

1.1 moves to amend H.F. No. 1151 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "ARTICLE 1

1.4 STUDENT ACCOUNTABILITY

1.5 Section 1. [120B.018] DEFINITIONS.

1.6 Subdivision 1. **Scope.** The definitions in this section apply to this chapter.

1.7 Subd. 2. **Academic standard.** "Academic standard" means a summary description
1.8 of student learning in a required content area under section 120B.021 or elective content
1.9 area under section 120B.022.

1.10 Subd. 3. **Benchmark.** "Benchmark" means specific knowledge or skill that a
1.11 student must master to complete part of an academic standard by the end of the grade
1.12 level or grade band.

1.13 Subd. 4. **Credit.** "Credit" means the determination by the local school district
1.14 that a student has successfully completed an academic year of study or mastered the
1.15 applicable subject matter.

1.16 Subd. 5. **Elective standard.** "Elective standard" means a locally adopted
1.17 expectation for student learning in career and technical education and world languages.

1.18 Subd. 6. **Required standard.** "Required standard" means (1) a statewide adopted
1.19 expectation for student learning in the content areas of language arts, mathematics,
1.20 science, social studies, physical education, and the arts or (2) a locally adopted expectation
1.21 for student learning in health and the arts.

1.22 Subd. 7. **School site.** "School site" means a separate facility, or a separate program
1.23 within a facility that a local school board recognizes as a school site for funding purposes.

1.24 Sec. 2. Minnesota Statutes 2012, section 120B.02, is amended to read:

2.1 **120B.02 EDUCATIONAL EXPECTATIONS AND GRADUATION**
2.2 **REQUIREMENTS FOR MINNESOTA'S STUDENTS.**

2.3 Subdivision 1. Educational expectations. (a) The legislature is committed to
2.4 establishing rigorous academic standards for Minnesota's public school students. To
2.5 that end, the commissioner shall adopt in rule statewide academic standards. The
2.6 commissioner shall not prescribe in rule or otherwise the delivery system, classroom
2.7 assessments, or form of instruction that school sites must use. ~~For purposes of this chapter,~~
2.8 ~~a school site is a separate facility, or a separate program within a facility that a local school~~
2.9 ~~board recognizes as a school site for funding purposes.~~

2.10 (b) All commissioner actions regarding the rule must be premised on the following:

2.11 (1) the rule is intended to raise academic expectations for students, teachers, and
2.12 schools;

2.13 (2) any state action regarding the rule must evidence consideration of school district
2.14 autonomy; and

2.15 (3) the Department of Education, with the assistance of school districts, must make
2.16 available information about all state initiatives related to the rule to students and parents,
2.17 teachers, and the general public in a timely format that is appropriate, comprehensive, and
2.18 readily understandable.

2.19 ~~(e) When fully implemented, the requirements for high school graduation in~~
2.20 ~~Minnesota must require students to satisfactorily complete, as determined by the school~~
2.21 ~~district, the course credit requirements under section 120B.024, all state academic~~
2.22 ~~standards or local academic standards where state standards do not apply, and successfully~~
2.23 ~~pass graduation examinations as required under section 120B.30.~~

2.24 ~~(d)~~ (c) The commissioner shall periodically review and report on the state's
2.25 assessment process.

2.26 ~~(e)~~ (d) School districts are not required to adopt specific provisions of the federal
2.27 School-to-Work programs.

2.28 Subd. 2. Graduation requirements. The state minimum requirements for high
2.29 school graduation are satisfactorily completing the credit requirements under section
2.30 120B.024, as determined by the school district, and demonstrating attainment of required
2.31 academic standards and career and college readiness benchmarks on a nationally normed
2.32 college entrance exam under section 120B.30. A school district must adopt graduation
2.33 requirements that meet or exceed state graduation requirements established in law or rule.

2.34 EFFECTIVE DATE. This section is effective August 1, 2013, and applies to
2.35 students entering 9th grade in the 2013-2014 school year and later.

3.1 Sec. 3. Minnesota Statutes 2012, section 120B.021, subdivision 1, is amended to read:

3.2 Subdivision 1. **Required academic standards.** (a) The following subject areas
3.3 are required for statewide accountability:

3.4 (1) language arts;

3.5 (2) mathematics;

3.6 (3) science;

3.7 (4) social studies, ~~including history, geography, economics, and government and~~
3.8 ~~citizenship;~~

3.9 (5) physical education;

3.10 (6) health, for which locally developed academic standards apply; and

3.11 (7) the arts, for which statewide or locally developed academic standards apply, as
3.12 determined by the school district. Public elementary and middle schools must offer at least
3.13 three and require at least two of the following four arts areas: dance; music; theater; and
3.14 visual arts. Public high schools must offer at least three and require at least one of the
3.15 following five arts areas: media arts; dance; music; theater; and visual arts.

3.16 ~~The commissioner must submit proposed standards in science and social studies to~~
3.17 ~~the legislature by February 1, 2004.~~

3.18 (b) For purposes of applicable federal law, the academic standards for language arts,
3.19 mathematics, and science apply to all public school students, except the very few students
3.20 with extreme cognitive or physical impairments for whom an individualized education
3.21 program team has determined that the required academic standards are inappropriate. An
3.22 individualized education program team that makes this determination must establish
3.23 alternative standards.

3.24 ~~A school district, no later than the 2007-2008 school year, must adopt graduation~~
3.25 ~~requirements that meet or exceed state graduation requirements established in law or rule.~~
3.26 ~~A school district that incorporates these state graduation requirements before the 2007-2008~~
3.27 ~~school year must provide students who enter the 9th grade in or before the 2003-2004~~
3.28 ~~school year the opportunity to earn a diploma based on existing locally established~~
3.29 ~~graduation requirements in effect when the students entered the 9th grade.~~ (c) District
3.30 efforts to develop, implement, or improve instruction or curriculum as a result of the
3.31 provisions of this section must be consistent with sections 120B.10, 120B.11, and 120B.20.

3.32 ~~The commissioner must include the contributions of Minnesota American Indian~~
3.33 ~~tribes and communities as they relate to the academic standards during the review and~~
3.34 ~~revision of the required academic standards.~~

3.35 Sec. 4. Minnesota Statutes 2012, section 120B.023, is amended to read:

4.1 **120B.023 BENCHMARKS.**

4.2 Subdivision 1. **Benchmarks implement, supplement statewide academic**
4.3 **standards.** (a) The commissioner must supplement required state academic standards with
4.4 grade-level benchmarks. High school benchmarks may cover more than one grade. The
4.5 ~~benchmarks must implement statewide academic standards by specifying the academic~~
4.6 ~~knowledge and skills that Schools must offer and students must achieve all benchmarks for~~
4.7 ~~an academic standard to satisfactorily complete a that state standard. The commissioner~~
4.8 ~~must publish benchmarks to inform and guide parents, teachers, school districts, and other~~
4.9 ~~interested persons and to use in developing tests consistent with the benchmarks.~~

4.10 (b) The commissioner shall publish benchmarks in the State Register and transmit
4.11 the benchmarks in any other manner that informs and guides parents, teachers, school
4.12 districts, and other interested persons and makes them accessible to the general public. The
4.13 commissioner must use benchmarks in developing college and career readiness assessments
4.14 under section 120B.30. The commissioner may charge a reasonable fee for publications.

4.15 (c) Once established, the commissioner may change the benchmarks only with
4.16 specific legislative authorization and after completing a review under subdivision 2.

4.17 ~~(d) The commissioner must develop and implement a system for reviewing each~~
4.18 ~~of the required academic standards and related benchmarks and elective standards on a~~
4.19 ~~periodic cycle, consistent with subdivision 2.~~

4.20 ~~(e)~~ (d) The benchmarks are not subject to chapter 14 and section 14.386 does not
4.21 apply.

4.22 Subd. 2. **Revisions and reviews required.** (a) The commissioner of education must
4.23 revise and appropriately embed technology and information literacy standards consistent
4.24 with recommendations from school media specialists into the state's academic standards
4.25 and graduation requirements and implement a review cycle for state academic standards
4.26 and related benchmarks, consistent with this subdivision. During each review cycle, the
4.27 commissioner also must examine the alignment of each required academic standard and
4.28 related benchmark with the knowledge and skills students need for college readiness
4.29 and advanced work in the particular subject area. The commissioner must include the
4.30 contributions of Minnesota American Indian tribes and communities as they relate to the
4.31 academic standards during the review and revision of the required academic standards.

4.32 ~~(b) The commissioner in the 2006-2007 school year must revise and align the state's~~
4.33 ~~academic standards and high school graduation requirements in mathematics to require~~
4.34 ~~that students satisfactorily complete the revised mathematics standards, beginning in the~~
4.35 ~~2010-2011 school year. Under the revised standards:~~

5.1 ~~(1) students must satisfactorily complete an algebra I credit by the end of eighth~~
5.2 ~~grade; and~~

5.3 ~~(2) students scheduled to graduate in the 2014-2015 school year or later must~~
5.4 ~~satisfactorily complete an algebra II credit or its equivalent.~~

5.5 (b) The commissioner ~~also~~ must ensure that the statewide mathematics assessments
5.6 administered to students in grades 3 through 8 and 11 are aligned with the state academic
5.7 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph
5.8 (b). The commissioner must implement a review of the academic standards and related
5.9 benchmarks in mathematics beginning in the 2015-2016 school year.

