

HOUSE RESEARCH

Bill Summary

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Overview

Contains Minnesota Department of Education administrative changes and education policy proposals related to the state school report card, disparities in student academic performance, education-related technology standards, teacher and coach background checks, educational accountability, cultural and gifted and talented competencies, the integration of secondary and postsecondary educational systems, conflict of interest clarifications, special education laws and rules, and student conduct, among other proposals.

Section

Article 1: General Education

- 1 Clerk records.** Changes from August 15 to September 15 and from October 10 to September 30 the dates by which the school district clerk must report district expenses and other financial information. Deletes an obsolete reference.
- 2 Statement for comparison and correction.** Changes from January 15 to February 15 the date by which the commissioner must convert and publish finalized audited financial data.
- 3 Debt verification.** Strikes obsolete language.
- 4 Debt elimination.** Clarifies a statutory cross reference.

Section

- 5 **Certification of debt.** Strikes obsolete language.
- 6 **Failure to limit expenditures.** Changes from January 1 to February 15 the date by which the commissioner must notify the legislature about school districts in statutory operating debt.
- 7 **Basic alternative compensation aid.** Establishes a formula for determining basic alternative teacher compensation aid for school districts, intermediate school districts, and charter schools for fiscal years 2010 and later.
- Makes this section immediately effective.
- 8 **Lease purchase; installment buys.** Defines district under this program to mean a racially isolated school district or a school district with a racially identifiable school that is required to have a desegregation or integration plan, is eligible for integration revenue, and the commissioner determines that the acquisition of property is related to implementing the district's approved plan. Makes the Minneapolis , St. Paul , and Duluth school districts, among other districts, eligible to participate in this program.
- 9 **Abatements.** Strikes an obsolete cross reference.
- 10 **Excess tax increment.** Strikes an obsolete cross reference.

Article 2: Education Excellence

- 1 **Data to improve instruction.** Allows the department and the Minnesota Office of Higher Education to share educational data on students.
- Makes this section effective immediately.
- 2 **Educational expectations for Minnesota 's students.** Strikes obsolete language distinguishing between those students who are required to pass the state basic skills tests and those who must pass the MCA-IIs. Requires Minnesota students to successfully pass state graduation exams.
- 3 **Required academic standards.** Strikes and inserts language authorizing alternative achievement standards for some students with disabilities, consistent with federal law.
- 4 **Revisions and reviews required.** Ensures that time lines for the revised math standards and the statewide math assessments are aligned and the revised science standards and the statewide science assessments are aligned.
- 5 **Reimbursement for examination fees.** Strikes language allowing the state to reimburse students for up to six CLEP exam fees.
- 6 **Gifted and talented students programs.** Allows school districts to include an appeals process as part of the guidelines for assessing and identifying gifted and talented students.
- 7 **Definitions.**

Subd. 1. Definitions. Indicates that the definitions in this section apply to Minnesota Statutes, chapter 120B, governing Minnesota 's educational accountability system.

Subd. 2. Growth. Defines "growth" as the comparison between a student's achievement score at two distinct points in time.

Subd. 3. Value-added. Defines "value-added" as the amount of achievement a

Section

student demonstrates above an established baseline for students' academic performance.

Subd. 4. Growth-based value-added. Defines "growth-based value-added" as a value-added system of assessments that measures the difference between an established baseline of academic growth and a student's own academic growth over time.

Subd. 5. Progress. Defines "progress" as a comparison between the average achievement of two different student groups at two different points in time.

Subd. 6. State growth norm. Defines "state growth norm" as an established statewide percentile or standard applicable to all students in a particular grade benchmarked to an established school year. Declares that beginning in the 2008-2009 school year, the state growth norm is benchmarked to 2006-2007 school year data for students until the education commissioner next changes the vertically linked scale score. Directs a recognized Minnesota assessment group composed of assessment and evaluation directors and staff and researchers, in collaboration with the Office of Educational Accountability, to recommend a new state growth norm that the commissioner must consider when revising standards. Directs the commissioner, when implementing the new state growth norm, to also establish criteria for identifying schools and school districts that demonstrate accelerated growth in order to advance educators' professional development and replicate programs that succeed in meeting students' diverse learning needs.

