

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 18, 2014

SUBJECT

Legislation – Career Ladder Amendment

REFERENCE

June 2014	The Board approved legislative ideas to be submitted through the Governor’s Executive Agency Legislation process for the 2015 Session.
October 2014	The Board approved nine (9) pieces of legislation including proposed Career Ladder Legislation
November 2014	The Board approved a pending rule on teacher certification to implement two tiers of certification.

BACKGROUND/ DISCUSSION

In 2013 the Governor’s Task Force for Improving Education recommended the state move to “a continuum of professional growth and learning that is tied to [teacher] licensure.” Movement through the system should be accomplished through the use of performance measures, including evaluations based on the state’s framework for teaching and a candidate’s effectiveness in impacting student achievement. The recommendations outlined the initial framework of a three (3) tiered system encompassing an initial three (3) year certificate renewable one time for a total of six (6) years; a five (5) year renewable professional level certificate; and a five (5) year renewable master level certificate. In conjunction with this recommendation, the Task Force recommended Idaho move to a funding model that would tie a district’s salary-based apportionment to the certification level of an educator, rather than the current apportionment model based on years of service and education attainment.

Following the completion of the Task Force’s work, the Board convened a number of subcommittees to work on the implementation of the Task Force’s recommendations. The Career Ladder/Tiered Licensure Committee met from April through September and brought forward recommendations regarding the details of the tiered certification model. The Board promulgated administrative rules implementing the committee’s recommendations and approved legislative language tying a career ladder allocation model to the three certification levels specified in the proposed administrative rule. In response to public input, conducted as part of the rulemaking process, the final pending rule approved by the Board included only two (2) certification levels and removed performance criteria from the renewable professional certification requirements as originally recommended. These changes in the administrative rule necessitate changes to the original legislative proposal approved by the Board at the October 2014 Board meeting.

The proposed changes to the legislation will separate the career ladder from the teacher certification in that the performance and measurable student achievement criteria will be used for movement on the career ladder but will not impact renewal

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of a professional teaching certificate. The specific criteria for movement on the career ladder are outlined in Attachment 2.

ATTACHMENT

Attachment 1 – Career Ladder Legislation	Page 3
Attachment 2 – Career Ladder Framework	Page 16
Attachment 3 – Potential Fiscal Impact	Page 26

IMPACT

Approval of the amendments will bring the legislative proposal into alignment with the changes made to the administrative rule.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form submitted as attachments 1 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the Governor’s legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TITLE 33
EDUCATION
CHAPTER 10
FOUNDATION PROGRAM -- STATE AID – APPORTIONMENT

33-1001. Definitions. The following words and phrases used in this chapter are defined as follows:

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

(23) "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.

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

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

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

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

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

(69) "Homebound student" means any student who would normally and regularly attend school, but is confined to home or hospital because of an illness or accident for a period of ten (10) or more consecutive days.

(10) "Instructional staff" are involved in the direct instruction of a student or group of students and hold an Idaho residency certificate, or Idaho professional certificate.

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

(12) "Master compensation rung performance criteria" means:

(a) Instruction staff meet the profession compensation performance criteria; and

(b) Receive the following ratings on the Idaho framework for teaching evaluation:

(i) No components marked as basic or unsatisfactory

(ii) Six (6) or more components marked as distinguished; and

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(b) Sixty (60) percent or more of their students have met their measurable student achievement targets.

(13) "Performance criteria" means the standards specified for instructional staff to evidence teaching proficiency for a given compensation rung.

(14) "Professional compensation rung performance criteria" means:

(a) Instructional staff achieve the following on the state framework for teaching evaluation; a score of proficient or higher on eighteen (18) or more components; no more than four (4) components ranked as basic; and no components ranked as unsatisfactory; and

(b) Demonstrate the majority of their students have met their measurable student achievement targets as defined in the state teacher certification requirements.

(815) "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.

(16) "Pupil service staff" provide services to students but are not involved in direct instruction of those students, including staff holding a Pupil Personnel Services Certificate.