5.10 ~~(c) The commissioner in the 2007-2008 school year must revise and align the state's~~
5.11 ~~academic standards and high school graduation requirements in the arts to require that~~
5.12 ~~students satisfactorily complete the revised arts standards beginning in the 2010-2011~~
5.13 ~~school year. The commissioner must implement a review of the academic standards and~~
5.14 ~~related benchmarks in arts beginning in the 2016-2017 school year.~~

5.15 ~~(d) The commissioner in the 2008-2009 school year must revise and align the state's~~
5.16 ~~academic standards and high school graduation requirements in science to require that~~
5.17 ~~students satisfactorily complete the revised science standards, beginning in the 2011-2012~~
5.18 ~~school year. Under the revised standards, students scheduled to graduate in the 2014-2015~~
5.19 ~~school year or later must satisfactorily complete a chemistry or physics credit or a career~~
5.20 ~~and technical education credit that meets standards underlying the chemistry, physics,~~
5.21 ~~or biology credit or a combination of those standards approved by the district. The~~
5.22 ~~commissioner must implement a review of the academic standards and related benchmarks~~
5.23 ~~in science beginning in the 2017-2018 school year.~~

5.24 ~~(e) The commissioner in the 2009-2010 school year must revise and align the state's~~
5.25 ~~academic standards and high school graduation requirements in language arts to require~~
5.26 ~~that students satisfactorily complete the revised language arts standards beginning in the~~
5.27 ~~2012-2013 school year. The commissioner must implement a review of the academic~~
5.28 ~~standards and related benchmarks in language arts beginning in the 2018-2019 school year.~~

5.29 ~~(f) The commissioner in the 2010-2011 school year must revise and align the state's~~
5.30 ~~academic standards and high school graduation requirements in social studies to require~~
5.31 ~~that students satisfactorily complete the revised social studies standards beginning in the~~
5.32 ~~2013-2014 school year. The commissioner must implement a review of the academic~~
5.33 ~~standards and related benchmarks in social studies beginning in the 2019-2020 school year.~~

5.34 (g) School districts and charter schools must revise and align local academic
5.35 standards and high school graduation requirements in health, world languages, and career
5.36 and technical education to require students to complete the revised standards beginning

6.1 in a school year determined by the school district or charter school. School districts and
 6.2 charter schools must formally establish a periodic review cycle for the academic standards
 6.3 and related benchmarks in health, world languages, and career and technical education.

6.4 Sec. 5. Minnesota Statutes 2012, section 120B.024, is amended to read:

6.5 **120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**

6.6 Subdivision 1. Graduation requirements. (a) Students beginning 9th grade in the
 6.7 2011-2012 school year and later must successfully complete the following high school
 6.8 level course credits for graduation:

6.9 (1) four credits of language arts sufficient to satisfy all of the academic standards
 6.10 in English language arts;

6.11 (2) three credits of mathematics, ~~encompassing at least algebra, geometry, statistics,~~
 6.12 ~~and probability~~ including an algebra II credit or its equivalent, sufficient to satisfy all of
 6.13 the academic standard standards in mathematics;

6.14 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th
 6.15 grade standards in mathematics;

6.16 ~~(3) (4) three credits of science, including at least: (i) one credit in of biology; and~~
 6.17 ~~(ii) one chemistry or physics credit or a career and technical education credit that meets~~
 6.18 ~~standards underlying the chemistry, physics, or biology credit or a combination of those~~
 6.19 ~~standards approved by the district, but meeting biology standards under this item does not~~
 6.20 ~~meet the biology requirement under item (i), one credit of chemistry or physics, and one~~
 6.21 ~~elective credit of science. The combination of credits under this clause must be sufficient~~
 6.22 ~~to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other~~
 6.23 ~~academic standards in science;~~

6.24 ~~(4) (5) three and one-half credits of social studies, encompassing at least United~~
 6.25 ~~States history, geography, government and citizenship, world history, and economics or~~
 6.26 ~~three credits of social studies encompassing at least United States history, geography,~~
 6.27 ~~government and citizenship, and world history, and one-half credit of economics taught in~~
 6.28 ~~a school's social studies, agriculture education, or business department~~ sufficient to satisfy
 6.29 all of the academic standards in social studies;

6.30 ~~(5) (6) one credit in of the arts~~ sufficient to satisfy all of the state or local academic
 6.31 standards in the arts; and

6.32 ~~(6) (7) a minimum of seven elective course credits.~~

6.33 ~~A course credit is equivalent to a student successfully completing an academic~~
 6.34 ~~year of study or a student mastering the applicable subject matter, as determined by the~~
 6.35 ~~local school district.~~

7.1 Subd. 2. Credit equivalencies. (a) A one-half credit of economics taught in a
 7.2 school's agriculture education or business department may fulfill a one-half credit in
 7.3 social studies under subdivision 1, clause (5), if the credit is sufficient to satisfy all of the
 7.4 academic standards in economics.

7.5 (b) An agriculture science course or career and technical education credit may fulfill a
 7.6 the elective science credit requirement other than the specified science credit in biology
 7.7 under paragraph (a), clause (3); subdivision 1, clause (4), if the course meets academic
 7.8 standards in science as approved by the district. An agriculture science or career and
 7.9 technical education credit may fulfill the credit in chemistry or physics required under
 7.10 subdivision 1, clause (4), if (1) the credit meets a combination of the chemistry, physics,
 7.11 and biology academic standards as approved by the district and (2) the student satisfies
 7.12 either all of the chemistry academic standards or all of the physics academic standards
 7.13 prior to graduation. An agriculture science or career and technical education credit may
 7.14 not fulfill the biology credit required under subdivision 1, clause (4).

7.15 (c) A career and technical education course credit may fulfill a mathematics or arts
 7.16 credit requirement or a science credit requirement other than the specified science credit in
 7.17 biology under paragraph (a) subdivision 1, clause (2), (3), or (5) (6).

7.18 **EFFECTIVE DATE.** This section is effective August 1, 2013, and applies to
 7.19 students entering 9th grade in the 2013-2014 school year and later.

7.20 Sec. 6. Minnesota Statutes 2012, section 120B.125, is amended to read:

7.21 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
 7.22 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**
 7.23 **CAREER TRACKING PROHIBITED.**

7.24 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 7.25 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 7.26 school districts are strongly encouraged to, beginning in the 2013-2014 school year, must
 7.27 assist all students by no later than grade 9 to explore their college and career interests and
 7.28 aspirations and develop a plan for a smooth and successful transition to postsecondary
 7.29 education or employment. All students' plans must be designed to:

7.30 (1) provide a comprehensive academic plan for completing a college and
 7.31 career-ready curriculum premised on meeting state and local academic standards and
 7.32 developing 21st century skills such as team work, collaboration, and good work habits;

7.33 (2) emphasize academic rigor and high expectations;

8.1 (3) help students identify personal learning styles that may affect their postsecondary
8.2 education and employment choices;

8.3 (4) help students ~~succeed at~~ gaining gain access to postsecondary education and
8.4 career options;

8.5 (5) integrate strong academic content into career-focused courses and integrate
8.6 relevant career-focused courses into strong academic content;

8.7 (6) help students and families identify and gain access to appropriate counseling
8.8 and other supports and assistance that enable students to complete required coursework,
8.9 prepare for postsecondary education and careers, and obtain information about
8.10 postsecondary education costs and eligibility for financial aid and scholarship;

8.11 (7) help students and families identify collaborative partnerships of kindergarten
8.12 through grade 12 schools, postsecondary institutions, economic development agencies, and
8.13 employers that support students' transition to postsecondary education and employment
8.14 and provide students with experiential learning opportunities; and

8.15 (8) be reviewed and revised at least annually by the student, the student's parent or
8.16 guardian, and the school or district to ensure that the student's course-taking schedule
8.17 keeps the student "~~on track~~" making adequate progress to meet state and local high school
8.18 graduation requirements and with a reasonable chance to succeed with employment or
8.19 postsecondary education without the need to first complete remedial course work.

8.20 (b) A school district may develop grade-level curricula or provide instruction that
8.21 introduces students to various careers, but must not require any curriculum, instruction,
8.22 or employment-related activity that obligates an elementary or secondary student to
8.23 involuntarily select a career, career interest, employment goals, or related job training.

8.24 ~~(c) School districts are encouraged to seek and use revenue and in-kind contributions~~
8.25 ~~from nonstate sources and to seek administrative cost savings through innovative local~~
8.26 ~~funding arrangements, such as the Collaboration Among Rochester Educators (CARE)~~
8.27 ~~model for funding postsecondary enrollment options, among other sources, for purposes~~
8.28 ~~of implementing this section.~~

8.29 **EFFECTIVE DATE.** This section is effective the day following final enactment.

8.30 Sec. 7. Minnesota Statutes 2012, section 120B.128, is amended to read:

8.31 **120B.128 EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM**
8.32 **(EPAS) PROGRAM.**

8.33 (a) School districts and charter schools may elect to participate in the Educational
8.34 Planning and Assessment System (EPAS) program offered by ACT, Inc. to provide a

9.1 longitudinal, systematic approach to student educational and career planning, assessment,
9.2 instructional support, and evaluation. The EPAS achievement tests include English,
9.3 reading, mathematics, science, and components on planning for high school and
9.4 postsecondary education, interest inventory, needs assessments, and student education
9.5 plans. These tests are linked to the ACT assessment for college admission and allow
9.6 students, parents, teachers, and schools to determine the student's college readiness before
9.7 grades 11 and 12.

9.8 (b) The commissioner of education shall provide ACT Explore tests for students
9.9 in grade 8 or grade 9 but not in grade 8 and grade 9 and the ACT Plan test for students
9.10 in grade 10 to assess individual student academic strengths and weaknesses, academic
9.11 achievement and progress, higher order thinking skills, and college readiness.

9.12 (c) Students entering grade 9 before the 2013-2014 school year who have not
9.13 yet demonstrated proficiency on the Minnesota comprehensive assessments, the
9.14 graduation-required assessments for diploma, or the basic skills testing requirements
9.15 may satisfy state high school graduation requirements for assessments in reading, math,
9.16 and writing by taking the ACT assessment for college admission in their senior year
9.17 of high school.

9.18 (d) The state shall pay the test costs for school districts and charter schools ~~that~~
9.19 ~~choose to participate in the EPAS program~~ to participate in the assessments under this
9.20 section. The commissioner shall establish an application procedure and a process for
9.21 state payment of costs.

9.22 **EFFECTIVE DATE.** This section is effective the day following final enactment
9.23 and applies through the 2015-2016 school year.

