

IN THE SENATE

SENATE BILL NO. 1147

BY STATE AFFAIRS COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1001, IDAHO CODE, TO DEFINE A TERM; AMENDING SECTION 33-1002, IDAHO CODE, TO REVISE PROVISIONS REGARDING THE EDUCATIONAL SUPPORT PROGRAM; AMENDING SECTION 33-512D, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE; AMENDING SECTION 33-515, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE; AMENDING SECTION 33-911, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE; AMENDING SECTION 33-915, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE; AMENDING SECTION 33-1201A, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. That Section 33-1001, Idaho Code, be, and the same is hereby amended to read as follows:

33-1001. DEFINITIONS. As used in this chapter:

(1) "Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.

(2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.

(3) "At-risk student" means a student in grades 6 through 12 who:

(a) Meets at least three (3) of the following criteria:

(i) Has repeated at least one (1) grade;

(ii) Has absenteeism greater than ten percent (10%) during the preceding semester;

(iii) Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;

(iv) Has failed one (1) or more academic subjects in the past year;

(v) Is below proficient, based on local criteria, standardized tests, or both;

(vi) Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or

(vii) Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; or

(b) Meets any of the following criteria:

(i) Has documented substance abuse or a pattern of substance abuse;

(ii) Is pregnant or a parent;

- (iii) Is an emancipated youth or unaccompanied youth;
- (iv) Is a previous dropout;
- (v) Has a serious personal, emotional, or medical issue or issues;
- (vi) Has a court or agency referral; or
- (vii) Demonstrates behavior detrimental to the student's academic progress.

(4) "Average daily attendance" or "pupils in average daily attendance" means the aggregate number of days enrolled students are present, divided by the number of days of school in the reporting period; provided, however, that students for whom no Idaho school district is a home district shall not be considered in such computation.

(5) "Career ladder" means the compensation table used for determining the allocations districts receive for instructional staff and pupil service staff based on specific performance criteria and is made up of a residency compensation rung and a professional compensation rung.

(6) "Child with a disability" means a child evaluated as having an intellectual disability, a hearing loss including deafness, a speech or language impairment, a visual impairment including blindness, an emotional behavioral disorder, an orthopedic impairment, autism, a traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who, by reason thereof, needs special education and related services.

(7) "Compensation rung" means the rung on the career ladder that corresponds with the compensation level performance criteria.

(8) "Economically disadvantaged student" means a student who:

- (a) Is eligible for a free or reduced-price lunch under the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding students who are eligible only through a school's community eligibility program;
- (b) Resides with a family receiving assistance under the program of block grants to states for temporary assistance for needy families (TANF) established under part A of title IV of the social security act, 42 U.S.C. 601 et seq.;
- (c) Is eligible to receive medical assistance under the medicaid program under title XIX of the social security act, 42 U.S.C. 1396 et seq.; or
- (d) Is considered homeless for purposes of the federal McKinney-Vento homeless assistance act, 42 U.S.C. 11301 et seq.

(9) "Elementary grades" or "elementary average daily attendance" means and applies to students enrolled in grades 1 through 6, inclusive, or any combination thereof.

(10) "Elementary schools" are schools that serve grades 1 through 6, inclusive, or any combination thereof.

(11) "Elementary/secondary schools" are schools that serve grades 1 through 12, inclusive, or any combination thereof.

(12) "English language learner" or "ELL" means a student who does not score proficient on the English language development assessment established by rule of the state board of education.

1 (13) "Gifted and talented" shall have the same meaning as provided in
2 section 33-2001(4), Idaho Code.

3 (14) "Homebound student" means any student who would normally and regu-
4 larly attend school but is confined to home or hospital because of an illness
5 or accident for a period of ten (10) or more consecutive days.

6 (15) "Instructional staff" means those who hold an Idaho certificate
7 issued under section 33-1201, Idaho Code, and who are either involved in the
8 direct instruction of a student or group of students or who serve in a mentor
9 or teacher leader position for individuals who hold an Idaho certificate
10 issued under section 33-1201, Idaho Code.

11 (16) "Kindergarten" or "kindergarten average daily attendance" means
12 and applies to all students enrolled in a school year, less than a school
13 year, or summer kindergarten program.

14 (17) "Local salary schedule" means a compensation table adopted by a
15 school district or public charter school, which table is used for determin-
16 ing moneys to be distributed for instructional staff and pupil service staff
17 salaries. Minimum compensation provided under a local salary schedule shall
18 be at least equal to the minimum amounts established pursuant to section
19 33-1004E, Idaho Code.