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

(4018) "Secondary schools" are schools that serve grades seven (7) through twelve (12) inclusive, or any combination thereof.

(4120) "Separate elementary school" means an elementary school ~~which measured from itself, traveling on an all-weather road, is situated~~ located more than ten (10) miles distance 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.

(4221) "Separate kindergarten" means a kindergarten ~~which measured from itself, traveling on an all-weather road, is situated~~ located more than ten (10) miles distance 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.

(4322) "Separate secondary school" means any secondary school ~~which is~~ located more than fifteen (15) miles by on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

(4423) "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 ~~provided~~ described in section 33-1007, Idaho Code.

(4524) "Support unit" means a function of average daily attendance used in the calculations to determine financial support provided the public school districts.

(4625) "Teacher" means any person employed in a teaching, instructional, supervisory, educational administrative or educational and scientific capacity in any

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school district. In case of doubt the state board of education shall determine whether any person employed requires certification as a teacher.

33-1004. Staff allowance. For each school district, a staff allowance shall be determined as follows:

(1) Using the daily attendance reports that have been submitted for computing the February 15 apportionment of state funds as provided in section [33-1009](#), Idaho Code, ~~determine~~ calculate the total support units for the district in the manner provided in section [33-1002](#)(6)(a), Idaho Code;

(2) Determine the instructional staff allowance by multiplying the support units by 1.40. A district must demonstrate that it actually employs the number of certificated instructional staff allowed, except as provided in subsection (5)(f) and (g) of this section. If the district does not employ the number allowed, the staff allowance shall be reduced to the actual number employed, except as provided in subsection (5)(f) and (g) of this section;

(3) Determine the pupil service staff allowance by multiplying the support units by 0.1;

(34) Determine the administrative staff allowance by multiplying the support units by .075;

(45) Determine the classified staff allowance by multiplying the support units by .375;

(56) Additional conditions governing staff allowance:

(a) In determining the number of staff in subsections (2), (3) and (4) of this section, a district may contract separately for services to be rendered by nondistrict employees and such employees may be counted in the staff allowance. A "nondistrict employee" means a person for whom the school district does not pay the employer's obligations for employee benefits. When a district contracts for the services of a nondistrict employee, only the salary portion of the contract shall be allowable for computations.

(b) If there are circumstances preventing eligible use of staff allowance to which a district is entitled as provided in subsections (2) and (3) of this section, an appeal may be filed with the state department of education outlining the reasons and proposed alternative use of these funds, and a waiver may be granted.

(c) For any district with less than forty (40) support units:

(i) The instructional staff allowance shall be calculated applying the actual number of support units. If the actual instructional staff employed in the school year is greater than the instructional staff allowance, then the instructional staff allowance shall be increased by one-half (1/2) staff allowance; and

(ii) The administrative staff allowance shall be calculated applying the actual number of support units. If the actual administrative staff employed in the school year is greater than the administrative staff allowance, then the administrative staff allowance shall be increased by one-half (1/2) staff allowance.

(iii) Additionally, for any district with less than twenty (20) support units, the instructional staff allowance shall be calculated applying the actual number of support units. If the number of instructional staff employed in the school year is greater than the instructional staff allowance, the staff allowance shall be increased as provided in

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subparagraphs (i) and (ii) of this paragraph, and by an additional one-half (1/2) instructional staff allowance.

(d) For any school district with one (1) or more separate secondary schools serving grades nine (9) through twelve (12), the instructional staff allowance shall be increased by two (2) additional instructional staff allowances for each such separate secondary school.

(e) Only instructional, pupil service, and administrative staff and classified personnel compensated by the school district from the general maintenance and operation fund of the district, shall be included in the calculation of staff allowance or in any other calculations based upon staff, including determination of the experience and education multiplier, the reporting requirements, or the district's salary-based apportionment calculation. No food service staff or transportation staff shall be included in the staff allowance.