9.24 Sec. 8. Minnesota Statutes 2012, section 120B.15, is amended to read:

9.25 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.**

9.26 (a) School districts may identify students, locally develop programs addressing
9.27 instructional and affective needs, provide staff development, and evaluate programs to
9.28 provide gifted and talented students with challenging and appropriate educational programs.

9.29 (b) School districts ~~may~~ must adopt guidelines for assessing and identifying students
9.30 for participation in gifted and talented programs. The guidelines should include the use of:

9.31 (1) multiple and objective criteria; and

9.32 (2) assessments and procedures that are valid and reliable, fair, and based on current
9.33 theory and research. Assessments and procedures should be sensitive to underrepresented

10.1 groups, including, but not limited to, low-income, minority, twice-exceptional, and
10.2 English learners.

10.3 (c) School districts must adopt procedures for the academic acceleration of gifted
10.4 and talented students. These procedures must include how the district will:

10.5 (1) assess a student's readiness and motivation for acceleration; and

10.6 (2) match the level, complexity, and pace of the curriculum to a student to achieve
10.7 the best type of academic acceleration for that student.

10.8 (d) School districts must adopt procedures for early admission to kindergarten
10.9 or first grade of gifted and talented learners. The procedures must be sensitive to
10.10 underrepresented groups and must address how the district or charter school will:

10.11 (1) assess a child's readiness and motivation for accelerations;

10.12 (2) assess a child's cognitive abilities, achievement, and performance; and

10.13 (3) monitor the child's adjustment postacceleration.

10.14 The school district shall admit a gifted and talented child to kindergarten or first
10.15 grade who fails to meet the age requirement under section 120A.20, subdivision 1,
10.16 paragraph (b), provided the child completes the procedures and meets the criteria for early
10.17 entrance adopted by the school board under this subdivision.

10.18 Sec. 9. Minnesota Statutes 2012, section 120B.30, subdivision 1, is amended to read:

10.19 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
10.20 with appropriate technical qualifications and experience and stakeholders, consistent
10.21 with subdivision 1a, shall include in the comprehensive assessment system, for each
10.22 grade level to be tested, state-constructed tests developed ~~from and~~ as computer-adaptive
10.23 reading and mathematics assessments for students that are aligned with the state's required
10.24 academic standards under section 120B.021, include multiple choice questions, and be
10.25 are administered annually to all students in grades 3 through 8. State-developed high
10.26 school tests aligned with the state's required academic standards under section 120B.021
10.27 and administered to all high school students in a subject other than writing must include
10.28 multiple choice questions. The commissioner shall establish one or more months during
10.29 which schools shall administer the tests to students each school year. ~~For students enrolled~~
10.30 ~~in grade 8 before the 2005-2006 school year, Minnesota basic skills tests in reading,~~
10.31 ~~mathematics, and writing shall fulfill students' basic skills testing requirements for a~~
10.32 ~~passing state notation. The passing scores of basic skills tests in reading and mathematics~~
10.33 ~~are the equivalent of 75 percent correct for students entering grade 9 based on the first~~
10.34 ~~uniform test administered in February 1998. Students who have not successfully passed a~~
10.35 Minnesota basic skills test by the end of the 2011-2012 school year ~~must pass~~ and students

11.1 in their senior year who have not yet demonstrated proficiency on the graduation-required
 11.2 assessments for diploma under paragraph (e), except that for the 2012-2013 and 2013-2014
 11.3 school years only, these students may satisfy the state's graduation test requirement for math
 11.4 by complying with paragraph (d), clauses (1) and (3) by the end of the 2012-2013 school
 11.5 year must take a college admission assessment under paragraph (c) and consistent with
 11.6 section 120B.128, paragraph (c), that supports career and college readiness for all students.

11.7 (b) The state assessment system must be aligned to the most recent revision of
 11.8 academic standards as described in section 120B.023 in the following manner:.

11.9 (1) mathematics;

11.10 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

11.11 (ii) high school level beginning in the 2013-2014 school year;

11.12 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
 11.13 school year; and

11.14 (3) language arts and reading; grades 3 through 8 and high school level beginning in
 11.15 the 2012-2013 school year.

11.16 (c) For students enrolled in grade 8 in the ~~2005-2006~~ 2012-2013 school year and
 11.17 later, ~~only the following options shall fulfill~~ students' state graduation test requirements,
 11.18 based on a longitudinal, systematic approach to student education and career planning,
 11.19 assessment, instructional support, and evaluation, include the following:

11.20 (1) ~~for reading and mathematics:~~

11.21 (i) ~~obtaining an achievement level equivalent to or greater than proficient as~~
 11.22 ~~determined through a standard setting process on the Minnesota comprehensive~~
 11.23 ~~assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing~~
 11.24 ~~score as determined through a standard setting process on the graduation-required~~
 11.25 ~~assessment for diploma in grade 10 for reading and grade 11 for mathematics or~~
 11.26 ~~subsequent retests;~~

11.27 (ii) ~~achieving a passing score as determined through a standard setting process~~
 11.28 ~~on the state-identified language proficiency test in reading and the mathematics test for~~
 11.29 ~~English learners or the graduation-required assessment for diploma equivalent of those~~
 11.30 ~~assessments for students designated as English learners;~~

11.31 (iii) ~~achieving an individual passing score on the graduation-required assessment for~~
 11.32 ~~diploma as determined by appropriate state guidelines for students with an individualized~~
 11.33 ~~education program or 504 plan;~~

11.34 (iv) ~~obtaining achievement level equivalent to or greater than proficient as~~
 11.35 ~~determined through a standard setting process on the state-identified alternate assessment~~

12.1 ~~or assessments in grade 10 for reading and grade 11 for mathematics for students with~~
12.2 ~~an individualized education program; or~~

12.3 ~~(v) achieving an individual passing score on the state-identified alternate assessment~~
12.4 ~~or assessments as determined by appropriate state guidelines for students with an~~
12.5 ~~individualized education program; and~~

12.6 ~~(2) for writing:~~

12.7 ~~(i) achieving a passing score on the graduation-required assessment for diploma;~~

12.8 ~~(ii) achieving a passing score as determined through a standard setting process on~~
12.9 ~~the state-identified language proficiency test in writing for students designated as English~~
12.10 ~~learners;~~

12.11 ~~(iii) achieving an individual passing score on the graduation-required assessment for~~
12.12 ~~diploma as determined by appropriate state guidelines for students with an individualized~~
12.13 ~~education program or 504 plan; or~~

12.14 ~~(iv) achieving an individual passing score on the state-identified alternate assessment~~
12.15 ~~or assessments as determined by appropriate state guidelines for students with an~~
12.16 ~~individualized education program.~~

12.17 (1) attainment of required academic standards and career and college readiness
12.18 benchmarks under section 120B.023 as demonstrated on a nationally normed college
12.19 entrance exam;

12.20 (2) achievement and career and college readiness tests in mathematics, reading, and
12.21 writing, consistent with paragraph (e), to monitor students' continuous development of
12.22 and growth in requisite knowledge and skills; analyze students' progress and performance
12.23 levels, identifying students' academic strengths and diagnosing areas where students
12.24 require curriculum or instructional adjustments, targeted interventions, or remediation;
12.25 and based on analysis of students' progress and performance data, determine students'
12.26 learning and instructional needs and the instructional tools and best practices that support
12.27 academic rigor for the student; and

12.28 (3) consistent with this paragraph and section 120B.125, age-appropriate exploration
12.29 and planning activities and career assessments to encourage students to identify personally
12.30 relevant career interests and aptitudes and help students and their families develop a
12.31 regularly reexamined transition plan for postsecondary education or employment without
12.32 need for postsecondary remediation.

12.33 Expectations of schools, districts, and the state for career or college readiness under
12.34 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
12.35 completion. A student under clause (2) must receive targeted, relevant, academically
12.36 rigorous, and resourced instruction, which may include a targeted instruction and

13.1 intervention plan focused on improving the student's knowledge and skills in core subjects
13.2 so that the student has a reasonable chance to succeed in a career or college without need
13.3 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
13.4 124D.49, and related sections, an enrolling school or district must actively encourage a
13.5 student in grade 11 or 12 who is identified as academically ready for a career or college
13.6 to participate in courses and programs awarding college credit to high school students.
13.7 Students are not required to achieve a specified score or level of proficiency on an
13.8 assessment under this subdivision to graduate from high school.

13.9 ~~(d) Students enrolled in grade 8 in any school year from the 2005-2006 school~~
13.10 ~~year to the 2009-2010 school year who do not pass the mathematics graduation-required~~
13.11 ~~assessment for diploma under paragraph (e) are eligible to receive a high school diploma~~
13.12 ~~if they:~~

13.13 ~~(1) complete with a passing score or grade all state and local coursework and credits~~
13.14 ~~required for graduation by the school board granting the students their diploma;~~

13.15 ~~(2) participate in district-prescribed academic remediation in mathematics; and~~

13.16 ~~(3) fully participate in at least two retests of the mathematics GRAD test or until~~
13.17 ~~they pass the mathematics GRAD test, whichever comes first. To improve the secondary~~
13.18 and postsecondary outcomes of all students, the alignment between secondary and
13.19 postsecondary education programs and Minnesota's workforce needs, and the efficiency
13.20 and cost-effectiveness of secondary and postsecondary programs, the commissioner,
13.21 after consulting with the Minnesota State Colleges and Universities chancellor and using
13.22 a request for proposal process, shall contract with a nationally recognized vendor for a
13.23 series of assessments that are consistent with this subdivision, aligned with state academic
13.24 standards, and include career and college readiness benchmarks. These assessments
13.25 in mathematics, reading, and writing for students in grades 8 or 9, 10, and 11 or 12,
13.26 must be predictive of and nationally normed for career and college readiness, nationally
13.27 recognized as a college entrance exam, include a college placement diagnostic exam, and
13.28 contain career exploration elements. The commissioner and the Minnesota State Colleges
13.29 and Universities chancellor must collaborate in aligning instruction and assessments for
13.30 adult basic education students to provide the students with diagnostic information about
13.31 any targeted interventions they need so that they may seek postsecondary education or
13.32 employment without need for postsecondary remediation.