20 (18) "Measurable student achievement" means the measurement of student
21 academic achievement or growth within a given interval of instruction for
22 those students who have been enrolled in and attended eighty percent (80%)
23 of the interval of instruction. Measures and targets shall be chosen at the
24 school level in collaboration with the staff member impacted by the measures
25 and applicable district staff and approved by the school board. Measures and
26 targets must also align with the performance measures and benchmarks in the
27 continuous improvement plan described in section 33-320, Idaho Code. The
28 most effective measures and targets are those generated as close to the ac-
29 tual work as possible. Targets may be based on grade- or department-level
30 achievement or growth goals that create collaboration within groups. In-
31 dividual measurable student achievement targets and the percentage of stu-
32 dents meeting individual targets must be reported annually to the state. As-
33 sessment tools that may be used for measuring student achievement and growth
34 include:

- 35 (a) Idaho standards achievement test (ISAT), including interim ISAT
- 36 assessments;
- 37 (b) Student learning objectives;
- 38 (c) Teacher-constructed assessments of student growth;
- 39 (d) Pre- and post-tests, including district-adopted tests;
- 40 (e) Performance-based assessments;
- 41 (f) Idaho reading indicator, which will be one (1) of the required as-
- 42 sessment tools for applicable staff;
- 43 (g) College entrance exams or preliminary college entrance exams such
- 44 as PSAT, SAT, PACT, and ACT;
- 45 (h) Advanced placement exams;
- 46 (i) Career technical exams;
- 47 (j) Number of business or industry certificates or credentials earned
- 48 by students in an approved career technical education program;
- 49 (k) Number of students completing career technical education capstone
- 50 courses; and

(1) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

(19) "Outcomes-based funding" means funding distributed to local education agencies based on meeting targets in mathematics proficiency and growth in grades 5 through 8 and attainment of the credentials necessary for transition into the workforce or postsecondary education in grades 9 through 12. Such funding shall be aligned with the strategic student achievement goals determined by the state department of education and approved by the state board of education.

~~(19)~~ (20) "Performance criteria" means the standards specified for instructional staff and pupil service staff to demonstrate teaching proficiency for a given compensation rung. Each element of the professional compensation rung and advanced professional compensation rung performance criteria, as identified in this section and as applicable to a staff member's position, shall be documented, reported, and subject to review for determining movement on the career ladder.

~~(20)~~ (21) (a) "Professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, and no components rated as unsatisfactory, on the state framework for teaching evaluation or equivalent for pupil service staff or principal or other school level administrator evaluation aligned to the state framework for teaching evaluation; and

(ii) Demonstrating the majority of students have met measurable student achievement targets or student success indicator targets.

(b) "Advanced professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, no components rated as unsatisfactory or basic, and rated as distinguished overall in domain two -- classroom environment or domain three -- instruction and use of assessment on the state framework for teaching evaluation or equivalent for pupil service staff or principal or other school level administrator evaluation aligned to the state framework for teaching evaluation; and

(ii) Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets or student success indicator targets.

~~(21)~~ (22) "Public school district" or "school district" or "district" means any public school district organized under the laws of this state, including specially chartered school districts.

~~(22)~~ (23) "Pupil service staff" means those who provide services to students, but are not involved in direct instruction of those students, and hold a pupil personnel services certificate.

~~(23)~~ (24) "School board" means a school district board of trustees or the board of directors of a public charter school.

~~(24)~~ (25) "Secondary grades" or "secondary average daily attendance" means and applies to students enrolled in grades 7 through 12, inclusive, or any combination thereof.

~~(25)~~ (26) "Secondary schools" are schools that serve grades 7 through 12, inclusive, or any combination thereof.

~~(26)~~ (27) "Separate elementary school" means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

~~(27)~~ (28) "Separate kindergarten" means a kindergarten located more than ten (10) miles on an all-weather road from both the nearest kindergarten school within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

~~(28)~~ (29) "Separate secondary school" means any secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

~~(29)~~ (30) "Special education" means specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student who is a child with a disability, including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

~~(30)~~ (31) "Student learning plan" means a plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academics, career technical education, or humanities aligned with the student's post-graduation goals.

~~(31)~~ (32) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the district or school level in collaboration with the pupil service staff member impacted by the measures and applicable district staff. Individual measurable student achievement targets and the percentage of students meeting each target must be reported annually to the state. Student success indicators include:

(a) Quantifiable goals stated in a student's 504 plan or individualized education plan.

(b) Quantifiable goals stated in a student's behavior improvement plan.

(c) School- or district-identified measurable student objectives for a specified student group or population.

(d) The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter.

(e) The percentage of students who satisfactorily complete one (1) or more advanced opportunities options as identified in section 33-4602, Idaho Code, or who earn business or industry certificates or creden-

tials. This indicator shall be one (1) of the required indicators for applicable staff.

~~(32)~~ (33) "Support program" means the educational support program as described in section 33-1002, Idaho Code, the transportation support program described in section 33-1006, Idaho Code, and the exceptional education support program as described in section 33-1007, Idaho Code.

~~(33)~~ (34) "Support unit" means a function of average daily attendance used in the calculations to determine financial support provided to the public school districts.

~~(34)~~ (35) "Teacher" means any person employed in a teaching, instructional, supervisory, educational administrative or educational and scientific capacity in any school district. In case of doubt, the state board of education shall determine whether any person employed requires certification as a teacher.