(f) A district may utilize up to fifteen percent (15%) of the moneys associated with positions funded pursuant to subsection (2) of this section to pay another school district or public charter school for instructional services or to defray the cost of providing virtual education coursework, including virtual dual credit coursework, without a reduction in the number of funded positions being imposed.

(g) A district may employ nine and one-half percent (9.5%) fewer positions than funded pursuant to subsection (2) and (3) of this section, without a reduction in the number of funded positions being imposed. Beginning in fiscal year 2016, this figure shall be reduced by one percent (1%) each year for each school district in which the average class size, as determined from prior fiscal year data reported to the state department of education, was at least one (1) student greater than the statewide average class size. The state department of education shall report to the legislature every February, beginning in 2015, on the reductions scheduled to take place in this figure, by school district, in the ensuing fiscal year.

(6) In the event that the staff allowance in any category is insufficient to meet accreditation standards, a district may appeal to the state board of education, demonstrating the insufficiency, and the state board may grant a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards. Such a waiver shall be limited to one (1) year, but may be renewed upon showing of continuing justification.

(7) A district may utilize a portion of the instructional staff allowance provided for in this section for kindergarten teachers to visit the parents or guardians of students during the first week of the kindergarten school year. Such visits may take place at school, at the student's home or at another location agreed to by the teacher and parents or guardians. The purpose of such visits is to help strengthen the working relationship between the teacher, the parents or guardians, and the student. The visits should be used as an opportunity to help establish the teacher's expectations of the student. The visit should also provide an opportunity for the parents or guardians to explain their expectations. The amount of moneys to be expended for such visits by the district may not exceed the amount equal to one (1) week of instructional staff allowance computed for kindergarten instructors in the district.

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33-1004A. Experience and education multiplier. Each instructional/pupil service and administrative staff position shall be assigned an appropriate multiplier based upon the following table:

EXPERIENCE AND EDUCATION

Years	BA	BA + 12	BA + 24	MA BA + 36	MA + 12 BA + 48	MA + 24 BA + 60	MA + 36 ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

In determining the experience factor, the actual years of certificated service for pupil service staff, or teaching and administrative service for administrator certificate holders in a public school, in an accredited private or parochial school, or beginning in the 2005-06 school year and thereafter in an accredited college or university shall be credited.

In determining the education factor, only credits earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by a body recognized by the state board of education ~~or a regional accrediting association,~~ shall be allowed. provided however, that successful completion of the state approved Teachscape Focus evaluation training and proof of proficiency shall be counted as up to three (3) transcribed credits for determination of the education factor and meeting recertification requirements. ~~Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education factor.~~

In determining the statewide average multiplier for instructional/pupil service staff, no multiplier in excess of 1.59092 shall be used. If the actual statewide average multiplier for instructional staff, as determined by this section, exceeds 1.59092, then each school district's instructional staff multiplier shall be multiplied by the result of 1.59092 divided by the actual statewide average multiplier for instructional staff.

In determining the statewide average multiplier for administrative staff, no multiplier in excess of 1.86643 shall be used. If the actual statewide average multiplier

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for administrative staff, as determined by this section, exceeds 1.86643, then each school district's administrative staff multiplier shall be multiplied by the result of 1.86643 divided by the actual statewide average multiplier for administrative staff.

New Section:

33-1004B. Effective July 1, 2015, all existing instructional staff shall be placed in a cohort on the career ladder that corresponds with the next higher allocation amount than is currently received by the district, based on the experience and education index pursuant to section 33-1004A Idaho code, as applied in fiscal year 2015. For each year between July 1, 2015 and June 30, 2019, those instructional staff will move one cell on the professional compensation rung or the master compensation rung, as applicable, each year they are employed by a district and meet the applicable performance criteria for the compensation rung and implementation year.

(1) Instructional staff who are in their first year of holding a residency certificate shall be placed in the first cell of the residency compensation rung and shall move on cell on the residency for each year they hold a residency certificate thereafter, for up to three years.