Makes this section effective immediately.

8 Statewide testing and reporting system.

Subd. 1. Statewide testing. Obligates schools to participate in field testing or national sampling at the education department's request. Allows school superintendents and charter school directors to appeal to the commissioner for an exemption based on undue hardship. Makes the commissioner's decision regarding the appeal final.

Subd. 1a. Statewide and local assessments; results. (c) Requires the commissioner to include by the 2008-2009 school year a growth-based value-added indicator of student achievement when reporting assessment results.

(d) Requires statewide assessments to be used to evaluate student proficiency in the context of the state's grade level academic standards.

Subd. 2. Statewide and local assessments; results. Directs the commissioner by the 2008-2009 school year to report assessment results using a growth-based value-added indicator of student achievement. Makes technical changes.

Makes this section effective immediately.

Section

9 System accountability.

Subd. 1. Educational accountability and public reporting. Directs the state Department of Education to maintain an educational accountability and public reporting system that promotes greater academic achievement, preparation for higher academic education, preparation for the world of work, citizenship, and the arts.

Subd. 3. Educational accountability. Expects the commissioner to use a growth-based value-added indicator of student achievement over time and to report student growth levels.

Subd. 4. Statistical adjustments; student performance data. Directs the commissioner to aggregate student data over time to report student performance and growth levels at the school, district, and statewide levels and to acknowledge the impact of significant demographic factors.

Makes this section effective immediately.

10 Student academic achievement and growth.

Subd. 1. School and student indicators of growth and achievement. Directs the commissioner to maintain a system for measuring and reporting academic achievement and individual student growth. Requires the system to measure both the current adequate yearly progress of schools and the growth of individual students over time. Requires the system to identify schools with high growth levels and schools with low growth levels that need improvement. Strikes an outdated direction to the commissioner.

Subd. 2. Expectations for federally mandated student academic achievement.
(a) Directs school districts to determine whether academic achievement levels at school sites meet federally mandated expectations for adequate yearly progress and to work with school sites that do not meet those expectations.

(b) Requires school sites that do not meet federally mandated expectations for adequate yearly progress to develop continuous improvement plans.

(c) Directs the commissioner to assist school districts and school sites that do not meet federally mandated expectations for adequate yearly progress.

Subd. 3. Student growth; other state measures. (a) Declares that the state's educational system measuring individual students' educational growth is based on highly reliable assessments and indicators of educational growth that show a student's prior achievement.

(b) Directs the commissioner to use a growth-based value-added system. Directs the commissioner to apply the state growth norm to students in grades 4 through 8 beginning in the 2008-2009 school year and to benchmark the state growth norm to 2006-2007 school year data. Requires the model to allow users to report student

Section

growth at and above the state norm and, for all student categories with a cell size of at least 20, to report and compare aggregated and disaggregated state growth data using the nine student categories identified under the federal No Child Left Behind Act and two student gender categories. Requires the model to measure the effects of teacher teams within a grade, teacher teams across an entire grade, the school, and the school district on student growth.

(c) Allows the commissioner to incorporate other growth-based value-added analysis in measuring district or school growth and accelerated growth, if practicable and consistent with this section.

(d) Directs the commissioner, beginning July 1, 2011, to annually report on the Minnesota student report card two core measures indicating the extent to which current high school graduates are prepared for postsecondary academic and career opportunities: a preparation measure indicating the number and percent of high school graduates in the most recent school year who completed course work important to preparing them for postsecondary academic and career opportunities; and a rigorous coursework measure indicating the number and percent of high school graduates in the most recent school year who successfully completed rigorous academic coursework or industry certification courses or programs. Requires the commissioner to analyze and report separate categories of student information using the nine student categories identified under the federal No Child Left Behind Act and two student gender categories.

(e) Also requires the commissioner, beginning July 1, 2011, to annually report summary data showing students' average self-reported sense of school safety, school engagement, and the quality of the students' relationship with teachers, administrators, and other students. Requires the commissioner to consistently gather the data from students in grades 4 or 5, in one grade level in grades 6 through 8, and one grade level in high school as determined by the commissioner in consultation with experts.