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

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

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

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

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

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

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

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

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

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

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

(h) For expenditure as provided by the public school technology program;

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

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

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

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

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

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

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

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

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

14 (i) For school districts and public charter schools with one hun-
15 dred (100) or more students enrolled in grades 8 through 12, a pro
16 rata distribution based on students enrolled in grades 8 through
17 12 or eighteen thousand dollars (\$18,000), whichever is greater;

18 (ii) For school districts and public charter schools with fewer
19 than one hundred (100) students enrolled in grades 8 through 12,
20 one hundred eighty dollars (\$180) per student enrolled in grades
21 8 through 12 or nine thousand dollars (\$9,000), whichever is
22 greater;

23 (r) An amount specified in the public schools educational support pro-
24 gram appropriation bill for literacy intervention. The disbursements
25 made to the school districts and public charter schools shall be calcu-
26 lated as follows:

27 (i) Fifty percent (50%) based on average full-time equivalent
28 enrollment of students in kindergarten through grade 3 as of the
29 first Friday in November;

30 (ii) Fifty percent (50%) based on the number of kindergarten
31 through grade 3 students who move a full level or who are profi-
32 cient from the spring-to-spring administration of the statewide
33 reading assessment in the prior fiscal year or, if there is not a
34 prior spring assessment for the student, from fall to spring; and

35 (iii) Funds will be distributed to the school district or pub-
36 lic charter school where the student is enrolled and takes the
37 statewide reading assessment. Any school district or public char-
38 ter school that has greater than one (1) but fewer than five (5)
39 students in kindergarten through grade 3 will receive a minimum of
40 two thousand dollars (\$2,000). Economically disadvantaged stu-
41 dents shall count as one and three quarters (1.75) students for the
42 purpose of calculating the distribution of the funds in subpara-
43 graph (ii) of this paragraph.

44 (s) An amount specified in the public schools educational support pro-
45 gram appropriation for outcomes-based funding. The disbursements made
46 to the school districts and public charter schools shall be calculated
47 as follows:

48 (i) Sixty percent (60%) for math outcomes, with half of such
49 amount based on the number of students in grades 5 through 8 who
50 advance on a tiered growth model and half of such amount based on

the number of students in grades 5 through 8 who are proficient or better than proficient from the spring-to-spring administration of the statewide standardized assessment in mathematics. Funds shall be distributed to the school district or public charter school where the student is enrolled and takes the statewide standardized assessment. No school district or public charter school shall receive more than one (1) distribution for a single student. School districts and public charter schools serving students in grades 5 through 8 shall receive a minimum of ten thousand dollars (\$10,000). All funds received pursuant to this subparagraph shall be utilized to implement evidence-based mathematics instructional practices.

(ii) Forty percent (40%) for secondary outcomes, with half of such amount based on improvement in graduation rates or exceeding the statewide graduation rate and distributed according to the number of graduates. The other half of such amount shall be based on students who attained one (1) or more of the following credentials in the previous school year: a postsecondary degree, as defined in section 33-2401(7), Idaho Code; a workforce readiness and career technical education diploma, as defined in section 33-526, Idaho Code; successful completion of dual credit courses aligned with CTE coursework or the general education matriculation framework; a recommendation of qualified or better on an advanced placement exam; enrollment in a registered apprenticeship program; or industry-recognized technical or industrial certificates. School districts and public charter schools serving students in grades 9 through 12 shall receive a minimum of six thousand dollars (\$6,000). All funds received pursuant to this subparagraph shall be utilized to implement secondary college and career readiness initiatives. The state department of education shall provide support in measuring, training, and providing frameworks for implementing secondary college and career initiatives in line with outcomes-based funding.

(iii) Economically disadvantaged students shall count as one and seventy-five hundredths (1.75) students for the purpose of calculating the distribution of the funds in subparagraphs (i) and (ii) of this paragraph.

(iv) The state department of education shall compile and review performance data for the calculated measures for each school district and public charter school annually. Based on this data and findings, during the 2030 regular legislative session, the house and senate education committees shall conduct a policy review of outcomes-based funding and provide a recommendation to the joint finance-appropriations committee about future funding. The house and senate education committees shall review the program every five (5) years thereafter.

~~(s)~~ (t) For mastery-based education as provided for in section 33-1632, Idaho Code;

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

~~(u)~~ (v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;
to secure the total educational support distribution funds.

(3) Average Daily Attendance. The total state average daily attendance shall be the sum of the average daily attendance of all of the school districts of the state. The state board of education shall establish rules setting forth the procedure to determine average daily attendance and the time for, and method of, submission of such report. Average daily attendance calculation shall be carried out to the nearest hundredth. Computation of average daily attendance shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school support units. The sum of all of the total support units of all school districts of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Units Allowed
41 or more....	40.....	1 or more as computed
31 - 40.99 ADA....	-.....	1
26 - 30.99 ADA....	-.....	.85
21 - 25.99 ADA....	-.....	.75
16 - 20.99 ADA....	-.....	.6
8 - 15.99 ADA....	-.....	.5
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

1	33.6 to 51.6 ADA...	13.....	2.8
2	16.6 to 33.5 ADA...	12.....	1.4
3	1.0 to 16.5 ADA...	n/a.....	1.0

4 COMPUTATION OF SECONDARY SUPPORT UNITS

5	Average Daily		Minimum Units
6	Attendance	Attendance Divisor	Allowed
7	750 or more....	18.5.....	47
8	400 - 749.99 ADA....	16.....	28
9	300 - 399.99 ADA....	14.5.....	22
10	200 - 299.99 ADA....	13.5.....	17
11	100 - 199.99 ADA....	12.....	9
12	99.99 or fewer	Units allowed as follows:	
13	Grades 7 - 12	.....	8
14	Grades 9 - 12	.....	6
15	Grades 7 - 9	.....	1 per 14 ADA
16	Grades 7 - 8	.....	1 per 16 ADA

