LEGISLATURE OF THE STATE OF IDAHO
Sixty-third Legislature Second Regular Session - 2016

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 526

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1002, IDAHO CODE, TO REVISE PROVISIONS REGARDING THE CALCULATION OF THE EDUCATIONAL SUPPORT PROGRAM, TO MAKE CODIFIER'S CORRECTIONS AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-1002, IDAHO CODE, AS AMENDED BY SECTION 2, CHAPTER 229, LAWS OF 2015, TO REVISE PROVISIONS REGARDING THE CALCULATION OF THE EDUCATIONAL SUPPORT PROGRAM, TO MAKE CODIFIER'S CORRECTIONS AND TO MAKE TECHNICAL CORRECTIONS; REPEALING SECTION 33-1614, IDAHO CODE, RELATING TO READING ASSESSMENT; REPEALING SECTION 33-1615, IDAHO CODE, RELATING TO THE EXTENDED YEAR READING INTERVENTION PROGRAM; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1615, IDAHO CODE, TO PROVIDE FOR A READING ASSESSMENT AND RELATED PROVISIONS; REPEALING SECTION 33-1616, IDAHO CODE, RELATING TO EVALUATIONS AND INTERVENTIONS; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1616, IDAHO CODE, TO PROVIDE FOR LITERACY INTERVENTION AND RELATED PROVISIONS AND TO REQUIRE RULEMAKING; AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. 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) Certain expectant and delivered mothers allowance as provided in section 33-2006, Idaho Code;
(g) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;
(h) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;
(i) For expenditure as provided by the public school technology program;
(j) For employee severance payments as provided in section 33-521, Idaho Code;
(k) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;
(l) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;
(m) For an online course portal as provided for in section 33-1024, Idaho Code;
(n) For advanced opportunities as provided for in section 33-4602, Idaho Code;
(o) For the "8 in 6 program" as provided for in section 33-4603, Idaho Code;
(p) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;
(q) For leadership premiums as provided in section 33-1004J, Idaho Code;
(r) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars ($300) per support unit;
(s) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed, in full or pro rata, based on one hundred twenty dollars ($120) per first reporting period support unit for grades 8 through 12 or ten thousand dollars ($10,000), whichever is greater; and
(t) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section 33-1616, Idaho Code, the disbursements made to the school districts and public charter schools in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. School districts and public charter schools shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;
(u) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation for mastery-based education as provided in section 33-1630, Idaho Code; and
(v) For mastery-based education as provided for in section 33-1630, Idaho Code Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;
(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

<table>
<thead>
<tr>
<th>Attendance Divisor</th>
<th>Units Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>40................... 1 or more as computed</td>
<td></td>
</tr>
<tr>
<td>1..................... 1</td>
<td></td>
</tr>
<tr>
<td>.................... .85</td>
<td></td>
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<tr>
<td>.................... .75</td>
<td></td>
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<td>.................... .6</td>
<td></td>
</tr>
<tr>
<td>.................... .5</td>
<td></td>
</tr>
<tr>
<td>-........................ count as elementary</td>
<td></td>
</tr>
</tbody>
</table>

