDERGARTEN SUPPORT UNITS

6	Average Daily		
7	Attendance	Attendance Divisor	Units Allowed
8	41 or more....	40.....	1 or more as computed
9	31 - 40.99 ADA....	-.....	1
10	26 - 30.99 ADA....	-.....	.85
11	21 - 25.99 ADA....	-.....	.75
12	16 - 20.99 ADA....	-.....	.6
13	8 - 15.99 ADA....	-.....	.5
14	1 - 7.99 ADA....	-.....	count as elementary

15 COMPUTATION OF ELEMENTARY SUPPORT UNITS

16	Average Daily		Minimum Units
17	Attendance	Attendance Divisor	Allowed
18	300 or more ADA.....	.....	.. 15
19		..23...grades 4,5 & 6....	
20		..22...grades 1,2 & 3....1994-95	
21		..21...grades 1,2 & 3....1995-96	
22		..20...grades 1,2 & 3....1996-97	
23		and each year thereafter.	
24	160 to 299.99 ADA...	20.....	8.4
25	110 to 159.99 ADA...	19.....	6.8
26	71.1 to 109.99 ADA...	16.....	4.7
27	51.7 to 71.0 ADA...	15.....	4.0
28	33.6 to 51.6 ADA...	13.....	2.8
29	16.6 to 33.5 ADA...	12.....	1.4
30	1.0 to 16.5 ADA...	n/a.....	1.0

31 COMPUTATION OF SECONDARY SUPPORT UNITS

32	Average Daily		Minimum Units
33	Attendance	Attendance Divisor	Allowed
34	750 or more....	18.5.....	47
35	400 - 749.99 ADA....	16.....	28
36	300 - 399.99 ADA....	14.5.....	22
37	200 - 299.99 ADA....	13.5.....	17
38	100 - 199.99 ADA....	12.....	9

1	99.99 or fewer	Units allowed as follows:	
2	Grades 7 - 12	.....	8
3	Grades 9 - 12	.....	6
4	Grades 7 - 9	.....	1 per 14 ADA
5	Grades 7 - 8	.....	1 per 16 ADA

6 COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

7	Average Daily		Minimum Units
8	Attendance	Attendance Divisor	Allowed
9	14 or more....	14.5	1 or more as
10			computed
11	12 - 13.99....	-	1
12	8 - 11.99....	- .....	.75
13	4 - 7.99....	- .....	.5
14	1 - 3.99....	- .....	.25

15 COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS
 16 (Computation of alternative school support units shall include
 17 grades 6 through 12)

18	Pupils in Attendance	Attendance Divisor	Minimum Units
19			Allowed
20	12 or more.....	12	1 or more as
21			computed

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

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

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

8 (a) (i) Divide the actual average daily attendance, excluding stu-
 9 dents approved for inclusion in the exceptional child educational
 10 program for the administrative schools and each of the separate
 11 schools and attendance units, by the appropriate divisor from the
 12 tables of support units in this section, then add the quotients
 13 to obtain the district's support units allowance for regular stu-
 14 dents, kindergarten through grade 12 including alternative school
 15 students. Calculations in application of this subsection shall be
 16 carried out to the nearest hundredth.

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

26 (iii) The total number of support units of the district shall be
 27 the sum of the total support units for regular students, subpara-
 28 graph (i) of this paragraph, and the support units allowance for
 29 the approved exceptional child program, subparagraph (ii) of this
 30 paragraph.

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

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

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

43 (7) Property Tax Computation Ratio. In order to receive state funds
 44 pursuant to this section, a charter district shall utilize a school main-
 45 tenance and operation property tax computation ratio for the purpose of calcu-
 46 lating its maintenance and operation levy that is no greater than that which
 47 it utilized in tax year 1994, less four-tenths of one percent (.4%). As used
 48 herein, the term "property tax computation ratio" shall mean a ratio deter-
 49 mined by dividing the district's certified property tax maintenance and op-
 50 eration budget by the actual or adjusted market value for assessment pur-

1 poses as such values existed on December 31, 1993. Such maintenance and op-
2 eration levy shall be based on the property tax computation ratio multiplied
3 by the actual or adjusted market value for assessment purposes as such values
4 existed on December 31 of the prior calendar year.

5 SECTION 10. An emergency existing therefor, which emergency is hereby
6 declared to exist, this act shall be in full force and effect on and after
7 July 1, 2025.