17 COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

18	Average Daily		Minimum Units
19	Attendance	Attendance Divisor	Allowed
20	14 or more....	14.5.....	1 or more as computed
21			
22	12 - 13.99....	-.....	1
23	8 - 11.99....	-.....	.75
24	4 - 7.99....	-.....	.5
25	1 - 3.99....	-.....	.25

26 COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS
27 (Computation of alternative school support units shall include
28 grades 6 through 12)

29	Pupils in Attendance	Attendance Divisor	Minimum Units
30			Allowed
31	12 or more.....	12.....	1 or more as computed
32			

33 In applying these tables to any given separate attendance unit, no
34 school district shall receive less total money than it would receive if it
35 had a lesser average daily attendance in such separate attendance unit. In
36 applying the kindergarten table to a kindergarten program of fewer days
37 than a full school year, the support unit allowance shall be in ratio to the

1 number of days of a full school year. The attendance of students attending
2 an alternative school in a school district reporting fewer than one hundred
3 (100) secondary students in average daily attendance shall not be assigned
4 to the alternative table if the student is from a school district reporting
5 fewer than one hundred (100) secondary students in average daily attendance,
6 but shall instead be assigned to the secondary table of the school district
7 in which they are attending the alternative school, unless the alternative
8 school in question serves students from multiple districts reporting fewer
9 than one hundred (100) secondary students in average daily attendance. The
10 tables for exceptional education and alternative school support units shall
11 be applicable only for programs approved by the state department of educa-
12 tion following rules established by the state board of education. Moneys
13 generated from computation of support units for alternative schools shall be
14 utilized for alternative school programs. School district administrative
15 and facility costs may be included as part of the alternative school expen-
16 ditures.

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

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

24 (a) (i) Divide the actual average daily attendance, excluding stu-
25 dents approved for inclusion in the exceptional child educational
26 program for the administrative schools and each of the separate
27 schools and attendance units, by the appropriate divisor from the
28 tables of support units in this section, then add the quotients
29 to obtain the district's support units allowance for regular stu-
30 dents, kindergarten through grade 12 including alternative school
31 students. Calculations in application of this subsection shall be
32 carried out to the nearest hundredth.

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

42 (iii) The total number of support units of the district shall be
43 the sum of the total support units for regular students, subpara-
44 graph (i) of this paragraph, and the support units allowance for
45 the approved exceptional child program, subparagraph (ii) of this
46 paragraph.

47 (b) Total District Allowance Educational Program. Multiply the dis-
48 trict's total number of support units, carried out to the nearest hun-
49 dredth, by the state distribution factor per support unit and to this
50 product add the approved amount of programs of the district provided in

subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, paragraph (b) of this subsection.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of paragraph (c) of this subsection.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section, a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

SECTION 3. That Section 33-512D, Idaho Code, be, and the same is hereby amended 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 full-time 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"; and

(d) Who, starting in grade 8, demonstrates an informed choice of postsecondary career and education goals by:

(i) Completing and updating his student learning plan as defined in section 33-1001~~(30)~~ (31), 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;

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

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

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

(e) As otherwise necessary for implementation.

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

(4) In order to remain a self-directed learner, the student must meet criteria agreed upon by him, his teacher or teachers, and his parents or legal guardian. Criteria may include continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals, or other measures of student learning. If a student fails to meet the agreed-upon criteria or fails to stay current on classroom assignments, and does not cure the failure within an agreed-upon time frame, the building administrator shall rescind the self-directed learner designation upon recommendation by the teacher or teachers.

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

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

SECTION 4. That Section 33-515, Idaho Code, be, and the same is hereby amended to read as follows:

33-515. ISSUANCE OF RENEWABLE CONTRACTS. (1) During the third full year of continuous employment by the same school district, including any specially chartered district, each certificated employee named in ~~subsection (34) of section 33-1001~~⁽³⁵⁾, Idaho Code, and each school nurse and school librarian who has obtained a professional endorsement under section 33-1201A, Idaho Code, shall be evaluated for a renewable contract and shall, upon having been offered a contract for the next ensuing year, and upon signing and timely returning a contract for a fourth full year, be

1 placed on a renewable contract status with said school district entitling
2 such individual to the right to automatic renewal of contract, subject to the
3 provisions included in this chapter, provided that instructional staff who
4 have not obtained a professional endorsement under section 33-1201A, Idaho
5 Code, may not be placed on a renewable contract status, provided however, if
6 the career ladder pursuant to section 33-1004B, Idaho Code, is not funded,
7 then a professional endorsement shall not be required. Additionally, any
8 individual who has not successfully completed the three (3) year nontradi-
9 tional route program while on a three (3) year interim certificate and has
10 not yet been issued a five (5) year renewable certificate may not be placed on
11 a renewable contract. Such individual will remain on a category 3 contract,
12 even after serving three (3) continuous years of employment with the same
13 school district.