(2) Instructional staff new to teaching in Idaho and holding a certificate from a state other than Idaho and approved to teach in Idaho will be placed into the cohort of instructional staff on the career ladder table equivalent to their experience and education pursuant to section 33-1004A, Idaho code, as applied in fiscal year 2015.

(3) In addition to the allocation amount specified for the applicable cell on the career ladder, school districts shall receive an additional allocation amount for instructional staff holding a professional certificate who have acquired additional education, and meet the professional compensation rung performance criteria for a given year. Additional allocations are:

(a) For Instructional staff holding a professional certificate and a baccalaureate degree and 24 or more credits, \$2,000 per fiscal year.

(b) For instructional staff holding a professional certificate and a master degree, \$3,500 per fiscal year.

(c) For instructional staff holding a professional certificate and a doctorate, \$6,000 per fiscal year.

(d) Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education factor.

(e) In determining the additional education allocation amount, only credits and degrees earned after initial certification and July 1, 2015, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by a body recognized by the state board of education, shall be allowed. All credits and degrees earned must be in a relevant pedagogy or content area as determined by the state department of education. Education allocation amounts are not cumulative.

Effective July 1, 2015 through June 30, 2016, the allocation shall be:

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<u>Base Allocation-</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Residency/Professional</u>	\$32,800	\$33,600	\$34,422							
<u>Professional</u>	\$36,398	\$37,610	\$38,661	\$39,950	\$41,082	\$42,454	\$43,671	\$45,134	\$47,004	\$47,803
<u>Master</u>	0	0	0	0	0	0	0	0	0	0

Effective July 1, 2016 through June 30, 2017, the allocation shall be:

<u>Base Allocation-</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Residency/Professional</u>	\$34,600	\$35,450	\$36,317							
<u>Professional</u>	\$39,049	\$40,208	\$40,996	\$42,213	\$43,061	\$44,341	\$45,253	\$46,601	\$47,583	\$48,602
<u>Master</u>	0	0	0	0	0	0	0	0	0	0

Effective July 1, 2017 through June 30, 2018, the allocation shall be:

<u>Base Allocation-</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Residency</u>	\$36,400	\$37,300	\$38,211							
<u>Professional</u>	\$41,699	\$42,805	\$43,330	\$44,475	\$45,041	\$46,227	\$46,836	\$48,067	\$48,722	\$49,402
<u>Master</u>	0	0	0	0	0	0	0	0	0	0

Effective July 1, 2018 through June 30, 2019, school districts shall receive an allocation for instructional staff based on instructional staff position on the career ladder as follows:

(1) Instructional staff in their first year of holding a professional certificate shall be placed in the first cell of the professional compensation rung.

(2) Instructional staff previously placed within a cohort shall continue to move with their cohort unless they have failed to meet the professional compensation rung performance criteria for the previous three (3) years. Allocations to districts for instructional staff who have failed to meet the professional compensation rung performance criteria for the previous three (3) years shall be the same as the previous year.

(3) Instructional staff holding a professional certificate who have a minimum of eight (8) years certificated experience, and have met the master compensation rung performance criteria for the previous three (3) years and have not been placed on a district performance improvement plan or probation in the previous three (3) years, shall be placed in the first cell of the master compensation rung.

Effective July 1, 2018 through June 30, 2019, the allocation shall be:

<u>Base Allocation-</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Residency</u>	\$38,200	\$39,150	\$40,106							
<u>Professional</u>	\$44,350	\$45,403	\$45,665	\$46,738	\$47,020	\$48,114	\$48,418	\$49,534	\$49,861	\$50,201
<u>Master</u>	\$52,800	0	0	0	0	0	0	0	0	0

Effective July 1, 2019 through June 30, 2020, school districts shall receive an allocation for instructional staff based on instructional staff position on the career ladder as follows:

(1) Instructional staff in their first year of holding a professional certificate shall be placed in the first cell of the professional compensation rung.