13.33 (1) Districts and schools, on an annual basis, must use the career exploration
13.34 elements in these assessments to help students, beginning no later than grade 9, and their
13.35 families explore and plan for postsecondary education or careers based on the students'
13.36 interests, aptitudes, and aspirations. Districts and schools must use timely regional labor

14.1 market information and partnerships, among other resources, to help students and their
14.2 families successfully develop, pursue, review, and revise an individualized plan for
14.3 postsecondary education or a career. This process must help increase students' engagement
14.4 in and connection to school, improve students' knowledge and skills, and deepen students'
14.5 understanding of career pathways as a sequence of academic and career courses that lead
14.6 to an industry-recognized credential, an associate's degree, or a bachelor's degree and are
14.7 available to all students, whatever their interests and career goals.

14.8 (2) Students who, based on their growth in academic achievement between grades 8
14.9 and 10, show adequate progress toward meeting state career and college readiness must be
14.10 given the college entrance exam part of these assessments in grade 11. A student under
14.11 this clause who demonstrates attainment of required state academic standards, which
14.12 include career and college readiness benchmarks, on these assessments is academically
14.13 ready for a career or college and is encouraged to participate in courses and programs
14.14 awarding college credit to high school students. Such courses and programs may include
14.15 sequential courses of study within broad career areas and technical skill assessments
14.16 that extend beyond course grades.

14.17 (3) All students in grade 11 not subject to clause (2) must be given the college
14.18 placement diagnostic exam so that the students, their families, the school, and the district
14.19 can use the results to diagnose areas for targeted instruction, intervention, or remediation
14.20 and improve students' knowledge and skills in core subjects sufficient for the student
14.21 to graduate and have a reasonable chance to succeed in a career or college without
14.22 remediation. These students must be given the college entrance exam part of these
14.23 assessments in grade 12.

14.24 (4) A student in clause (3) who demonstrates (i) attainment of required state
14.25 academic standards, which include career and college readiness benchmarks, on these
14.26 assessments, (ii) attainment of career and college readiness benchmarks on the college
14.27 placement diagnostic part of these assessments, and, where applicable, (iii) successfully
14.28 completes targeted instruction, intervention, or remediation approved by the commissioner
14.29 and the Minnesota State Colleges and Universities chancellor after consulting with local
14.30 school officials and educators, is academically ready for a career or college and is
14.31 encouraged to participate in courses and programs awarding college credit to high school
14.32 students. Such courses and programs may include sequential courses of study within
14.33 broad career areas and technical skill assessments that extend beyond course grades.

14.34 (5) The commissioner and the assessments vendor must conduct a study to determine
14.35 the alignment between these assessments and state academic standards under this chapter.
14.36 Where alignment exists, the commissioner must seek federal approval to, and immediately

15.1 upon receiving approval replace the federally required assessments referenced under
15.2 subdivision 1a and section 120B.35, subdivision 2, with assessments under this paragraph.

15.3 (e) In developing, supporting, and improving students' academic readiness for a
15.4 career or college, schools, districts, and the state must have a continuum of empirically
15.5 derived, clearly defined benchmarks focused on students' attainment of knowledge and
15.6 skills so that students, their parents, and teachers know how well students must perform to
15.7 have a reasonable chance to succeed in a career or college without need for postsecondary
15.8 remediation. The commissioner and Minnesota's public postsecondary institutions must
15.9 ensure that the foundational knowledge and skills for students' successful performance
15.10 in postsecondary employment or education and an articulated series of possible targeted
15.11 interventions are clearly identified and satisfy Minnesota's postsecondary admissions
15.12 requirements.

15.13 (f) A school, district, or charter school must place record on the high school
15.14 transcript a student's current pass status for each subject that has a required graduation
15.15 assessment progress toward career and college readiness.

15.16 ~~In addition,~~ (g) The school board granting the students their diplomas may formally
15.17 decide to include a notation of high achievement on the high school diplomas of those
15.18 graduating seniors who, according to established school board criteria, demonstrate
15.19 exemplary academic achievement during high school.

15.20 ~~(e)~~ (h) The 3rd through 8th grade computer-adaptive assessment results and
15.21 high school test results shall be available to districts for diagnostic purposes affecting
15.22 student learning and district instruction and curriculum, and for establishing educational
15.23 accountability. The commissioner must establish empirically derived benchmarks on
15.24 adaptive assessments in grades 3 through 8 that reveal a trajectory toward career and
15.25 college readiness. The commissioner must disseminate to the public the computer-adaptive
15.26 assessments and high school test results upon receiving those results.

15.27 ~~(f)~~ (i) The 3rd through 8th grade computer-adaptive assessments and high school
15.28 tests must be aligned with state academic standards. The commissioner shall determine the
15.29 testing process and the order of administration. The statewide results shall be aggregated
15.30 at the site and district level, consistent with subdivision 1a.

15.31 ~~(g) In addition to the testing and reporting requirements under this section,~~ (j) The
15.32 commissioner shall include the following components in the statewide public reporting
15.33 system:

15.34 (1) uniform statewide testing computer-adaptive assessments of all students
15.35 in grades 3 through 8 and testing at the high school level that provides appropriate,
15.36 technically sound accommodations or alternate assessments;

16.1 (2) educational indicators that can be aggregated and compared across school
16.2 districts and across time on a statewide basis, including average daily attendance, high
16.3 school graduation rates, and high school drop-out rates by age and grade level;

16.4 (3) state results on the American College Test; and

16.5 (4) state results from participation in the National Assessment of Educational
16.6 Progress so that the state can benchmark its performance against the nation and other
16.7 states, and, where possible, against other countries, and contribute to the national effort
16.8 to monitor achievement.

16.9 **EFFECTIVE DATE.** This section is effective the day following final enactment
16.10 and applies to the 2013-2014 school year and later except that paragraph (a) applies
16.11 the day following final enactment and the requirements for using computer-adaptive
16.12 mathematics and reading assessments for grades 3 through 8 apply in the 2015-2016
16.13 school year and later.

16.14 Sec. 10. Minnesota Statutes 2012, section 120B.30, subdivision 1a, is amended to read:

16.15 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this
16.16 section, the following definitions have the meanings given them.

16.17 (1) "Computer-adaptive assessments" means fully adaptive assessments.

16.18 (2) "Fully adaptive assessments" include test items that are on-grade level and items
16.19 that may be above or below a student's grade level.

16.20 (3) "On-grade level" test items contain subject area content that is aligned to state
16.21 academic standards for the grade level of the student taking the assessment.

16.22 (4) "Above-grade level" test items contain subject area content that is above the
16.23 grade level of the student taking the assessment and is considered aligned with state
16.24 academic standards to the extent it is aligned with content represented in state academic
16.25 standards above the grade level of the student taking the assessment. Notwithstanding
16.26 the student's grade level, administering above-grade level test items to a student does not
16.27 violate the requirement that state assessments must be aligned with state standards.

16.28 (5) "Below-grade level" test items contain subject area content that is below the
16.29 grade level of the student taking the test and is considered aligned with state academic
16.30 standards to the extent it is aligned with content represented in state academic standards
16.31 below the student's current grade level. Notwithstanding the student's grade level,
16.32 administering below-grade level test items to a student does not violate the requirement
16.33 that state assessments must be aligned with state standards.

16.34 (b) The commissioner must use fully adaptive mathematics and reading assessments
16.35 for grades 3 through 8 beginning in the 2015-2016 school year and later.

17.1 (c) For purposes of conforming with existing federal educational accountability
17.2 requirements, the commissioner must develop and implement computer-adaptive reading
17.3 and mathematics assessments for grades 3 through 8, state-developed high school reading
17.4 and mathematics tests aligned with state academic standards, and science assessments
17.5 under clause (2) that districts and sites must use to monitor student growth toward
17.6 achieving those standards. The commissioner must not develop statewide assessments
17.7 for academic standards in social studies, health and physical education, and the arts.

17.8 The commissioner must require:

17.9 (1) annual computer-adaptive reading and mathematics assessments in grades 3
17.10 through 8, and high school reading and mathematics tests; and

17.11 (2) annual science assessments in one grade in the grades 3 through 5 span, the
17.12 grades 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span,
17.13 and the commissioner must not require students to achieve a passing score on high school
17.14 science assessments as a condition of receiving a high school diploma.

17.15 (d) The commissioner must ensure that for annual computer-adaptive assessments:

17.16 (1) individual student performance data and achievement reports are available within
17.17 three school days of when students take an assessment;

17.18 (2) growth information is available for each student from the student's first
17.19 assessment to each proximate assessment using a constant measurement scale;

17.20 (3) parents, teachers, and school administrators are able to use elementary and
17.21 middle school student performance data to project students' secondary and postsecondary
17.22 achievement; and

17.23 (4) useful diagnostic information about areas of students' academic strengths and
17.24 weaknesses is available to teachers and school administrators for improving student
17.25 instruction and indicating the specific skills and concepts that should be introduced and
17.26 developed for students at given performance levels, organized by strands within subject
17.27 areas, and aligned to state academic standards.

17.28 ~~(b)~~ (e) The commissioner must ensure that all statewide tests administered to
17.29 elementary and secondary students measure students' academic knowledge and skills and
17.30 not students' values, attitudes, and beliefs.

17.31 ~~(e)~~ (f) Reporting of assessment results must:

17.32 (1) provide timely, useful, and understandable information on the performance of
17.33 individual students, schools, school districts, and the state;

17.34 (2) include a ~~value-added~~ growth indicator of student achievement under section
17.35 120B.35, subdivision 3, paragraph (b); and

18.1 (3)(i) ~~for students enrolled in grade 8 before the 2005-2006 school year, determine~~
 18.2 ~~whether students have met the state's basic skills requirements; and~~

18.3 (ii) ~~for students enrolled in grade 8 in the 2005-2006 school year and later, determine~~
 18.4 ~~whether students have met the state's academic standards.~~

18.5 ~~(d)~~ (g) Consistent with applicable federal law ~~and subdivision 1, paragraph (d),~~
 18.6 ~~clause (1),~~ the commissioner must include appropriate, technically sound accommodations
 18.7 or alternative assessments for the very few students with disabilities for whom statewide
 18.8 assessments are inappropriate and for English learners.