14 (2) At least once annually, the performance of each renewable contract
15 certificated employee, school nurse, or school librarian shall be evaluated
16 according to criteria and procedures established by the board of trustees in
17 accordance with general guidelines approved by the state board of education.
18 Such an evaluation shall be completed no later than June 1 of each year. The
19 evaluation shall include a minimum of two (2) documented observations, one
20 (1) of which shall be completed prior to January 1 of each year.

21 (3) Any contract automatically renewed under the provisions of this
22 section may be renewed for a shorter term, longer term or the same length
23 of term as stated in the current contract and at a greater, lesser or equal
24 salary as that stated in the current contract. Absent the board's applica-
25 tion of a formal reduction in force, renewals of standard teacher contracts
26 may be for a shorter term, longer term or the same length of term as stated
27 in the current standard teacher contract and at a greater, lesser or equal
28 salary, and shall be uniformly applied to all employees based upon the dis-
29 trict's adopted salary schedule to the extent allowable in section 33-1004E,
30 Idaho Code.

31 (a) Contracts issued pursuant to this section shall be issued on or be-
32 fore the first day of July each year.

33 (b) At the discretion of the board, the district may issue letters of
34 intent for employment for the next ensuing school year to renewable
35 contract status employees during May of each school year. Such let-
36 ter of intent shall not state a specific duration of the contract or
37 salary/benefits term for the next ensuing school year.

38 (c) Unless otherwise negotiated and ratified by both parties pursuant
39 to section 33-1271 et seq., Idaho Code, standard teacher renewals for
40 terms shorter in length than that stated in the current standard con-
41 tract of renewable certificated employees, should be considered and im-
42 plemented only after the district has determined that the salary-based
43 apportionment reimbursement that it estimates it will receive for the
44 ensuing school year is less than the sum the district would otherwise be
45 paying for salaries for certificated professional employees.

46 (4) Nothing in this section shall prevent the board of trustees from of-
47 fering a renewed contract increasing the salary of any certificated person,
48 or from reassigning an administrative employee to a nonadministrative posi-
49 tion with appropriate reduction of salary from the preexisting salary level.
50 In the event the board of trustees reassigns an administrative employee to a

1 nonadministrative position, the board shall give written notice to the em-
2 ployee that contains a statement of the reasons for the reassignment. The
3 employee, upon written request to the board, shall be entitled to an informal
4 review of that decision. The process and procedure for the informal review
5 shall be determined by the local board of trustees.

6 (5) Before a board of trustees can determine not to renew for reasons of
7 an unsatisfactory report of the performance of any certificated person whose
8 contract would otherwise be automatically renewed, such person shall be en-
9 titled to a reasonable period of probation. This period of probation shall
10 be preceded by a written notice from the board of trustees with reasons for
11 such probationary period and with provisions for adequate supervision and
12 evaluation of the person's performance during the probationary period. Such
13 period of probation shall not affect the person's renewable contract status.
14 Consideration of probationary status for certificated personnel is consid-
15 eration of the status of an employee within the meaning of section 74-206,
16 Idaho Code, and may be held in executive session. If the consideration re-
17 sults in probationary status, the individual on probation shall not be named
18 in the minutes of the meeting. A record of the decision shall be placed in the
19 teacher's personnel file.

20 (6) If the board of trustees takes action to immediately discharge
21 or discharge upon termination of the current contract a certificated per-
22 son whose contract would otherwise be automatically renewed, the action
23 of the board shall be consistent with the procedures specified in section
24 33-513(5), Idaho Code, and, furthermore, the board shall notify the employee
25 in writing whether there is just and reasonable cause not to renew the con-
26 tract or to reduce the salary of the affected employee, and, if so, what
27 reasons it relied upon in that determination.

28 (7) If the board of trustees takes action after the declaration of a fi-
29 nancial emergency pursuant to section 33-522, Idaho Code, and such action is
30 directed at more than one (1) certificated employee, and if mutually agreed
31 to by both parties, a single informal review shall be conducted. Without
32 mutual consent of both parties, the board of trustees shall use the follow-
33 ing procedure to conduct a single due process hearing within sixty-seven
34 (67) days of the declaration of financial emergency pursuant to section
35 33-522(2), Idaho Code, or on or before June 22, whichever shall occur first:

36 (a) The superintendent or any other duly authorized administrative of-
37 ficer of the school district may recommend the change in the length of
38 the term stated in the current contract or reduce the salary of any cer-
39 tificated employee by filing with the board of trustees written notice
40 specifying the purported reasons for such changes.

41 (b) Upon receipt of such notice, the board of trustees, acting through
42 its duly authorized administrative official, shall give the affected
43 employees written notice of the reductions and the recommendation of
44 the change in the length of the term stated in the current contract or
45 the reduction of salary, along with written notice of a hearing be-
46 fore the board of trustees prior to any determination by the board of
47 trustees.

48 (c) The hearing shall be scheduled to take place not less than six (6)
49 days nor more than fourteen (14) days after receipt of the notice by the

1 employees. The date provided for the hearing may be changed by mutual
2 consent.

3 (d) The hearing shall be open to the public.