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(2) Instructional staff previously placed within a cohort shall continue to move one cell on the applicable rung with their cohort unless they have failed to meet the professional compensation rung performance criteria for three (3) of the previous four (4) years. Allocations to districts for instructional staff who have failed to meet the professional compensation rung performance criteria for three (3) of the previous four (4) years shall be the same as the previous year.

(3) Instructional staff holding a professional certificate and who have a minimum of eight (8) years certificated experience and have met the master compensation rung performance criteria for three (3) of the previous four (4) years, including the fourth (4th) year; and have not been placed on a district performance improvement plan or probation in the past four (4) years, shall be placed in the first cell of the master compensation rung.

Effective July 1, 2019 through June 30, 2020 the allocation shall be:

<u>Base Allocation-</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Residency</u>	<u>\$40,000</u>	<u>\$41,000</u>	<u>\$42,000</u>	<u>0</u>	<u>0</u>
<u>Professional</u>	<u>\$47,000</u>	<u>\$48,000</u>	<u>\$49,000</u>	<u>\$50,000</u>	<u>\$51,000</u>
<u>Master</u>	<u>\$54,000</u>	<u>\$55,000</u>	<u>\$56,000</u>	<u>\$57,000</u>	<u>\$58,000</u>

33-1004B. Effective July 1, 2020, school districts shall receive an allocation for instructional staff based on instructional staff position on the career ladder as follows:

(1) Instructional staff who are in their first year of holding a residency certificate shall be placed in the first cell of the residency compensation rung and shall move one cell on the residency compensation rung for each year they hold a residency certificate thereafter, for up to three years.

(2) Instructional staff in their first year of holding a professional certificate shall be placed in the first cell of the professional compensation rung.

(3) Instructional staff on the professional compensation rung who meet the performance criteria for three (3) of the previous (5) years, one (1) of which must be during the fourth (4th) or fifth (5th) year, shall move one cell for each year of experience thereafter, for up to five years. Allocations for instructional staff who do not meet the professional compensation rung performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth (4th) or fifth (5th) year, shall remain at the previous fiscal year allocation level.

(4) Instructional staff holding a professional certificate who meet the master compensation rung performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth (4th) or fifth (5th) year; and have not been placed on a district performance improvement plan or probation in the previous five (5) years, shall be placed in the first cell of the master compensation rung.

(5) Instructional staff previously placed on the master compensation rung who meet the master compensation rung performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth (4th) or fifth (5th) year, shall move one cell for each year of. Instructional staff who no longer meet the master compensation rung performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth (4th) or fifth (5th) year, or have been placed on a

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district improvement plan or probation in the previous year shall be placed in the terminal cell on the professional compensation rung.

(6) In addition to the allocation amount specified for the applicable cell on the career ladder, school districts shall receive an additional allocation amount for instructional staff holding a professional certificate who have acquired additional education in the following amounts:

(a) For Instructional staff holding a professional certificate and a baccalaureate degree and 24 or more credits, \$2,000 per fiscal year.

(b) For instructional staff holding a professional certificate and a master degree, \$3,500 per fiscal year.

(c) For instructional staff holding a professional certificate and a doctorate, \$6,000 per fiscal year.

(d) Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education factor.

(e) In determining the additional education allocation amount, only credits and degrees earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by a body recognized by the state board of education, shall be allowed. All credits and degrees earned must be in a relevant pedagogy or content area as determined by the state department of education. Additional education allocation amounts are not cumulative.