Subd. 4. Improving schools. Directs the commissioner to annually report to the public and the legislature best practices learned from those schools that demonstrate accelerated growth compared to the state growth norm.

Directs the commissioner to use learned best practices to provide additional assistance and intervention support to a district or school site that does not meet either federally mandated expectations or the state growth norm.

Makes subdivision 3, paragraph (b) applicable in the 2009 - 2020 school year and later. Makes subdivision 3, paragraph (d) applicable in the 2010-2011 school year and later. Makes subdivision 3, paragraph (e), applicable to high school students in the 2009-2010 school year and later and to students in grades 4 through 8 in the 2010-2011 school year and later.

11 School accountability; appeals process.

Section

Subd. 1. School performance report cards. (a) Directs the commissioner to report student academic performance under the federally mandated adequate yearly progress measure, student academic growth based on individual student achievement, school safety and student engagement, rigorous course work, two separate student-to-teacher ratios, staff characteristics excluding salaries, student enrollment demographics, district mobility and extracurricular activities.

(d) Allows schools and school districts to submit a written appeal to the education commissioner within 30 days of receiving notice of the adequate yearly progress status of the school or district. Directs the commissioner to give the school or district the opportunity for a hearing before an appeals advisory committee within 30 days of when the commissioner receives the appeal. Allows the commissioner to postpone the hearing data under special circumstances. Requires the commissioner to notify the school or district about the hearing at least 21 days before the hearing date. Requires the appeals advisory committee to submit a recommendation to the commissioner within 30 days. Directs the commissioner to finally decide the appeal based on an objective evaluation and to transmit the decision within 15 days. Declares that the appeals advisory committee is composed of five members representing teachers, administrators, parents, commerce, and school boards. Makes committee terms subject to the statutory provision governing advisory committees and councils except that members serve three-year terms. Allows the commissioner to use federal No Child Left Behind Act funds to reimburse committee members if such funds are available. Declares that the committee does not expire.

Subd. 1a. GRAD test appeals. (a) Directs the education commissioner in collaboration with designated K-12 education and assessment experts and stakeholders including parents to establish a timely, transparent, and data-based appeals process that allows school districts, at their discretion, to grant a diploma to high school seniors in the 2008-2009, 2009-2010, and 2010-2011 school years who do not receive a passing score on the state reading or math GRAD test.

(b) Allows a high school senior in the 2008-2009, 2009-2010, or 2010-2011 school year who does not receive a passing score on the state reading or math GRAD test by April of the student's senior year to appeal to the high school principal or other administrator requesting that the school district grant the student a diploma. Allows the principal, in collaboration with other school staff, to formally decide whether or not to grant the diploma based on multiple, valid, reliable, and well-understood measures of student learning. Directs school officials to use the data that form the bases of students' appeals, where appropriate, to revise district curriculum and provide academic support to students who have not passed the state reading or math GRAD test.

(c) Directs the commissioner to evaluate the effectiveness and impact of the appeals process, and to recommend, if the appeals process continues, the student performance levels for the state reading and math GRAD tests and the appropriate indicators for deciding whether to grant a diploma.

Section

Subd. 2. Adequate yearly progress data. Declares that all data the department uses to determine adequate yearly progress status, set state growth norms, and determine student growth are nonpublic data until ten days after the appeals process concludes. Directs the department to annually post federally mandated adequate yearly progress data and state student growth data to its public Web site by September 1.

Makes this section effective immediately.

- 12 Growth-based value-added assessment program.** (a) Directs the commissioner to implement a growth-based value-added assessment program. Strikes language related to a trial program.

(b) Strikes language allowing the commissioner to issue a request for proposals to contract with an organization that provides a value-added assessment model.

Makes this section effective immediately.

- 13 Policies to be established.** (d) Directs school districts to include in the behavior policies the districts annually disseminate to students and parents an expectation that students cooperate with educators and, as educators and circumstances direct, provide information to educators on school disciplinary, classroom, and other education and school matters, consistent with existing due process requirements. For purposes of this paragraph, limits administrators' obligation to give students a Tennesen warning to circumstances where the administrator reasonably believes that the information the student is asked to provide may lead to the student's expulsion. Allows educators to use the data they collect under this paragraph in a manner that is consistent with the requirements governing the use of students' education records.