### COMPUTATION OF ELEMENTARY SUPPORT UNITS

<table>
<thead>
<tr>
<th>Attendance Divisor</th>
<th>Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>........................ .15</td>
<td></td>
</tr>
<tr>
<td>........................ .22...grades 1, 2 &amp; 3...1994-95</td>
<td></td>
</tr>
<tr>
<td>........................ .21...grades 1, 2 &amp; 3...1995-96</td>
<td></td>
</tr>
<tr>
<td>........................ .20...grades 1, 2 &amp; 3...1996-97</td>
<td></td>
</tr>
<tr>
<td>and each year thereafter.</td>
<td></td>
</tr>
<tr>
<td>20........................ 8.4</td>
<td></td>
</tr>
<tr>
<td>19........................ 6.8</td>
<td></td>
</tr>
<tr>
<td>16........................ 4.7</td>
<td></td>
</tr>
<tr>
<td>15........................ 4.0</td>
<td></td>
</tr>
<tr>
<td>13........................ 2.8</td>
<td></td>
</tr>
<tr>
<td>12........................ 1.4</td>
<td></td>
</tr>
<tr>
<td>n/a........................ 1.0</td>
<td></td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>Minimum Units</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Attendance Divisor</td>
<td>Allowed</td>
</tr>
<tr>
<td>750 or more....</td>
<td>18.5</td>
</tr>
<tr>
<td>400 - 749.99 ADA....</td>
<td>16</td>
</tr>
<tr>
<td>300 - 399.99 ADA....</td>
<td>14.5</td>
</tr>
<tr>
<td>200 - 299.99 ADA....</td>
<td>13.5</td>
</tr>
<tr>
<td>100 - 199.99 ADA....</td>
<td>12</td>
</tr>
<tr>
<td>99.99 or fewer</td>
<td>Units allowed as follows:</td>
</tr>
<tr>
<td>Grades 7-12</td>
<td>8</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>6</td>
</tr>
<tr>
<td>Grades 7- 9</td>
<td>1 per 14 ADA</td>
</tr>
<tr>
<td>Grades 7- 8</td>
<td>1 per 16 ADA</td>
</tr>
</tbody>
</table>

### COMPUTATION OF SECONDARY SUPPORT UNITS

### COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Divisor</td>
<td>Allowed</td>
</tr>
<tr>
<td>14 or more....</td>
<td>14.5</td>
</tr>
<tr>
<td>12 - 13.99....</td>
<td>1</td>
</tr>
<tr>
<td>8 - 11.99....</td>
<td>75</td>
</tr>
<tr>
<td>4 - 7.99....</td>
<td>5</td>
</tr>
<tr>
<td>1 - 3.99....</td>
<td>.25</td>
</tr>
</tbody>
</table>

### COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS

(Computation of alternative school support units shall include grades 6 through 12)

<table>
<thead>
<tr>
<th>Pupils in Attendance</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Divisor</td>
<td>Allowed</td>
</tr>
<tr>
<td>12 or more...........</td>
<td>12</td>
</tr>
</tbody>
</table>

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of fewer days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The attendance of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average daily attendance.
daily attendance, but shall instead be assigned to the secondary table of the
school district in which they are attending the alternative school, unless
the alternative school in question serves students from multiple districts
reporting less fewer than one hundred (100) secondary students in average
daily attendance. The tables for exceptional education and alternative
school support units shall be applicable only for programs approved by the
state department of education following rules established by the state board
of education. Moneys generated from computation of support units for alter-
native schools shall be utilized for alternative school programs. School
district administrative and facility costs may be included as part of the
alternative school expenditures.

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

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

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

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

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

(b) Total District Allowance Educational Program. Multiply the dis-
trict's total number of support units, carried out to the nearest hun-
dredth, by the state distribution factor per support unit and to this
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 subsec-

(d) Adjustment of District Share. The contract salary of every noncertified 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 2. That Section 33-1002, Idaho Code, as amended by Section 2, Chapter 229, Laws of 2015, 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) Certain expectant and delivered mothers allowance as provided in section 33-2006, Idaho Code;

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

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

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

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

(k) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;
(1) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;
(m) For an online course portal as provided for in section 33-1024, Idaho Code;
(n) For advanced opportunities as provided for in section 33-4602, Idaho Code;
(o) For the "8 in 6 program" as provided for in section 33-4603, Idaho Code;
(p) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;
(q) For leadership premiums as provided in section 33-1004J, Idaho Code;
(r) For master teacher premiums as provided in section 33-1004I, Idaho Code;
(s) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars ($300) per support unit;
(t) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed, in full or pro rata, based on one hundred twenty dollars ($120) per first reporting period support unit for grades 8 through 12 or ten thousand dollars ($10,000), whichever is greater; and
(u) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section 33-1616, Idaho Code, the disbursements made to the school districts and public charter schools in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. School districts and public charter schools shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;
(v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation for mastery-based education as provided for in section 33-1630, Idaho Code; and
(w) For mastery-based education as provided for in section 33-1630, Idaho Code 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**