18.9 ~~(e)~~ (h) A school, school district, and charter school must administer statewide
 18.10 assessments under this section, as the assessments become available, to evaluate student
 18.11 ~~proficiency~~ progress toward career and college readiness in the context of the state's ~~grade~~
 18.12 ~~level~~ academic standards. ~~If a state assessment is not available, a school, school district,~~
 18.13 ~~and charter school must determine locally if a student has met the required academic~~
 18.14 ~~standards.~~ A school, school district, or charter school may use a student's performance
 18.15 on a statewide assessment as one of multiple criteria to determine grade promotion or
 18.16 retention. A school, school district, or charter school may use a high school student's
 18.17 performance on a statewide assessment as a percentage of the student's final grade in a
 18.18 course, or place a student's assessment score on the student's transcript.

18.19 **EFFECTIVE DATE.** This section is effective for the 2013-2014 school year and
 18.20 later except the requirements for using computer-adaptive mathematics and reading
 18.21 assessments for grades 3 through 8 apply in the 2015-2016 school year and later.

18.22 Sec. 11. Minnesota Statutes 2012, section 120B.31, subdivision 1, is amended to read:

18.23 Subdivision 1. **Educational accountability and public reporting.** Consistent
 18.24 with the direction to adopt statewide academic standards under section 120B.02, the
 18.25 department, in consultation with education and other system stakeholders, must establish a
 18.26 coordinated and comprehensive system of educational accountability and public reporting
 18.27 that promotes greater academic achievement, preparation for higher academic education,
 18.28 preparation for the world of work, citizenship ~~under sections 120B.021, subdivision 1,~~
 18.29 ~~clause (4), and 120B.024, paragraph (a), clause (4),~~ and the arts.

18.30 Sec. 12. Minnesota Statutes 2012, section 120B.35, subdivision 3, is amended to read:

18.31 Subd. 3. **State growth target; other state measures.** (a) The state's educational
 18.32 assessment system measuring individual students' educational growth is based on
 18.33 indicators of achievement growth that show an individual student's prior achievement.

19.1 Indicators of achievement and prior achievement must be based on highly reliable
19.2 statewide or districtwide assessments.

19.3 (b) The commissioner, in consultation with a stakeholder group that includes
19.4 assessment and evaluation directors and staff and researchers must implement a model
19.5 that uses a value-added growth indicator and includes criteria for identifying schools
19.6 and school districts that demonstrate medium and high growth under section 120B.299,
19.7 subdivisions 8 and 9, and may recommend other value-added measures under section
19.8 120B.299, subdivision 3. The model may be used to advance educators' professional
19.9 development and replicate programs that succeed in meeting students' diverse learning
19.10 needs. Data on individual teachers generated under the model are personnel data under
19.11 section 13.43. The model must allow users to:

19.12 (1) report student growth consistent with this paragraph; and

19.13 (2) for all student categories, report and compare aggregated and disaggregated state
19.14 growth data using the nine student categories identified under the federal 2001 No Child
19.15 Left Behind Act and two student gender categories of male and female, respectively,
19.16 following appropriate reporting practices to protect nonpublic student data.

19.17 The commissioner must report separate measures of student growth and proficiency,
19.18 consistent with this paragraph.

19.19 (c) When reporting student performance under section 120B.36, subdivision 1, the
19.20 commissioner annually, beginning July 1, 2011, must report two core measures indicating
19.21 the extent to which current high school graduates are being prepared for postsecondary
19.22 academic and career opportunities:

19.23 (1) a preparation measure indicating the number and percentage of high school
19.24 graduates in the most recent school year who completed course work important to
19.25 preparing them for postsecondary academic and career opportunities, consistent with
19.26 the core academic subjects required for admission to Minnesota's public colleges and
19.27 universities as determined by the Office of Higher Education under chapter 136A; and

19.28 (2) a rigorous coursework measure indicating the number and percentage of high
19.29 school graduates in the most recent school year who successfully completed one or more
19.30 college-level advanced placement, international baccalaureate, postsecondary enrollment
19.31 options including concurrent enrollment, other rigorous courses of study under section
19.32 120B.021, subdivision 1a, or industry certification courses or programs.

19.33 When reporting the core measures under clauses (1) and (2), the commissioner must also
19.34 analyze and report separate categories of information using the nine student categories
19.35 identified under the federal 2001 No Child Left Behind Act and two student gender

20.1 categories of male and female, respectively, following appropriate reporting practices to
20.2 protect nonpublic student data.

20.3 (d) When reporting student performance under section 120B.36, subdivision 1, the
20.4 commissioner annually, beginning July 1, 2014, must report summary data on school
20.5 safety and students' engagement and connection at school. The summary data under this
20.6 paragraph are separate from and must not be used for any purpose related to measuring
20.7 or evaluating the performance of classroom teachers. The commissioner, in consultation
20.8 with qualified experts on student engagement and connection and classroom teachers,
20.9 must identify highly reliable variables that generate summary data under this paragraph.
20.10 The summary data may be used at school, district, and state levels only. Any data on
20.11 individuals received, collected, or created that are used to generate the summary data
20.12 under this paragraph are nonpublic data under section 13.02, subdivision 9.

20.13 (e) For purposes of statewide educational accountability, the commissioner must
20.14 identify and report measures that demonstrate the success of school districts, school sites,
20.15 charter schools, and alternative program providers in improving the graduation outcomes
20.16 of students under this paragraph. When reporting student performance under section
20.17 120B.36, subdivision 1, the commissioner, beginning July 1, 2015, must annually report
20.18 summary data on:

20.19 (1) the four- and six-year graduation rates of students throughout the state who
20.20 are identified as at risk of not graduating or off track to graduate, including students
20.21 who are eligible to participate in a program under section 123A.05 or 124D.68, among
20.22 other students; and

20.23 (2) the success that school districts, school sites, charter schools, and alternative
20.24 program providers experience in:

20.25 (i) identifying at-risk and off-track student populations by grade;

20.26 (ii) providing successful prevention and intervention strategies for at-risk students;

20.27 (iii) providing successful recuperative and recovery or reenrollment strategies for
20.28 off-track students; and

20.29 (iv) improving the graduation outcomes of at-risk and off-track students.

20.30 For purposes of this paragraph, a student who is at risk of not graduating is a student
20.31 in eighth or ninth grade who meets one or more of the following criteria: first enrolled
20.32 in an English language learners program in eighth or ninth grade and may be older than
20.33 other students enrolled in the same grade; as an eighth grader, is absent from school for at
20.34 least 20 percent of the days of instruction during the school year, is two or more years
20.35 older than other students enrolled in the same grade, or fails multiple core academic

21.1 courses; or as a ninth grader, fails multiple ninth grade core academic courses in English
21.2 language arts, math, science, or social studies.

21.3 For purposes of this paragraph, a student who is off track to graduate is a student
21.4 who meets one or more of the following criteria: first enrolled in an English language
21.5 learners program in high school and is older than other students enrolled in the same grade;
21.6 is a returning dropout; is 16 or 17 years old and two or more academic years off track to
21.7 graduate; is 18 years or older and two or more academic years off track to graduate; or is
21.8 18 years or older and may graduate within one school year.

21.9 **EFFECTIVE DATE.** Paragraph (e) applies to data that are collected in the
21.10 2014-2015 school year and later and reported annually beginning July 1, 2015, consistent
21.11 with the recommendations the commissioner receives from recognized and qualified
21.12 experts on improving differentiated graduation rates, and establishing alternative routes to
21.13 a standard high school diploma for at-risk and off-track students.

21.14 Sec. 13. Minnesota Statutes 2012, section 120B.36, subdivision 1, is amended to read:

21.15 Subdivision 1. **School performance ~~report cards~~ reports.** (a) The commissioner
21.16 shall report student academic performance under section 120B.35, subdivision 2; the
21.17 percentages of students showing low, medium, and high growth under section 120B.35,
21.18 subdivision 3, paragraph (b); school safety and student engagement and connection
21.19 under section 120B.35, subdivision 3, paragraph (d); rigorous coursework under section
21.20 120B.35, subdivision 3, paragraph (c), the percentage of students whose progress and
21.21 performance levels are meeting career and college readiness benchmarks under section
21.22 120B.30, subdivision 1; longitudinal data on district and school progress in reducing
21.23 disparities in students' academic achievement under section 124D.861, subdivision 3; two
21.24 separate student-to-teacher ratios that clearly indicate the definition of teacher consistent
21.25 with sections 122A.06 and 122A.15 for purposes of determining these ratios; staff
21.26 characteristics excluding salaries; student enrollment demographics; district mobility; and
21.27 extracurricular activities. The report also must indicate a school's adequate yearly progress
21.28 status under applicable federal law, and must not set any designations applicable to high-
21.29 and low-performing schools due solely to adequate yearly progress status.

21.30 (b) The commissioner shall develop, annually update, and post on the department
21.31 Web site school performance ~~report cards~~ reports.

21.32 (c) The commissioner must make available performance ~~report cards~~ reports by the
21.33 beginning of each school year.

22.1 (d) A school or district may appeal its adequate yearly progress status in writing to
 22.2 the commissioner within 30 days of receiving the notice of its status. The commissioner's
 22.3 decision to uphold or deny an appeal is final.

22.4 (e) School performance ~~report card~~ reports data are nonpublic data under section
 22.5 13.02, subdivision 9, until the commissioner publicly releases the data. The commissioner
 22.6 shall annually post school performance ~~report cards~~ reports to the department's public Web
 22.7 site no later than September 1, except that in years when the ~~report card~~ reflects reports
 22.8 reflect new performance standards, the commissioner shall post the school performance
 22.9 ~~report cards~~ reports no later than October 1.