4 (e) All testimony at the hearing shall be given under oath or affirma-
5 tion. Any member of the board, or the clerk of the board of trustees, may
6 administer oaths to witnesses or affirmations by witnesses.

7 (f) The employees may be represented by legal counsel and/or by a repre-
8 sentative of a local or state education association.

9 (g) The chairman of the board of trustees or the designee of the chair-
10 man shall conduct the hearing.

11 (h) The board of trustees shall cause an electronic record of the hear-
12 ing to be made or shall employ a competent reporter to take stenographic
13 or stenotype notes of all the testimony at the hearing. A transcript of
14 the hearing shall be provided at cost by the board of trustees upon re-
15 quest of the employee.

16 (i) At the hearing, the superintendent or other duly authorized admin-
17 istrative officer shall present evidence to substantiate the reduction
18 contained in such notice.

19 (j) The employees may produce evidence to refute the reduction. Any
20 witness presented by the superintendent or by the employees shall be
21 subject to cross-examination. The board of trustees may also examine
22 witnesses and be represented by counsel.

23 (k) The affected employees may file written briefs and arguments with
24 the board of trustees within three (3) days after the close of the hear-
25 ing or such other time as may be agreed upon by the affected employees
26 and the board of trustees.

27 (l) Within seven (7) days following the close of the hearing, the board
28 of trustees shall determine and, acting through its duly authorized ad-
29 ministrative official, shall notify the employees in writing whether
30 the evidence presented at the hearing established the need for the ac-
31 tion taken.

32 The due process hearing pursuant to this subsection shall not be required if
33 the board of trustees and the local education association reach an agreement
34 on issues agreed upon pursuant to section 33-522(3), Idaho Code.

35 (8) If the board of trustees, for reasons other than unsatisfactory
36 service, for the ensuing contract year, determines to change the length of
37 the term stated in the current contract, reduce the salary or not renew the
38 contract of a certificated person whose contract would otherwise be automat-
39 ically renewed, nothing herein shall require a probationary period.

40 (9) If the board of trustees, for reasons other than unsatisfactory
41 service, for the ensuing contract year, determines to change the length
42 of the term stated in the current contract or reduce the salary of a cer-
43 tificated person whose contract would otherwise be automatically renewed,
44 nothing herein shall require any individualized due process proceeding. In
45 such circumstance, the board shall hold a single informal review for all im-
46 pacted employees. The process and procedure for the single informal review
47 shall be determined by the local board of trustees.

48 SECTION 5. That Section 33-911, Idaho Code, be, and the same is hereby
49 amended to read as follows:

1 33-911. SCHOOL DISTRICT FACILITIES FUND. (1) There is hereby cre-
 2 ated in the state treasury the school district facilities fund. The fund
 3 shall consist of moneys provided pursuant to sections 57-811, 63-3638, and
 4 67-7434, Idaho Code, and any legislative transfers or appropriations. In-
 5 terest earned from the investment of moneys in the fund shall be returned to
 6 the fund.

7 (2) The moneys in the fund shall be distributed by the state controller
 8 to the state department of education by August 1 each year for the purpose of
 9 construction or renovation of school facilities. The moneys shall be dis-
 10 tributed by the state department of education to each school district, as
 11 defined in section 33-1001~~(21)~~(22), Idaho Code, first as provided in sub-
 12 section (7) of this section and then on a per-pupil basis using the average
 13 daily attendance calculation provided in section 33-1003A, Idaho Code, for
 14 each student in kindergarten through grade 12 at physical facilities that
 15 are part of and on school grounds of the school district in which the student
 16 is enrolled with verification, as needed, by the office of the state board
 17 of education. Upon formal approval by the state board of education, a school
 18 district may receive an exemption to the physical facility requirement pur-
 19 suant to this subsection if the student would have attended a physical facil-
 20 ity in the school district if not for a stated emergency. The state depart-
 21 ment of education shall transfer the moneys by no later than August 31 each
 22 year to each school district. Such moneys shall be used in place of property
 23 tax levy moneys and shall be expended by a school district for one (1) or more
 24 of the purposes set forth in paragraphs (a) through (d) of this subsection.
 25 Moneys in the fund must be used by a school district in the following order of
 26 priority:

27 (a) Payment of existing school bonds authorized pursuant to chapter 11,
 28 title 33, Idaho Code;

29 (b) Payment of supplemental school levies authorized pursuant to sec-
 30 tion 33-802, Idaho Code, excluding indefinite term supplemental levies
 31 described in section 33-802(5), Idaho Code;

32 (c) Payment of school plant facility levies authorized pursuant to sec-
 33 tions 33-804 and 33-804A, Idaho Code; and

34 (d) Any moneys that remain following the payments provided in para-
 35 graphs (a) through (c) of this subsection may be: used for construction
 36 of a new school facility, renovation, or maintenance needs; used to
 37 secure and make payments on a new school facilities bond; or saved in
 38 a reserve account by the school district for future school facility
 39 needs. Uses of funds shall include regular and routine facilities
 40 maintenance, including preventive maintenance, building repairs, and
 41 building security, and periodic major facilities projects that involve
 42 planning, design, construction, renovation, retrofitting, and replac-
 43 ing of buildings and building systems, components, and features, as
 44 well as site acquisition, site improvements, and new construction.