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Units Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 or more...</td>
<td>40...</td>
<td>1 or more as computed</td>
</tr>
<tr>
<td>31 - 40.99 ADA...</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>26 - 30.99 ADA...</td>
<td>-</td>
<td>.85</td>
</tr>
<tr>
<td>21 - 25.99 ADA...</td>
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<td>.75</td>
</tr>
<tr>
<td>16 - 20.99 ADA...</td>
<td>-</td>
<td>.6</td>
</tr>
<tr>
<td>8 - 15.99 ADA...</td>
<td>-</td>
<td>.5</td>
</tr>
<tr>
<td>1 - 7.99 ADA...</td>
<td>-</td>
<td>count as elementary</td>
</tr>
</tbody>
</table>

**COMPUTATION OF ELEMENTARY SUPPORT UNITS**

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Minimum Units Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 or more ADA...</td>
<td>..23...grades 4,5 &amp; 6...</td>
<td>. 15</td>
</tr>
<tr>
<td></td>
<td>..22...grades 1,2 &amp; 3...1994-95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>..21...grades 1,2 &amp; 3...1995-96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>..20...grades 1,2 &amp; 3...1996-97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and each year thereafter.</td>
<td></td>
</tr>
<tr>
<td>160 to 299.99 ADA...</td>
<td>20...</td>
<td>8.4</td>
</tr>
<tr>
<td>110 to 159.99 ADA...</td>
<td>19...</td>
<td>6.8</td>
</tr>
<tr>
<td>71.1 to 109.99 ADA...</td>
<td>16...</td>
<td>4.7</td>
</tr>
<tr>
<td>51.7 to 71.0 ADA...</td>
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<td>33.6 to 51.6 ADA...</td>
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<td>16.6 to 33.5 ADA...</td>
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<td>1.4</td>
</tr>
<tr>
<td>1.0 to 16.5 ADA...</td>
<td>n/a...</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**COMPUTATION OF SECONDARY SUPPORT UNITS**

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Minimum Units Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>750 or more...</td>
<td>18.5...</td>
<td>47</td>
</tr>
<tr>
<td>400 - 749.99 ADA...</td>
<td>16...</td>
<td>28</td>
</tr>
<tr>
<td>300 - 399.99 ADA...</td>
<td>14.5...</td>
<td>22</td>
</tr>
</tbody>
</table>
Grades assigned reporting hundred school of 200 pupils.

In a lesser attendance, the attendance to district shall not be assigned to the alternative table if the student is from a school district reporting less fewer than one hundred (100) secondary students in average daily attendance, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting less fewer than one hundred (100) secondary students in average daily attendance. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alter-

### COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 or more...</td>
<td>14.5</td>
</tr>
<tr>
<td>12 - 13.99...</td>
<td>1</td>
</tr>
<tr>
<td>8 - 11.99...</td>
<td>.75</td>
</tr>
<tr>
<td>4 - 7.99...</td>
<td>.5</td>
</tr>
<tr>
<td>1 - 3.99...</td>
<td>.25</td>
</tr>
</tbody>
</table>

### COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS

(Computation of alternative school support units shall include grades 6 through 12)

<table>
<thead>
<tr>
<th>Pupils in Attendance</th>
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</tr>
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<tbody>
<tr>
<td>12 or more...</td>
<td>12</td>
</tr>
</tbody>
</table>

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of less fewer days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The attendance of students attending an alternative school in a school district reporting less fewer than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative table if the student is from a school district reporting less fewer than one hundred (100) secondary students in average daily attendance, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting less fewer than one hundred (100) secondary students in average daily attendance. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alter-
native schools shall be utilized for alternative school programs. School
district administrative and facility costs may be included as part of the
alternative school expenditures.