22.10 **EFFECTIVE DATE.** This section is effective for the 2013-2014 school year and
 22.11 later.

22.12 Sec. 14. Minnesota Statutes 2012, section 124D.52, is amended by adding a
 22.13 subdivision to read:

22.14 **Subd. 8. Standard high school diploma for adults.** (a) The commissioner shall
 22.15 adopt rules for providing a standard high school diploma to adults who:

22.16 (1) are not eligible for kindergarten through grade 12 services;

22.17 (2) do not have a high school diploma; and

22.18 (3) successfully complete an adult basic education program of instruction approved
 22.19 by the commissioner necessary to earn an adult high school diploma.

22.20 (b) Persons participating in an approved adult basic education program of instruction
 22.21 must demonstrate proficiency in a standard set of competencies that reflect the knowledge
 22.22 and skills sufficient to ensure that postsecondary programs and institutions and potential
 22.23 employers regard persons with a standard high school diploma and persons with a
 22.24 standard high school diploma for adults as equally well prepared and qualified graduates.
 22.25 Approved adult basic education programs of instruction under this subdivision must issue
 22.26 a standard high school diploma for adults who successfully demonstrate the competencies,
 22.27 knowledge, and skills required by the program.

22.28 **EFFECTIVE DATE.** This section is effective the day following final enactment.

22.29 Sec. 15. **STATEWIDE ASSESSMENT AND ACCOUNTABILITY; TRANSITION.**

22.30 Notwithstanding other law to the contrary, students enrolled in grade 8 before the
 22.31 2012-2013 school year are eligible to be assessed under the amended provisions of
 22.32 Minnesota Statutes 2012, section 120B.30, subdivision 1, to the extent such assessments
 22.33 are available, or under section 120B.128. Other measures of statewide accountability,

23.1 including student performance, preparation, rigorous course taking, engagement and
23.2 connection, and transition into postsecondary education or the workforce remain in effect.

23.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

23.4 Sec. 16. **CAREER PATHWAYS ADVISORY TASK FORCE.**

23.5 Subdivision 1. **Recommendations.** (a) A career pathways advisory task force
23.6 is established to recommend to the Minnesota legislature, consistent with Minnesota
23.7 Statutes, sections 120B.30, subdivision 1, and 120B.35, subdivision 3, how to:

23.8 (1) improve secondary and postsecondary outcomes for students and adult learners;

23.9 (2) align secondary and postsecondary education programs serving students and
23.10 adult learners;

23.11 (3) align secondary and postsecondary education programs and Minnesota's
23.12 workforce needs; and

23.13 (4) measure and evaluate the combined efficacy of Minnesota's public kindergarten
23.14 through grade 12 and postsecondary education programs.

23.15 (b) Advisory task force members, in preparing these recommendations, must
23.16 seek the advice of education providers, employers, policy makers, and other interested
23.17 stakeholders and must at least consider how to:

23.18 (1) better inform students about career options, occupational trends, and educational
23.19 paths leading to viable and rewarding careers and reduce the gap between the demand for
23.20 and preparation of a skilled Minnesota workforce;

23.21 (2) in consultation with a student's family, develop and periodically adapt as needed
23.22 an education and work plan for each student aligned with the student's personal and
23.23 professional interests, abilities, skills, and aspirations;

23.24 (3) improve monitoring of high school students' progress with targeted interventions
23.25 and support and remove the need for remedial instruction;

23.26 (4) increase and accelerate opportunities for secondary school students to earn
23.27 postsecondary credits leading to a certificate, industry license, or degree;

23.28 (5) better align high school courses and expectations and postsecondary
23.29 credit-bearing courses;

23.30 (6) better align high school standards and assessments, postsecondary readiness
23.31 measures and entrance requirements, and the expectations of Minnesota employers;

23.32 (7) increase the rates at which students complete a postsecondary certificate,
23.33 industry license, or degree; and

24.1 (8) provide graduates of two-year and four-year postsecondary institutions with the
 24.2 foundational skills needed for civic engagement, ongoing employment, and continuous
 24.3 learning.

24.4 Subd. 2. **Task force membership and operation.** (a) Advisory task force members
 24.5 must include representatives of the following: the Minnesota Association of Career and
 24.6 Technical Administrators; the Minnesota Association for Career and Technical Education;
 24.7 University of Minnesota and Minnesota State Colleges and Universities faculty working
 24.8 to develop career and technical educators in Minnesota; the National Research Center for
 24.9 Career and Technical Education; the Minnesota Department of Education; the Minnesota
 24.10 Board of Teaching; the Minnesota Association of Colleges for Teacher Education;
 24.11 Minnesota State Colleges and Universities foundational skills and general education
 24.12 faculty; and any other representatives selected by the task force members. The education
 24.13 commissioner or the commissioner's designee must convene the task force. Task force
 24.14 members are not eligible for compensation or reimbursement for expenses related to
 24.15 task force activities.

24.16 (b) The commissioner, upon request, must provide technical assistance to the task
 24.17 force.

24.18 (c) The task force must submit its written recommendations under this section to the
 24.19 legislative committees with jurisdiction over kindergarten through grade 12 education by
 24.20 February 15, 2014.

24.21 **EFFECTIVE DATE.** This section is effective the day following final enactment.

24.22 Sec. 17. **IMPLEMENTING DIFFERENTIATED GRADUATION RATE**
 24.23 **MEASURES AND EXPLORING ALTERNATIVE ROUTES TO A STANDARD**
 24.24 **DIPLOMA FOR AT-RISK AND OFF-TRACK STUDENTS.**

24.25 (a) To implement the requirements of Minnesota Statutes, section 120B.35,
 24.26 subdivision 3, paragraph (e), the commissioner of education must convene a group
 24.27 of recognized and qualified experts on improving differentiated graduation rates and
 24.28 establishing alternative routes to a standard high school diploma for at-risk and off-track
 24.29 students throughout the state. The commissioner must assist the group, as requested, to
 24.30 explore and recommend to the commissioner and the legislature:

24.31 (1) research-based measures that demonstrate the relative success of school
 24.32 districts, school sites, charter schools, and alternative program providers in improving the
 24.33 graduation outcomes of at-risk and off-track students; and

25.1 (2) state options for establishing alternative routes to a standard diploma consistent
25.2 with the educational accountability system under Minnesota Statutes, chapter 120B.
25.3 When proposing alternative routes to a standard diploma, the group also must identify
25.4 highly reliable variables that generate summary data to comply with Minnesota Statutes,
25.5 section 120B.35, subdivision 3, paragraph (e), including: who initiates the request for
25.6 an alternative route; who approves the request for an alternative route; the parameters
25.7 of the alternative route process, including whether a student first must fail a regular,
25.8 state-mandated exam; and the comparability of the academic and achievement criteria
25.9 reflected in the alternative route and the standard route for a standard diploma. The group
25.10 is also encouraged to identify the data, time lines, and methods needed to evaluate and
25.11 report on the alternative routes to a standard diploma once they are implemented and the
25.12 student outcomes that result from those routes.

25.13 (b) The commissioner must convene the first meeting of this group by September
25.14 15, 2013. Group members must include: one administrator of, one teacher from, and
25.15 one parent of a student currently enrolled in a state-approved alternative program
25.16 selected by the Minnesota Association of Alternative Programs; one representative
25.17 selected by the Minnesota Online Learning Alliance; one representative selected by
25.18 the Metropolitan Federation of Alternative Schools; one representative selected by the
25.19 Minnesota Association of Charter Schools; one representative selected by the Minnesota
25.20 School Board Association; one representative selected by Education Minnesota; one
25.21 representative selected by the Association of Metropolitan School Districts; one
25.22 representative selected by the Minnesota Rural Education Association; two faculty
25.23 members selected by the dean of the College of Education at the University of Minnesota
25.24 with expertise in serving and assessing at-risk and off-track students; two Minnesota State
25.25 Colleges and Universities faculty members selected by the Minnesota State Colleges
25.26 and Universities chancellor with expertise in serving and assessing at-risk and off-track
25.27 students; one currently serving superintendent from a school district selected by the
25.28 Minnesota Association of School Administrators; one currently serving high school
25.29 principal selected by the Minnesota Association of Secondary School Principals; and
25.30 two public members selected by the commissioner. The group may seek input from
25.31 representatives of other interested stakeholders and organizations with expertise to help
25.32 inform the group's work. The group must meet at least quarterly. Group members do not
25.33 receive compensation or reimbursement of expenses for participating in this group. The
25.34 group expires February 16, 2014.

25.35 (c) The group, by February 15, 2014, must develop and submit to the commissioner
25.36 and the education policy and finance committees of the legislature recommendations

26.1 and legislation, consistent with this section and Minnesota Statutes, section 120B.35,
26.2 subdivision 3, paragraph (e), for:

26.3 (1) measuring and reporting differentiated graduation rates for at-risk and off-track
26.4 students throughout the state and the success and costs that school districts, school sites,
26.5 charter schools, and alternative program providers experience in identifying and serving
26.6 at-risk or off-track student populations; and

26.7 (2) establishing alternative routes to a standard diploma.

26.8 **EFFECTIVE DATE.** This section is effective the day following final enactment
26.9 and applies to school report cards beginning July 1, 2015.

26.10 Sec. 18. **APPROPRIATIONS.**

26.11 Subdivision 1. **Minnesota Department of Education.** The sums indicated in this
26.12 section are appropriated from the general fund to the Department of Education for the
26.13 fiscal years designated.