Effective July 1, 2020 the allocation shall be:

<u>Base Allocation</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Residency</u>	<u>\$40,000</u>	<u>\$41,000</u>	<u>\$42,000</u>		
<u>Professional</u>	<u>\$47,000</u>	<u>\$48,000</u>	<u>\$49,000</u>	<u>\$50,000</u>	<u>\$51,000</u>
<u>Master</u>	<u>\$54,000</u>	<u>\$55,000</u>	<u>\$56,000</u>	<u>\$57,000</u>	<u>\$58,000</u>

33-1004C. Base and minimum salaries -- leadership premiums -- Education and experience index. [(1)] The following shall be reviewed annually by the legislature:

(a) The base salary figures pursuant to subsections 1., 2. 3. and 4. of section 33-1004E, Idaho Code;

(b) The minimum instructional salary figure pursuant to subsection 1. of section 33-1004E, Idaho Code; and

(c) The leadership premium figures pursuant to subsections (1) and (2) of section 33-1004J, Idaho Code.

(2) The statewide education and experience index (or state average index, or state index) is the average of all qualifying employees, instructional and administrative respectively. It is determined by totaling the index value for all qualifying employees and dividing by the number of employees.

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33-1004E. District's salary-based apportionment. Each district shall be entitled to a salary-based apportionment calculated as provided in this section.

~~(1-) To determine the apportionment for instructional staff, take the amounts indicated on the career ladder table plus the amounts associated with the additional education allocation amounts first determine the district average experience and education index by placing all eligible district certificated instructional employees on the statewide index provided in pursuant to section 33-1004A33-1004B, Idaho Code and calculate an average. The resulting average is the district index. Districts with an index above the state average index shall receive their actual index but not more than the state average plus .03 for the 1994-95 school year, and shall receive their actual index but not more than the state average plus .06 for the 1995-96 school year, and thereafter shall receive their actual district index. The district instructional staff index shall be multiplied by the instructional base salary of \$23,354. The amount so determined shall be multiplied by the district staff allowance for instructional staff determined as provided in section 33-1004(2), Idaho Code. The instructional salary allocation shall be further increased by the amount necessary for each full-time equivalent instructional staff member placed on the experience and education index to be allocated at least the minimum salary mandated by this section. Full-time instructional staff salaries shall be determined from a salary schedule developed by each district and submitted to the state department of education. No full-time instructional staff member shall be paid less than \$31,750 the minimum dollar amount on the career ladder pursuant to section 33-1004B, Idaho code for the applicable fiscal year. If an instructional staff member has been certified by the national board for professional teaching standards, the staff member shall be designated as a master teacher and receive \$2,000 per year for five (5) years. The instructional salary shall be increased by \$2,000 for each master teacher provided national board certified instructional staff person however, that no such awards shall be paid for the period July 1, 2010, through June 30, 2011, nor shall any liabilities accrue or payments be made pursuant to this section in the future to any individuals who would have otherwise qualified for a payment during this stated time period. The resulting amount is the district's salary-based apportionment for instructional staff. For purposes of this section, teachers qualifying for the salary increase as master teacher shall be those who have been recognized as national board certified teachers as of July 1 of each year.~~

~~(2) To determine the apportionment for pupil service staff, first determine the district average experience and education index by placing all eligible district certificated pupil service employees on the statewide index pursuant to section 33-1004A, Idaho Code. The resulting average is the district index. The district pupil service staff index shall be multiplied by the instructional base salary of \$23,354. The amount so determined shall be multiplied by the district staff allowance for pupil service staff determined pursuant in section 33-1004(23), Idaho Code. The pupil service salary allocation shall be further increased by the amount necessary for each full-time equivalent pupil service staff member placed on the experience and education index to be allocated at least the minimum salary mandated by this section. Full-time pupil service staff salaries shall be determined from a salary schedule developed by each district and submitted to the state department of education. The resulting amount is the~~

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district's salary-based apportionment for pupil services staff. No full-time pupil service staff member shall be paid less than \$31,750.

~~2(3).~~ To determine the apportionment for district administrative staff, first determine the district average experience and education index by placing all eligible certificated administrative employees on the statewide index provided in section 33-1004A, Idaho Code. The resulting average is the district index. Districts with an index above the state average index shall receive their actual index but not more than the state average plus.03 for the school year 1994-95, and shall receive their actual index but not more than the state average index plus.06 for the 1995-96 school year, and thereafter shall receive their actual district index. The district administrative staff index shall be multiplied by the base salary of \$32,151. The amount so determined shall be multiplied by the district staff allowance for administrative staff determined as provided in section 33-1004(3), Idaho Code. The resulting amount is the district's salary-based apportionment for administrative staff.