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

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

(a) (i) Divide the actual average daily attendance, excluding stu-
dents approved for inclusion in the exceptional child educational
program, for the administrative schools and each of the separate
schools and attendance units by the appropriate divisor from the the-
tables of support units in this section, then add the quotients
to obtain the district's support units allowance for regular stu-
dents, kindergarten through grade 12 including alternative school
students. Calculations in application of this subsection shall be
 carried out to the nearest hundredth.
(ii) Divide the combined totals of the average daily attendance
of all preschool, kindergarten, elementary, secondary, juvenile
detention center students and students with disabilities approved
for inclusion in the exceptional child program of the district by
the appropriate divisor from the table for computation of excep-
tional education support units to obtain the number of support
units allowed for the district's approved exceptional child pro-
gram. Calculations for this subsection shall be carried out to the
nearest hundredth when more than one (1) unit is allowed.
(iii) The total number of support units of the district shall be
the sum of the total support units for regular students, subpara-
graph (i) of this subparagraph, and the support units allowance
for the approved exceptional child program, subparagraph (ii) of
this subparagraph.

(b) Total District Allowance Educational Program. Multiply the dis-
 trict's total number of support units, carried out to the nearest hun-
dredth, by the state distribution factor per support unit and to this
 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 subsec-

(d) Adjustment of District Share. The contract salary of every noncer-
tificated teacher shall be subtracted from the district's share as cal-
culated 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 mainte-
nance and operation property tax computation ratio for the purpose of calcu-
lating 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 deter-
mined by dividing the district's certified property tax maintenance and op-
eration budget by the actual or adjusted market value for assessment pur-
poses as such values existed on December 31, 1993. Such maintenance and op-
eration 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 33-1614, Idaho Code, be, and the same is hereby
repealed.

SECTION 4. That Section 33-1615, Idaho Code, be, and the same is hereby
repealed.

SECTION 5. That Chapter 16, Title 33, Idaho Code, be, and the same is
hereby amended by the addition thereto of a NEW SECTION, to be known and des-
ignated as Section 33-1615, Idaho Code, and to read as follows:

33-1615. READING ASSESSMENT. The state department of education shall
be responsible for administration of all assessment efforts and shall train
assessment personnel and report results.
(1) In continuing recognition of the critical importance of reading
skills, all public school students in kindergarten and grades 1, 2 and 3
shall have their reading skills assessed. For purposes of this assessment,
the state board approved research-based "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 as-
essment shall be by a single statewide test specified by the state board of
education, and the state department of education shall ensure that testing
shall take place not less 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 33-1616, Idaho Code. The
state K-3 assessment test results shall be reviewed by school personnel
for the purpose of providing necessary interventions to sustain or improve
the students' reading skills. Reports shall be submitted by the school
districts in such a manner that it is possible to determine for each school
building with kindergarten through grade 3 in each school district the per-
centage of students who are achieving proficiency on the reading assessment.
Results shall be maintained and compiled by the state department of edu-
cation and shall be reported annually to the state board, legislature and
governor and made available to the public in a consistent manner, by school
and by district.
(2) The assessment scores and interventions recommended and imple-
mented shall be maintained in the permanent record of each student.
(3) The administration of the state K-3 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.
(4) It is legislative intent that curricular materials utilized by school districts for kindergarten through grade 3 shall align with the "Idaho Comprehensive Literacy Plan."

SECTION 6. That Section 33-1616, Idaho Code, be, and the same is hereby repealed.

SECTION 7. That Chapter 16, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1616, Idaho Code, and to read as follows:

33-1616. LITERACY INTERVENTION. (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) The program shall provide:
(a) Proven effective research 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;
(b) May include online or digital instructional materials or programs or library resources and must include parent input and be in alignment with the Idaho comprehensive literacy plan;
(c) 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
(d) A minimum of thirty (30) hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

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

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

(5) To ensure students receive high quality literacy instruction and intervention, the state department of education shall provide professional development to districts and schools on best practices supporting literacy instruction as outlined in the state board of education approved "Idaho Comprehensive Literacy Plan." Intervention program participation and effectiveness by school and district shall be presented annually to the state board, the legislature and the governor.

(6) The state board of education shall promulgate rules implementing the provisions of this section. At a minimum, such rules shall include student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks.
SECTION 8. The provisions of Section 2 of this act shall be in full force and effect on and after July 1, 2019.