26.14 Subd. 2. **College and career ready assessments.** For the costs necessary for
26.15 school district and charter school students to participate in the required assessments under
26.16 section 2:

26.17 \$ 2014

26.18 \$ 2015

26.19 Any balance in the first year does not cancel but is available in the second year.

26.20 Subd. 3. **Computer-adapted tests.** For the development costs associated with
26.21 state-developed, computer-adapted tests under section 3:

26.22 \$ 2014

26.23 \$ 2015

26.24 Any balance in the first year does not cancel but is available in the second year.

26.25 Subd. 4. **Request for proposals.** For the costs associated with developing the
26.26 request for proposals for the assessments required under section 3, paragraph (d):

26.27 \$ 2014

26.28 \$ 2015

26.29 Any balance in the first year does not cancel but is available in the second year.

26.30 Subd. 5. **Career Pathways Advisory Task Force.** For the costs of the Career
26.31 Pathways Advisory Task Force under section 8:

26.32 \$ 2014

27.1 Any balance in the first year does not cancel but is available in the second year.

27.2 Sec. 19. **REVISOR'S INSTRUCTION.**

27.3 The revisor of statutes shall renumber Minnesota Statutes, section 120B.023,
 27.4 subdivision 2, as Minnesota Statutes, section 120B.021, subdivision 4. The revisor shall
 27.5 make necessary cross-reference changes consistent with the renumbering.

27.6 Sec. 20. **REPEALER.**

27.7 (a)Minnesota Rules, parts 3501.0505; 3501.0510; 3501.0515; 3501.0520;
 27.8 3501.0525; 3501.0530; 3501.0535; 3501.0540; 3501.0545; and 3501.0550, are repealed.

27.9 (b) Minnesota Rules, parts 3501.0010; 3501.0020; 3501.0030, subparts 1, 2, 3, 4,
 27.10 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, and 16; 3501.0040; 3501.0050; 3501.0060; 3501.0090;
 27.11 3501.0100; 3501.0110; 3501.0120; 3501.0130; 3501.0140; 3501.0150; 3501.0160;
 27.12 3501.0170; 3501.0180; 3501.0200; 3501.0210; 3501.0220; 3501.0230; 3501.0240;
 27.13 3501.0250; 3501.0270; 3501.0280, subparts 1 and 2; 3501.0290; 3501.1000; 3501.1020;
 27.14 3501.1030; 3501.1040; 3501.1050; 3501.1110; 3501.1120; 3501.1130; 3501.1140;
 27.15 3501.1150; 3501.1160; 3501.1170; 3501.1180; and 3501.1190, are repealed.

27.16 **EFFECTIVE DATE.** This section is effective the day following final enactment.

27.17 **ARTICLE 2**

27.18 **EDUCATORS**

27.19 Section 1. Minnesota Statutes 2012, section 122A.09, subdivision 4, is amended to read:

27.20 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
 27.21 teachers and interns subject to chapter 14.

27.22 (b) The board must adopt rules requiring a person until September 1, 2014, to pass a
 27.23 skills examination in reading, writing, and mathematics as a requirement for initial teacher
 27.24 licensure, except that the board may issue a temporary, one-year teaching license to an
 27.25 otherwise qualified candidate who has not passed the skills exam at the time the candidate
 27.26 successfully completes an approved teacher preparation program. Such rules must require
 27.27 college and universities offering a board-approved teacher preparation program to provide
 27.28 remedial assistance to persons who did not achieve a qualifying score on the skills
 27.29 examination, including those for whom English is a second language.

27.30 (c) The board must adopt rules to approve teacher preparation programs. The board,
 27.31 upon the request of a postsecondary student preparing for teacher licensure or a licensed
 27.32 graduate of a teacher preparation program, shall assist in resolving a dispute between the
 27.33 person and a postsecondary institution providing a teacher preparation program when the

28.1 dispute involves an institution's recommendation for licensure affecting the person or the
28.2 person's credentials. At the board's discretion, assistance may include the application
28.3 of chapter 14.

28.4 (d) The board must provide the leadership and adopt rules for the redesign of teacher
28.5 education programs to implement a research based, results-oriented curriculum that
28.6 focuses on the skills teachers need in order to be effective. The board shall implement new
28.7 systems of teacher preparation program evaluation to assure program effectiveness based
28.8 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher
28.9 preparation programs including alternative teacher preparation programs under section
28.10 122A.245, among other programs, must include a content-specific, board-approved,
28.11 performance-based assessment that measures teacher candidates in three areas: planning
28.12 for instruction and assessment; engaging students and supporting learning; and assessing
28.13 student learning.

28.14 (e) The board must adopt rules requiring candidates for initial licenses to pass an
28.15 examination of general pedagogical knowledge and examinations of licensure-specific
28.16 teaching skills. The rules shall be effective by September 1, 2001. The rules under this
28.17 paragraph also must require candidates for initial licenses to teach prekindergarten or
28.18 elementary students to pass, as part of the examination of licensure-specific teaching
28.19 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,
28.20 scientifically based reading instruction under section 122A.06, subdivision 4, and their
28.21 knowledge and understanding of the foundations of reading development, the development
28.22 of reading comprehension, and reading assessment and instruction, and their ability to
28.23 integrate that knowledge and understanding.

28.24 (f) The board must adopt rules requiring teacher educators to work directly with
28.25 elementary or secondary school teachers in elementary or secondary schools to obtain
28.26 periodic exposure to the elementary or secondary teaching environment.

28.27 (g) The board must grant licenses to interns and to candidates for initial licenses
28.28 based on appropriate professional competencies that are aligned with the board's licensing
28.29 system and students' diverse learning needs. The board must include these licenses in a
28.30 statewide differentiated licensing system that creates new leadership roles for successful
28.31 experienced teachers premised on a collaborative professional culture dedicated to meeting
28.32 students' diverse learning needs in the 21st century and formalizes mentoring and induction
28.33 for newly licensed teachers that is provided through a teacher support framework.

28.34 (h) The board must design and implement an assessment system which requires a
28.35 candidate for an initial license and first continuing license to demonstrate the abilities
28.36 necessary to perform selected, representative teaching tasks at appropriate levels.

29.1 (i) The board must receive recommendations from local committees as established
29.2 by the board for the renewal of teaching licenses.

29.3 (j) The board must grant life licenses to those who qualify according to requirements
29.4 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
29.5 214.10. The board must not establish any expiration date for application for life licenses.

29.6 (k) The board must adopt rules that require all licensed teachers who are renewing
29.7 their continuing license to include in their renewal requirements further preparation in
29.8 the areas of using positive behavior interventions and in accommodating, modifying, and
29.9 adapting curricula, materials, and strategies to appropriately meet the needs of individual
29.10 students and ensure adequate progress toward the state's graduation rule.

29.11 (l) In adopting rules to license public school teachers who provide health-related
29.12 services for disabled children, the board shall adopt rules consistent with license or
29.13 registration requirements of the commissioner of health and the health-related boards who
29.14 license personnel who perform similar services outside of the school.

29.15 (m) The board must adopt rules that require all licensed teachers who are renewing
29.16 their continuing license to include in their renewal requirements further reading
29.17 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
29.18 until they are approved by law. Teachers who do not provide direct instruction including, at
29.19 least, counselors, school psychologists, school nurses, school social workers, audiovisual
29.20 directors and coordinators, and recreation personnel are exempt from this section.

29.21 (n) The board must adopt rules that require all licensed teachers who are renewing
29.22 their continuing license to include in their renewal requirements further preparation,
29.23 first, in understanding the key warning signs of early-onset mental illness in children
29.24 and adolescents and then, during subsequent licensure renewal periods, preparation may
29.25 include providing a more in-depth understanding of students' mental illness trauma,
29.26 accommodations for students' mental illness, parents' role in addressing students' mental
29.27 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942
29.28 governing restrictive procedures, and de-escalation methods, among other similar topics.

29.29 (o) The board must adopt rules that require all licensed teachers who are renewing
29.30 their continuing license to include in their renewal requirements further preparation in
29.31 cultural competency that helps teachers develop behaviors, attitudes, and policies for
29.32 understanding and working effectively with people of different cultures.

29.33 **EFFECTIVE DATE.** Paragraph (b) of this section is effective the day following
29.34 final enactment. Paragraph (n) of this section is effective August 1, 2014. Paragraph (o)
29.35 of this section is effective September 1, 2014, and applies to licensed teachers seeking
29.36 to renew their continuing teaching license after that date.

30.1 Sec. 2. Minnesota Statutes 2012, section 122A.14, subdivision 3, is amended to read:

30.2 Subd. 3. **Rules for continuing education requirements.** The board shall
30.3 adopt rules establishing continuing education requirements that promote continuous
30.4 improvement and acquisition of new and relevant skills by school administrators. A retired
30.5 school principal who serves as a substitute principal or assistant principal for the same
30.6 person on a day-to-day basis for no more than 15 consecutive school days is not subject to
30.7 continuing education requirements as a condition of serving as a substitute principal or
30.8 assistant principal. The continuing education requirements must include preparation in
30.9 cultural competency that helps school administrators develop behaviors, attitudes, and
30.10 policies for understanding and working effectively with people of different cultures.

30.11 **EFFECTIVE DATE.** This section is effective September 1, 2014, and applies to
30.12 licensed school administrators seeking to renew their professional license after that date.

30.13 Sec. 3. Minnesota Statutes 2012, section 122A.18, subdivision 2, is amended to read:

30.14 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of
30.15 Teaching must issue licenses under its jurisdiction to persons the board finds to be
30.16 qualified and competent for their respective positions.