45 (3) The amount of moneys received by a school district pursuant to this
 46 section must be deducted from a school levy that would otherwise have been
 47 paid by property taxpayers. Such moneys may not be duplicated by the collec-
 48 tion of property tax, and no property taxes may be collected in order to make
 49 extra payments on expenses described in subsection (2) of this section in ex-
 50 cess of required amounts.

(4) Each school district shall identify the amount received in the current year pursuant to this section in the certification of its budget in accordance with section 63-803, Idaho Code. Said amount must be subtracted from the amount to be levied. The amount of moneys thereby saved from being collected by a property tax levy shall be reported on each property tax notice pursuant to section 63-902, Idaho Code.

(5) Each school district shall report annually to the state department of education, in a manner prescribed by it, on the expenditure of moneys it has received pursuant to this section. The state department of education shall present the reports to the legislature each January.

(6) For the purposes of this section, the Idaho school for the deaf and the blind shall be considered a school district and shall receive a distribution based on the average daily attendance of the school.

(7) (a) For state fiscal year 2025 only, any school district that would have received support from the bond levy equalization support program for a qualified bond passed prior to January 1, 2024, and for which property taxes were levied in property tax year 2023 pursuant to the amount intended by the bond shall receive a distribution of funds from the distribution provided under subsection (2) of this section of at least as much as would have been provided through bond levy equalization support on July 1, 2024.

(b) For state fiscal year 2026 only, any school district that would have received support from the bond levy equalization support program for a qualified bond passed prior to January 1, 2024, and for which property taxes were levied in property tax year 2024 pursuant to the amount intended by the bond shall receive a distribution of funds from the distribution provided under subsection (2) of this section of at least as much as would have been provided through bond levy equalization support on July 1, 2025.

(c) The state department of education may adjust distributions for remaining districts proportionally as necessary pursuant to this paragraph. On and after July 1, 2024, school districts may use funds provided in this section and section 33-913, Idaho Code, to offset the bond levy equalization support.

SECTION 6. That Section 33-915, Idaho Code, be, and the same is hereby amended to read as follows:

33-915. FIXED DISTRIBUTION -- SCHOOL MODERNIZATION FACILITIES FUND. (1) The state department of education shall establish a fixed distribution of funds to be made available for voluntary election to each school district subject to the conditions in this section.

(a) The distribution shall be calculated in state fiscal year 2025 for each school district, as defined in section 33-1001-~~(21)~~(22), Idaho Code, that is in operation as of July 1, 2024.

(b) The distribution shall be calculated by multiplying the following two (2) factors, both of which shall be based on the most recent data available in the state fiscal year coinciding with the distribution calculation:

(i) Calculate the per-pupil amount, using the average daily attendance calculation provided in section 33-1003A, Idaho Code,

for each student in kindergarten through grade 12 at physical facilities that are part of and on school grounds of the school district in which the student is enrolled with verification, as needed, by the office of the state board of education. Upon formal approval by the state board of education, a school district may receive an exemption to the physical facility requirement pursuant to this subsection if the student would have attended a physical facility in the school district if not for a stated emergency; and (ii) Calculate, together with the Idaho state building authority, the total amount that a bond issuance would generate, based on the amount established in section 63-3638(19), Idaho Code.

(c) In no case shall the amount awarded to any school district be less than twenty-five thousand dollars (\$25,000) over the ten (10) year period.

(d) In no case shall the amount awarded to any school district with an active charter district maintenance and operation levy pursuant to section 33-802(6), Idaho Code, or a charter district supplemental maintenance and operation levy pursuant to section 33-802(4), Idaho Code, exceed forty million dollars (\$40,000,000) over the ten (10) year period. Excess funds shall be distributed proportionately according to the factors established in paragraph (b) of this subsection to remaining school districts that received initial allocations below forty million dollars (\$40,000,000). Any districts receiving reallocations under this paragraph shall not exceed forty million dollars (\$40,000,000).

(e) For the purposes of this section, the Idaho school for the deaf and the blind shall be considered a school district and shall receive a distribution based on the average daily attendance of the school.

(2) The provisions of this section shall be null, void, and of no force and effect on and after June 30, 2034.

SECTION 7. That Section 33-1201A, Idaho Code, be, and the same is hereby amended to read as follows:

33-1201A. IDAHO PROFESSIONAL ENDORSEMENT -- ELIGIBILITY. (1) Any instructional staff employee or any pupil service staff employee will receive mentoring as outlined in such employee's individualized professional learning plan during the initial three (3) years of holding such certificate. Upon holding a certificate for three (3) years, any such instructional staff or pupil service staff employee may apply for an Idaho professional endorsement. Upon holding a professional endorsement for five (5) years or more, any such instructional staff or pupil service staff employee may apply for an Idaho advanced professional endorsement. Individuals who hold an instructional staff certificate and a pupil service staff certificate shall have their experience based on the overall years of experience if held consecutively or the certificate they have held the longest if dually certificated.

(2) To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a certificate and been employed in a public school for at least three (3) years or have completed a state board of education-approved interim certificate of three (3) years or longer;

1 (b) Show they met the professional compensation rung performance cri-
 2 teria for two (2) of the three (3) previous years or the third year;

3 (c) Have a written recommendation from the employing school district;
 4 and

5 (d) Have an annual individualized professional learning plan developed
 6 in conjunction with the employee's school district supervisor.