~~3(4.)~~ To determine the apportionment for classified staff, multiply \$19,249 by the district classified staff allowance determined as provided in section 33-1004(45), Idaho Code. The amount so determined is the district's apportionment for classified staff.

~~4(5.)~~ The district's salary-based apportionment shall be the sum of the apportionments calculated in subsections 1., 2., 3. and ~~34.~~, of this section, plus the benefit apportionment as provided in section 33-1004F, Idaho Code.

33-1004J. ~~L~~eadership premiums. (1) Of the moneys available to the educational support program, eight hundred fifty dollars (\$850) shall be distributed per full-time equivalent instructional and pupil service staff position employed by each school district. Such moneys shall be paid to instructional and pupil service staff employees for leadership activities as provided in paragraphs (a) through (h) of this subsection. Such premiums shall be valid only for the fiscal year for which the premiums are made and shall be made for one (1) or more of the following reasons as identified as leadership priorities by the board of trustees:

(a) Providing instruction in a subject in which the employee holds a content area master's degree;

(b) Teaching a course in which students earn both high school and college credit;

(c) Teaching a course to middle school students in which the students earn both middle school and high school credit;

(d) Holding and providing service in multiple nonadministrative certificate or subject endorsement areas;

(e) Serving in an instructional or pupil service position designated as hard to fill by the board of trustees;

(f) Providing mentoring, peer assistance or professional development pursuant to section 33-512(17), Idaho Code;

(g) Having received professional development in career and academic counseling, and then providing career or academic counseling for students, with such services incorporated within or provided in addition to the teacher's regular classroom instructional or pupil service duties;

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(h) Other leadership duties designated by the board of trustees, exclusive of duties related to student activities or athletics. Such duties shall require that the employee work additional time as a condition of the receipt of a leadership premium.

(2) Local school district boards of trustees may provide leadership premiums to instructional or pupil service staff employees consistent with the provisions of this section. The decision as to whom and how many receive leadership premiums, and in what amounts, shall not be subject to collective bargaining, any other provision of law notwithstanding. A board may provide multiple leadership premiums to an instructional or pupil service staff employee. However, no such employee shall receive cumulative leadership premiums in excess of twenty-five percent (25%) of the base salary amount designated in section 33-1004E, Idaho Code, nor less than eight hundred fifty dollars (\$850). Effective July 1, 2018 through June 30, 2020, Instructional staff who have failed to meet the professional compensation rung performance criteria for the previous three (3) years, shall not be eligible for leadership premiums, other than those who currently are serving in a hard to fill position. Effective July 1, 2020, Instructional staff who do not meet the professional compensation rung performance criteria for three (3) of the previous (5) years, one (1) of which must be during the fourth (4th) or fifth (5th) year, shall not be eligible for leadership premiums, other than those who currently are serving in a hard to fill position.

(3) The state department of education may require reports of information as needed to implement the provisions of this section. Also, the department shall report, on or before January 15, 2016, and on or before January 15 of each subsequent year, to the governor, the senate education committee and the house of representatives education committee relevant information regarding leadership premiums, including the following:

- (a) The number of leadership premiums issued, by district;
- (b) The average dollar amount of leadership premiums issued, by district;
- (c) The highest and lowest leadership premium issued, by district; and
- (d) The percent of instructional and pupil service staff positions receiving leadership premiums and the cumulative amount of such premiums, by district;:-
(e) The reasons identified as leadership priorities by the board of trustees as listed in subsection (1).

(4) For the purposes of this section, the term "school district" also means "public charter school," and the term "board of trustees" also means "board of directors."

(5) The state board of education is hereby authorized to promulgate rules to implement the provisions of this section.