Makes this section immediately effective.

- 14 Eligibility; board composition.** Clarifies that the six teachers who are members of the state Board of Teaching must be currently teaching or teaching at the time they are appointed.

- 15 Vacant position.** Excepts a teacher who retires from teaching while serving as a Board of Teaching member from having that teacher's position on the board declared vacant.

- 16 License and rules.** (d) Directs the Board of Teaching to require teacher candidates to receive instruction in historical and cultural competencies related to American Indian tribes and communities and their contributions to Minnesota . Requires the competencies to include, among other components, standards for instructional practices that are most effective for successfully teaching elementary and secondary American Indian students.

Makes this section effective for the 2008-2009 school year and later.

- 17 Gifted and talented preparation.** Requires universities preparing candidates for administrative licensure to provide opportunities for the candidates to acquire competency in administering gifted and talented services.

Makes this section applicable to candidates who enroll in a preparation administrator licensure program after August 15, 2009 .

- 18 Gifted and talented preparation; board review.** (a) Directs the Board of School Administrators to periodically review and approve preparation sequences for school

Section

administrators and the sequence of competencies in administering gifted and talented student programs and services.

(b) Allows the Board of School Administrators also to advise a university on developing and implementing continuing education programs focused on building competencies for administering gifted and talented programs and services.

Makes this section immediately effective.

19 Gifted and talented preparation; board review. (a) Requires a college or university with an approved teacher preparation program to provide teacher candidates with the opportunity to acquire competency in recognizing gifted students and in providing classroom instruction to gifted and talented students.

(b) Directs the Board of Teaching to periodically review and approve sequences for teacher candidates in recognizing gifted students and in providing classroom instruction to gifted and talented students.

Makes this section applicable to candidates who enroll in a teacher preparation licensure program after September 1, 2009 .

20 Staff development program.

Subd. 1a. Effective staff development activities. (a) Requires staff development activities to be aligned with school district and school site staff development plans, based on student achievement, focused on student learning goals, and used in the classroom setting. Requires activities, among other things, to provide job embedded or integrated professional development opportunities during the teacher contract day to identify instructional strategies that meet student learning goals, plan instruction, practice new teaching strategies, review results, and provide opportunities for coaching and mentoring.

Subd. 2. Contents of plan. Requires the staff development plan to be based on student achievement and include student learning goals.

Subd. 3. Staff development outcomes. Requires the advisory staff development committee to adopt a plan for increasing teacher effectiveness and improving student achievement. Requires plan goals to include, among other things, improving student achievement using research-based best practices, meeting the needs of English language learners, improving staff collaboration, and mentoring and peer coaching for teachers in their first five years of teaching.

Subd. 4. Staff development report. Changes from October 15 to October 1 the date by which school district and school site staff development committees must report to the commissioner on activities and expenditures for the previous year.

21 Staff development revenue. Clarifies that the primary purpose of staff development revenue is to create and implement staff development plans for district and school staff.

22 Services. Allows the administrators' academy to provide opportunities for school

Section

administrators to acquire competency in administering gifted and talented services.

Makes this section applicable to administrators participating in the administrators' academy program after August 1, 2009 .

- 23 Background check required.** Consistent with the criminal history background check requirements currently in place, requires a school hiring authority to request a criminal history background check from the superintendent of the Bureau of Criminal Apprehension on an individual who provides coaching services or other extracurricular or cocurricular services to a district.

Makes this section effective immediately.

- 24 Investigation of disciplinary actions taken against prospective teachers.** Requires a school hiring authority, when conducting a criminal history background check on a prospective teacher, to contact the state Board of Teaching to determine whether the board has taken disciplinary action against that teacher based on a board determination that inappropriate sexual misconduct occurred between the teacher and a student. If disciplinary action was taken, requires the school hiring authority to obtain public data related to that disciplinary action. Also directs the school hiring authority to (i) require the prospective teacher to provide information on the employment application about all disciplinary actions taken against that teacher in Minnesota and elsewhere related to inappropriate sexual misconduct with a student and to (ii) indicate that intentionally submitting false or incomplete information is a ground for dismissal.

