

IN THE SENATE

SENATE BILL NO. 1015

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO EDUCATION; AMENDING SECTION 33-6401, IDAHO CODE, TO LIMIT EX-
2 TENDED LEARNING OPPORTUNITIES TO FULL-TIME STUDENTS; AMENDING SECTION
3 33-512D, IDAHO CODE, TO LIMIT SELF-DIRECTED STUDENT OPPORTUNITIES TO
4 FULL-TIME STUDENTS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFEC-
5 TIVE DATE.
6

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

8 SECTION 1. That Section 33-6401, Idaho Code, be, and the same is hereby
9 amended to read as follows:

10 33-6401. EXTENDED LEARNING OPPORTUNITIES. ~~Students~~ Full-time stu-
11 dents attending public schools in Idaho shall be eligible for extended
12 learning opportunities outside of the traditional classroom. For the
13 purposes of this chapter, "extended learning opportunity" means an
14 out-of-classroom learning experience that provides a student with:

- 15 (1) Enrichment opportunities outside of a classroom setting;
16 (2) Career readiness or employability skills, including internships,
17 pre-apprenticeships, and apprenticeships; or
18 (3) Any other type of out-of-classroom educational opportunity ap-
19 proved by the state board of education or the student's school district or
20 public charter school.

21 SECTION 2. That Section 33-512D, Idaho Code, be, and the same is hereby
22 amended to read as follows:

23 33-512D. SELF-DIRECTED LEARNER DESIGNATION. (1) A student attending
24 public school in Idaho shall be eligible to be designated as a self-directed
25 learner. For the purposes of this section, a "self-directed learner" means a
26 full-time student:

- 27 (a) Who demonstrates mastery of content knowledge through grades, as-
28 sessments, or mastery-based learning rubrics;
29 (b) Whose teacher or teachers designate the student as such. The
30 teacher may consider the student's mastery of the content, academic
31 growth, timeliness for assignments, self-motivation, ability to estab-
32 lish goals, and reaching age-appropriate learning outcomes;
33 (c) Who, starting in grade 5, demonstrates mastery of addition and mul-
34 tiplication for numbers 0-10, as well as related subtraction and divi-
35 sion problems, known collectively as "math facts"; and
36 (d) Who, starting in grade 8, demonstrates an informed choice of post-
37 secondary career and education goals by:
38 (i) Completing and updating his student learning plan as defined
39 in section 33-1001(30), Idaho Code;

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

- 3 1. Extended learning opportunities as defined in section
4 33-6401, Idaho Code;
5 2. Courses and examinations funded in chapter 46, title 33,
6 Idaho Code; or
7 3. Any other credits or programs permitted under Idaho Code
8 or district policy as applicable to the student's learning
9 plan; and

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

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

- 15 (a) Through which students may seek a self-directed learner designa-
16 tion;
17 (b) By which teachers may designate a student as a self-directed
18 learner;
19 (c) To monitor and support self-directed learners;
20 (d) By which a student's teacher or teachers rescind the self-directed
21 learner designation; and
22 (e) As otherwise necessary for implementation.

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

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

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

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

1 SECTION 3. An emergency existing therefor, which emergency is hereby
2 declared to exist, this act shall be in full force and effect on and after
3 July 1, 2023.