7 Instructional staff employees may provide additional evidence demonstrat-
 8 ing effective teaching that may be considered in exceptional cases for
 9 purposes of determining proficiency and student achievement in the event
 10 required standards for professional endorsement are not met. Pupil service
 11 staff employees may provide additional evidence demonstrating effective
 12 student achievement or success that may be considered in exceptional cases
 13 for purposes of determining proficiency and student achievement or success
 14 in the event required standards for professional endorsement are not met.

15 (3) To be eligible for an Idaho advanced professional endorsement, the
 16 instructional staff or pupil service staff employee must:

17 (a) Have held a renewable certificate and been employed in a public
 18 school for at least eight (8) years or more or have completed a state
 19 board of education-approved interim certificate of three (3) years or
 20 longer and held a renewable certificate and been employed in a public
 21 school for five (5) years or more;

22 (b) Show they met the professional compensation rung performance cri-
 23 teria for four (4) of the five (5) previous years or the third, fourth,
 24 and fifth year;

25 (c) During three (3) of the previous five (5) years, have served in
 26 an additional building or district leadership role in an Idaho public
 27 school, including but not limited to:

28 (i) Instructional specialist or instructional coach;

29 (ii) Mentor;

30 (iii) Curriculum or assessment committee member;

31 (iv) Team or committee leadership position;

32 (v) Data coach; or

33 (vi) Other leadership positions identified by the school dis-
 34 trict;

35 (d) Have a written recommendation from the employing school district;

36 (e) Have an annual individualized professional learning plan developed
 37 in conjunction with the employee's supervisor and a self-evaluation;
 38 and

39 (f) (i) Effective July 1, 2020, through June 30, 2021, show they
 40 have met the advanced professional compensation rung performance
 41 criteria for three (3) of the five (5) previous years or the fifth
 42 year;

43 (ii) Effective July 1, 2021, through June 30, 2022, show they have
 44 met the advanced professional compensation rung performance cri-
 45 teria for three (3) of the five (5) previous years or the fourth and
 46 fifth year; or

47 (iii) Effective July 1, 2022, show they have met the advanced pro-
 48 fessional compensation rung performance criteria for three (3) of
 49 the five (5) previous years.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for the advanced professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for the advanced professional endorsement are not met.

(4) Instructional staff and pupil service staff who have been certified in another state shall be eligible for the professional endorsement if they:

(a) Have a written recommendation from the employing school district;

(b) Have worked in a certificated position in a compact-member state other than Idaho pursuant to section 33-4104, Idaho Code; and

(c) Would have been eligible to work in a certificated position in an Idaho public school based on that certification for three (3) to eight (8) years.

(5) Instructional staff and pupil service staff who have been certified in another state shall be eligible for the advanced professional endorsement if they:

(a) Have a written recommendation from the employing school district;

(b) Have worked in a certificated position in a compact-member state other than Idaho pursuant to section 33-4104, Idaho Code; and

(c) Would have been eligible to work in a certificated position in an Idaho public school based on that certification for nine (9) years or more.

(6) Instructional staff and pupil service staff who have worked in an accredited private school and maintained their instructional or pupil service staff certification may use their years of private school work experience to meet the years of experience requirements for the professional and advanced professional endorsement. Such staff may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement requirements for professional and advanced professional eligibility criteria.

(7) Individuals holding a professional endorsement or an advanced professional endorsement will be annually evaluated in at least two (2) domains in the state evaluation framework approved by the state board of education. All other instructional or pupil service staff employees must be evaluated across all domains in the evaluation framework. Ratings in the domains described in section 33-1001-~~(20) (b)~~ (21) (b), Idaho Code, are required as part of the advanced professional compensation rung performance criteria.

(8) The state board of education shall promulgate rules implementing the provisions of this section.

(9) For the purposes of this section:

(a) "Certificate" means an Idaho instructional certificate, pupil service staff certificate, or out-of-state educator certificate that meets the requirements for reciprocity under rules promulgated by the state board of education;

1 (b) In conjunction with the Idaho evaluation framework, "individual-
2 ized professional learning plan" means an individualized professional
3 development plan based on the Idaho framework for teaching evaluation
4 and includes, at a minimum, identified interventions based on the indi-
5 vidual's strengths and areas of needed growth, how the individual will
6 set student achievement and growth goals, and areas of identified pro-
7 fessional development and mentoring that target continuous improvement
8 in professional areas, future student achievement, and school building
9 or district culture;

10 (c) "Instructional staff" means those involved in the direct instruc-
11 tion of a student or group of students and who hold a certificate issued
12 under section 33-1201, Idaho Code;

13 (d) "Pupil service staff" means those who provide services to students
14 but are not involved in direct instruction of those students and who
15 hold a certificate issued under section 33-1201, Idaho Code; and

16 (e) "School district" means a school district or a public charter
17 school.

18 SECTION 8. An emergency existing therefor, which emergency is hereby
19 declared to exist, this act shall be in full force and effect on and after
20 July 1, 2025.