Makes this section effective May 1, 2009 .

- 25 Conditional hiring; discharge.** Allows a school hiring authority to terminate a teacher's employment based on the results of an investigation of disciplinary actions taken by a teacher licensing board against the teacher for inappropriate sexual misconduct with a student.

Makes this section effective May 1, 2009 .

- 26 Contract; duties.** Strikes language requiring school superintendents to submit annual reports to the education commissioner on expenditures needed to ensure that 80 percent of students receive a passing score on the statewide assessments.

Makes this section immediately effective.

- 27 Temporary closing.** Allows a school district to hold a hearing and invite public comment when proposing to temporarily close a school or to lease the school to another entity to be used as a school for up to three years.

Makes this section immediately effective.

- 28 Online learning parameters.** Makes an enrolling school district that is a full-time online provider subject to reporting requirements and review criteria.

- 29 Charter School Advisory Council.** Strikes the June 30, 2007 , expiration date for the Charter School Advisory Council and causes the council not to expire.

Makes this section retroactive from June 30, 2007 .

- 30 Formation of school.** (b) Requires a charter school sponsor to demonstrate its ability to

Section

fulfill its responsibilities as a sponsor. Requires the sponsor to submit an affidavit to the commissioner for each charter school it proposes to authorize.

(e) Prevents the granting or renewing of a charter from being contingent on the charter school obtaining services from the sponsor. Prohibits a sponsor from contracting to provide management or financial services to a charter school it authorizes.

31 **Conflict of interest.** Allows the education commissioner to reduce the state aid a charter school receives if the charter school fails to correct a violation related to conflicts of interest. Also allows the commissioner to void a charter school contract for a conflict of interest violation.

32 **Contract.** Makes technical corrections.

33 **Audit report.** Strikes a reference to a management letter that is part of an audit report.

34 **Public status; exemption from statutes and rules.** Exempts charter schools from all statutes and rules applicable to schools, school boards, and school districts unless a statute or rule is made specifically applicable to charter schools.

35 **State and local requirements.** Requires charter schools to meet federal health and safety requirements that apply to school districts.

36 **Causes for nonrenewal or termination of charter school contract.** (a) Requires a sponsor to take final action to renew or not renew a charter school contract no later than 15 days before the sponsor terminates the contract or the specified end date of the contract.

(c) Requires both parties to a charter school contract to submit in writing to the commissioner their intent to terminate the contract. Directs the commissioner, when deciding whether to grant a change of sponsors, to first determine whether an established charter school and a proposed new sponsor for the charter school have identified and resolved the circumstances causing the previous sponsor and the charter school to terminate the contract.

(d) Allows the commissioner to terminate a sponsor's contractual relationship with a charter school based on, among other causes, a sustained failure to meet student performance requirements or other good cause.

37 **Related party lease costs.** Defines related party, affiliate, close relative, person, and control for purposes of clarifying the prohibition against a charter school entering into a lease of real property with a related party.

38 **Committee on American Indian education programs.**

Subd. 1. Establishment. Directs the education commissioner to establish and appoint a representative American Indian Education Committee.

Subd. 2. Committee to advise commissioner. Directs the committee to advise the commissioner on administering programs governed by the state's American Indian Education Act.

Subd. 3. Expenses. Causes committee members to serve without compensation. Directs the commissioner to determine the terms under which the committee functions and causes the committee to expire by June 30, 2020 .

39 **Use of revenue.** Requires school districts that receive integration revenue to annually

Section

publish specific desegregation or integration goals, identify indicators to measure progress toward achieving those goals, and use the indicators to demonstrate to the commissioner the district's progress in achieving its goals.

Makes this section effective for the 2008-2009 school year and later.

40

State and school district technology standards.

Subd. 1. State technology standards; standard setting. (a) Directs the education commissioner, the Minnesota Education Technology Task Force, and school district representatives to jointly identify technology tools and systems that improve students' educational achievement. Requires these entities to establish a foundation of services that support new and more efficient educational business practices and help schools and school districts make data-driven decisions and increase instructional time. Also directs these entities to anticipate district needs for effectively using emerging technologies to make the best, most cost effective use of finite educational resources.

(b) Directs the commissioner to use a collaborative process to establish, maintain, revise, and publish every four years beginning December 1, 2008 , state and district technology standards and guidelines, consistent with the technology and information literacy standards embedded in the state's academic standards. Directs the state and school districts to use the technology standards to participate in a uniform data collection system premised on specified elements.

(c) Allows school districts to use available financial resources to provide students with needed technology tools.

Subd. 2. District technology standards. (a) Directs the commissioner and the Minnesota education technology task force to establish, maintain, revise, and publish six categories of district technology standards.

(b) Requires school districts to align district technology expenditures with established state and district technology standards.

(c) Requires school districts beginning December 1, 2010 , and each two-year period thereafter, to use district technology standards to review the district's technology environment. Directs school districts to transmit the substance of the review to the commissioner. Directs the commissioner to evaluate and report the substance of the district reviews to the legislature every two years.

Subd. 3. Expedited process. Allows the commissioner to use the expedited rulemaking process to adopt state and district technology standards.

Makes this section effective immediately and applicable to the 2008- 2009 school year and later.

41

Contract with no bids required. Allows a school board to contract with a group of employees such as teachers and custodians where the spouse of a school board member is a member of the group of employees that is contracting with the school board if the employee

Section

spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the group receive under the contract. Requires a school board applying this exception to have a majority of disinterested school board members vote to approve the contract, have the school board member spouse refrain from voting, and publicly establish the facts of the contract at the board meeting where the contract is approved.

Makes this section immediately effective.

- 42** **Implementing a student growth-based value-added system.** (a) Directs the education commissioner to convene a group of assessment and evaluation experts and interested educators and parents to examine the actual statewide performance of students using Minnesota's growth-based value-added system and establish criteria for identifying schools and school districts that demonstrate accelerated growth in order to advance educators' professional development and replicate programs that succeed in meeting students' diverse learning needs.

(b) Directs the commissioner to report to the legislature by February 15, 2009 , describing the criteria for identifying accelerated growth. Causes the group to expire on June 30, 2009 .

Makes this section effective immediately and applicable to school report cards in the 2008-2009 school year and later.

- 43** **Implementing rigorous course work measures related to student performance.** Directs the education commissioner to convene a group of experts and interested stakeholders, including parents, to develop a model projecting anticipated performance of each high school on preparation and rigorous course work measures that compares the school with similar schools. Requires the model to use information about entering high school students based on particular background characteristics that are predictive of differing rates of college readiness. Includes 8th grade achievement levels, student mobility, student attendance, and the size of each entering 9th grade class among the predictive characteristics. Allows the experts and stakeholders to examine other predictive characteristics including the nine student categories identified under the No Child Left Behind Act and two student gender categories. Directs the commissioner to use the predicted level of entering students' performance to provide a context for interpreting graduating students' actual performance. Causes this group to expire July 1, 2011 .

Makes this section effective immediately and applicable to school report cards beginning July 1, 2011 .

- 44** **Implementing measures for assessing students' self-reported sense of school safety, engagement in school, and the quality of relationship with teachers, administrators, and other students.** (a) Directs the commissioner to consult with interested stakeholders, including parents, and convene a group of experts to select or devise a student survey instrument that best meets specified state accountability requirements.

(b) Directs the commissioner to report to the legislature by February 15, 2009 . Causes this group to expire June 30, 2009 .

Section

Makes this section effective immediately and applicable to school report cards beginning July 1, 2011 .

- 45 Growth-based value-added system.** Directs the commissioner to use a growth-based value-added system consistent with the growth-based value-added model contained in a document labeled “Educational Report Card Growth Model” and developed with the department. Requires the document to be deposited with named state libraries and the state revisor’s office. Directs a recognized Minnesota assessment group composed of assessment and evaluation directors and staff and researchers to determine whether the implemented state growth-based value-added model is consistent with the document and to report its determination to the legislature by February 15, 2009 .

Makes this section effective immediately.

- 46 School district plans to improve students’ academic achievement.**

Subd. 1. District academic achievement plan; priorities. (a) Encourages school districts experiencing disparities in academic achievement to develop a plan to significantly improve students’ academic achievement using concrete measures to eliminate differences in academic performance among groups of students defined by race, ethnicity, and income. Requires the plan to be research-based, include strategies and programs that supplement district initiatives to increase students’ academic achievement under state and federal accountability measures, and contain valid and reliable measures of student achievement.

(b) To the extent appropriate, requires district plans to include the education elements the advisory task force is instructed to consider in section 2.

(c) Directs districts to indicate the expenditures needed to implement the plan. Lists examples of current resources districts may use for this purpose.

Subd. 2. Plan. (a) Directs participating school districts to submit a plan in an electronic format to the education commissioner by October 1, 2008 .

(b) Directs the education commissioner to analyze the commonalities and differences of the district plans and to submit the analysis and underlying data to the advisory task force in section 2 by November 1, 2008 , and to report the analysis to the legislature by January 1, 2009 .

Makes this section effective immediately.

- 47 Advisory task force on improving students’ academic achievement.** (a) Establishes an advisory task force to review the district plans submitted to the education commissioner under section 1 and to recommend to the legislature a proposal for improving students’ academic achievement and eliminating differences in academic performance among groups of students defined by race, ethnicity, and income. Directs task force members to consider how certain education-related issues impact the educational achievement of low income and minority students: rigorous preparation and coursework; professional development for educators; English language learners; special education; GRAD tests; and valid and reliable student data. Directs the task force members also to examine the results of a 2008 report on

Section

creating a world-class educational system. Allows the task force members to consider other related matters.

(b) Directs the education commissioner to convene the first meeting of the task force by July 1, 2008 . Directs task force members to adopt standards for subsequent meetings. Lists the task force members. Allows a majority of designated task force members to invite others to participate on the task force.

(c) Makes the task force subject to the statutory provision governing the operation of advisory committees and councils. Allows the education commissioner to reimburse task force members from the department's current operating budget but forecloses other compensation. Directs the task force members to submit a written proposal to the legislature by February 15, 2009 .

(d) Causes the task force to expire on February 16, 2009 .

Makes this section immediately effective.

48

Advisory task force. (a) Establishes an advisory task force on improving teacher quality and identifying institutional structures and strategies for integrating secondary and postsecondary academic and career education to recommend to the legislature how to: (1) enable classroom teachers to acquire a master's degree in their substantive licensure field; and (2) meet K-12 students' needs for planning and preparing for postsecondary academic and career education.

(b) Directs the education commissioner to appoint an advisory task force composed of representatives from named entities. Causes task force members to serve without compensation. Requires task force members to submit recommendations to the legislature by February 15, 2009 .

(c) Directs the education commissioner to provide technical and other assistance upon request.

(d) Causes the task force to expire on February 16, 2009 .

Makes this section effective immediately.

49

Computer adaptive assessments. Directs the education department to report to the legislature by December 1, 2008 , on its efforts to add a computer adaptive assessment to Minnesota 's comprehensive assessments.

Makes this section effective immediately.

50

Department of Education report. Directs the state education department to submit a report to the legislature by January 15, 2009 , analyzing school district reporting requirements and recommending the elimination of duplicative reports.

51

Revival and reenactment. Revives and reenacts the law governing the charter school advisory council.

Section

Article 3: Special Programs

- 1 **Notice.** Increases from ten days to 30 days the amount of time school districts have to notify parents that a student is enrolled in an instructional program for limited English proficient students.
- 2 **Extended school year.** Strikes a statutory cross reference to a section the bill repeals.
- 3 **Placement in another district.** (b) Requires a nonresident district that places a pupil in a care and treatment facility to notify the resident district of the placement and to give the resident district an opportunity to participate in the placement decision. Requires the nonresident district to notify the resident district within 15 days of an emergency placement. Gives the resident district five business days to request an opportunity to participate in the emergency placement decision.

(c) Allows a resident district to establish reasonable restrictions for transporting a child placed at a day care and treatment facility, subject to a court or agency order.

Makes this section effective immediately.
- 4 **Placement of a child without disabilities; education and transportation.** (c) Requires a nonresident district to notify the resident district within 15 days of an emergency placement. Gives the resident district five business days to request an opportunity to participate in the emergency placement decision.

(d) Allows a resident district to establish reasonable restrictions for transporting a child placed at a day care and treatment facility, subject to a court or agency order.

Makes this section effective immediately.
- 5 **Implementation.** Strikes the \$350,000 per fiscal year cap on administrative costs for the Department of Human Services to administer individual education plan health-related services.
- 6 **Report.** (a) Extends the term of the special education task force to February 15, 2009 . Directs the task force to submit a report to the legislature recommending how state statutes and rules that exceed minimum federal requirements might be amended to conform to federal requirements or made more effective as determined by a majority of task force members. Directs the task force to recommend rules governing aversive and deprivation procedures by school district employees or persons under contract with a school district.

(b) Replaces the education department member of the task force representing regulators with a parent advocate selected by a statewide organization that advocates on behalf of children with disabilities.

(c) Directs the education department to provide technical assistance upon request.

Makes this section effective immediately.
- 7 **Expedited process; specific learning disability rule.** Allows the education commissioner to use the expedited rulemaking process to conform the state rule on specific learning

Section

disabilities to new federal requirement under IDEIA of 2004.

Makes this section effective immediately.

- 8 Repealer.** Repeals sections governing aversive and deprivation procedures (Minn. Stat. § 121A.67), placing special education students in a state institution on a temporary basis (Minn. Stat. § 125A.16), tuition billing requirements for nonresident students (Minn. Stat. § 125A.19), a definition of assistive technology device (Minn. Stat. § 125A.57), and a session law granting the Department of Education rulemaking authority (Laws 2006, ch. 263, art. 3, § 16).

Makes this section immediately effective.

Article 4: Libraries

- 1 Services to the blind and physically handicapped.** Changes a library name from the Minnesota Library for the Blind and Physically Handicapped to the Minnesota Braille and Talking Book Library.
- 2 Advisory Committee.** Changes a library name from the Minnesota Library for the Blind and Physically Handicapped to the Minnesota Braille and Talking Book Library.
- 3 Telephone or electronic meetings.** Allows the Advisory Committee of the Minnesota Braille and Talking Book Library to conduct committee meetings by telephone or other electronic means if certain conditions are met.

Article 5: State Agencies

- 1 Unreimbursed costs.** (b) For fiscal year 2008 and later, includes the unreimbursed cost of providing behavioral management aides under a child's individual education plan as part of the special education aid paid to the Minnesota State Academies.
- (e) Allows the Minnesota State Academies for fiscal year 2008 to retain receipts received through mutual agreements with school districts for one-to-one management aides.
- Makes this section effective immediately.
- 2 Third party reimbursement.** Directs the Minnesota State Academies to seek reimbursement from third parties for the cost of those services the academies provide that are covered by a child's public or private health plan.

Makes this section effective for revenue for fiscal year 2008.

Article 6: Self-Sufficiency and Lifelong Learning

- 1 Ages and terms.** Strikes language allowing a parent to withdraw a child under age seven from enrollment at any time.
- Makes this section effective for the 2008-2009 school year and later.
- 2 Children under seven.** (a) Makes a child under seven who enrolls in first grade subject to the state compulsory attendance law.

Section

(b) Excepts children under age seven from the compulsory attendance law if the child enrolls in kindergarten and the parent withdraws the child after notifying the district or the child withdraws from the public school and enrolls in another school.

- 3 Teachers.** Allows school boards to employ licensed teachers for their ECFE programs. Allows the state Board of Teaching to grant an applicant school district a variance under this provision.

Makes this section effective immediately.

- 4 Community education; annual report.** Strikes a requirement to include specific information in community education program reports.

Makes this section effective for the 2008-2009 school year and later.

- 5 Adult basic education supplemental service grants.** Changes the limit on the amount of a grant to a single organization from \$100,000 to 15 percent of the total supplemental services aid.

- 6 State total adult basic education aid.** Amends the calculation for state total adult basic education aid.

- 7 General education development (GED) test fees.** Increases from \$20 to \$40 the amount that the commissioner may charge individuals to take the GED test.