30.17 (b) The board, until September 1, 2014, must require a person to pass an examination
30.18 of skills in reading, writing, and mathematics before being granted an initial teaching
30.19 license to provide direct instruction to pupils in prekindergarten, elementary, secondary,
30.20 or special education programs, except that the board may issue a temporary, one-year
30.21 teaching license to an otherwise qualified candidate who has not passed the skills exam at
30.22 the time the candidate successfully completes an approved teacher preparation program.
30.23 The board must require colleges and universities offering a board approved teacher
30.24 preparation program to ~~provide~~ make available upon request remedial assistance that
30.25 includes a formal diagnostic component to persons enrolled in their institution who did
30.26 not achieve a qualifying score on the skills examination, including those for whom
30.27 English is a second language. The colleges and universities must ~~provide~~ make available
30.28 assistance in the specific academic areas of deficiency in which the person did not achieve
30.29 a qualifying score. School districts may make available upon request similar, appropriate,
30.30 and timely remedial assistance that includes a formal diagnostic component to those
30.31 persons employed by the district who completed their teacher education program, who
30.32 did not achieve a qualifying score on the skills examination, including those persons for
30.33 whom English is a second language and persons under section 122A.23, subdivision
30.34 2, paragraph (h), who completed their teacher's education program outside the state of
30.35 Minnesota, and who received a temporary, one-year license to teach in Minnesota. The

31.1 Board of Teaching shall report annually to the education committees of the legislature
31.2 on the total number of teacher candidates during the most recent school year taking the
31.3 skills examination, the number who achieve a qualifying score on the examination, the
31.4 number who do not achieve a qualifying score on the examination, the distribution of all
31.5 candidates' scores, the number of candidates who have taken the examination at least once
31.6 before, and the number of candidates who have taken the examination at least once before
31.7 and achieve a qualifying score.

31.8 (c) A person who has completed an approved teacher preparation program and
31.9 obtained a temporary, one-year teaching license, but has not passed the skills exam, may
31.10 have the board renew the temporary one-year license if the licensee:

31.11 (1) provides evidence of participating in an approved remedial assistance program
31.12 through a school district or postsecondary institution that includes a formal diagnostic
31.13 component in the specific subject areas the licensee did not pass;

31.14 (2) attempts to pass the skills exam during the one-year licensure period; and

31.15 (3) the school district employing the licensee requests that the licensee continue to
31.16 teach for that district under a temporary license.

31.17 (d) The Board of Teaching must grant continuing licenses only to those persons who
31.18 have met board criteria for granting a continuing license, which includes passing the skills
31.19 examination in reading, writing, and mathematics.

31.20 ~~(d)~~ (e) All colleges and universities approved by the board of teaching to prepare
31.21 persons for teacher licensure must include in their teacher preparation programs a common
31.22 core of teaching knowledge and skills to be acquired by all persons recommended
31.23 for teacher licensure. This common core shall meet the standards developed by the
31.24 interstate new teacher assessment and support consortium in its 1992 "model standards for
31.25 beginning teacher licensing and development." Amendments to standards adopted under
31.26 this paragraph are covered by chapter 14. The board of teaching shall report annually to
31.27 the education committees of the legislature on the performance of teacher candidates
31.28 on common core assessments of knowledge and skills under this paragraph during the
31.29 most recent school year.

31.30 (f) Notwithstanding this subdivision or other law to the contrary, beginning
31.31 September 1, 2014, a teacher is not required to pass an examination of skills in reading,
31.32 writing, and mathematics before the board grants the teacher an initial teaching license to
31.33 provide direct instruction to pupils in prekindergarten, elementary, secondary, or special
31.34 education programs.

31.35 **EFFECTIVE DATE.** This section, except paragraph (f), is effective the day
31.36 following final enactment. Paragraph (f) is effective beginning September 1, 2014.

32.1 Sec. 4. Minnesota Statutes 2012, section 122A.23, subdivision 2, is amended to read:

32.2 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements of
32.3 sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a teaching
32.4 license or a temporary teaching license under paragraphs (b) to (e) to an applicant who holds
32.5 at least a baccalaureate degree from a regionally accredited college or university and holds
32.6 or held a similar out-of-state teaching license that requires the applicant to successfully
32.7 complete a teacher preparation program approved by the issuing state, which includes
32.8 field-specific teaching methods and student teaching or essentially equivalent experience.

32.9 (b) The Board of Teaching must issue a teaching license to an applicant who:

32.10 (1) successfully completed all exams and human relations preparation components
32.11 required by the Board of Teaching; and

32.12 (2) holds or held an out-of-state teaching license to teach the same content field and
32.13 grade levels if the scope of the out-of-state license is no more than one grade level less
32.14 than a similar Minnesota license.

32.15 (c) The Board of Teaching, consistent with board rules and paragraph (h), must
32.16 issue up to three one-year temporary teaching licenses to an applicant who holds or held
32.17 an out-of-state teaching license to teach the same content field and grade levels, where
32.18 the scope of the out-of-state license is no more than one grade level less than a similar
32.19 Minnesota license, but has not successfully completed all exams and human relations
32.20 preparation components required by the Board of Teaching.

32.21 (d) The Board of Teaching, consistent with board rules, must issue up to three
32.22 one-year temporary teaching licenses to an applicant who:

32.23 (1) successfully completed all exams and human relations preparation components
32.24 required by the Board of Teaching; and

32.25 (2) holds or held an out-of-state teaching license to teach the same content field
32.26 and grade levels, where the scope of the out-of-state license is no more than one grade
32.27 level less than a similar Minnesota license, but has not completed field-specific teaching
32.28 methods or student teaching or equivalent experience.

32.29 The applicant may complete field-specific teaching methods and student teaching
32.30 or equivalent experience by successfully participating in a one-year school district
32.31 mentorship program consistent with board-adopted standards of effective practice and
32.32 Minnesota graduation requirements.

32.33 (e) The Board of Teaching must issue a temporary teaching license for a term of
32.34 up to three years only in the content field or grade levels specified in the out-of-state
32.35 license to an applicant who:

33.1 (1) successfully completed all exams and human relations preparation components
33.2 required by the Board of Teaching; and

33.3 (2) holds or held an out-of-state teaching license where the out-of-state license is
33.4 more limited in the content field or grade levels than a similar Minnesota license.

33.5 (f) The Board of Teaching must not issue to an applicant more than three one-year
33.6 temporary teaching licenses under this subdivision.

33.7 (g) The Board of Teaching must not issue a license under this subdivision if the
33.8 applicant has not attained the additional degrees, credentials, or licenses required in a
33.9 particular licensure field.

33.10 (h) ~~The Board of Teaching must require~~ Until September 1, 2014, an applicant for
33.11 a teaching license or a temporary teaching license under this subdivision to must pass
33.12 a skills examination in reading, writing, and mathematics before the board issues the
33.13 applicant a continuing teaching license. Consistent with section 122A.18, subdivision 2,
33.14 paragraph (c), and notwithstanding other provisions of this subdivision, the board may
33.15 issue a temporary, one-year teaching license to an otherwise qualified applicant who has
33.16 not passed the skills exam and the board may renew this temporary license if the school
33.17 district employing the applicant requests that the applicant continue to teach for that
33.18 district under a temporary license. Notwithstanding this subdivision or other law to the
33.19 contrary, beginning September 1, 2014, a teacher is not required to pass an examination of
33.20 skills in reading, writing, and mathematics before the board grants the teacher a continuing
33.21 license to provide direct instruction to pupils in prekindergarten, elementary, secondary,
33.22 or special education programs.

33.23 **EFFECTIVE DATE.** This section is effective the day following final enactment.

33.24 Sec. 5. Minnesota Statutes 2012, section 122A.28, subdivision 1, is amended to read:

33.25 Subdivision 1. **K-12 license to teach deaf and hard-of-hearing students;**
33.26 **relicensure.** (a) The Board of Teaching must review and determine appropriate licensure
33.27 requirements for a candidate for a license or an applicant for a continuing license to teach
33.28 deaf and hard-of-hearing students in prekindergarten through grade 12. In addition to
33.29 other requirements, a candidate must demonstrate the minimum level of proficiency in
33.30 American sign language as determined by the board.

33.31 (b) Among other relicensure requirements, each teacher under this section must
33.32 complete 30 continuing education clock hours on hearing loss topics, including American
33.33 Sign Language, American Sign Language linguistics, or deaf culture, for every 120
33.34 continuing education clock hours the teacher must complete for licensure renewal.

34.1 **EFFECTIVE DATE.** This section is effective August 1, 2013.

34.2 Sec. 6. Minnesota Statutes 2012, section 122A.33, subdivision 3, is amended to read:

34.3 Subd. 3. **Notice of nonrenewal; opportunity to respond.** A school board that
34.4 declines to renew the coaching contract of a licensed or nonlicensed head varsity coach
34.5 must notify the coach within 14 days of that decision. If the coach requests reasons for not
34.6 renewing the coaching contract, the board must give the coach its reasons in writing within
34.7 ten days of receiving the request. The existence of parent complaints must not be the sole
34.8 reason for a board to not renew a coaching contract. Upon request, the board must provide
34.9 the coach with a reasonable opportunity to respond to the reasons at a board meeting. The
34.10 hearing may be opened or closed at the election of the coach unless the board closes the
34.11 meeting under section 13D.05, subdivision 2, to discuss private data.

34.12 **EFFECTIVE DATE.** This section is effective the day following final enactment.

34.13 Sec. 7. **TEACHER LICENSURE ADVISORY TASK FORCE.**

34.14 (a) A Teacher Licensure Advisory Task Force is established to make
34.15 recommendations to the Board of Teaching, the education commissioner, and the education
34.16 committees of the legislature on requirements for: teacher applicants to demonstrate
34.17 mastery of basic reading, writing, and mathematics skills through nationally normed
34.18 assessments, a basic skills portfolio, or accredited college coursework, among other
34.19 methods of demonstrating basic skills mastery; and an alternative licensure pathway for
34.20 nonnative English speakers seeking licensure to teach in a language immersion program.

34.21 (b) Task force recommendations on how teacher candidates demonstrate basic skills
34.22 mastery must encompass the following criteria:

34.23 (1) assessment content must be relevant to the teacher's subject area licensure;

34.24 (2) the scope of assessment content must be documented in sufficient detail to
34.25 correspond to a similarly detailed description of relevant public school curriculum;

34.26 (3) the scope of assessment content must be publicly available and readily accessible
34.27 on the Web site of the Board of Teaching and all Minnesota public teacher preparation
34.28 programs and institutions;

34.29 (4) the Board of Teaching and all Minnesota public teacher preparation programs
34.30 and institutions, upon request, must make available to the public at cost a written review
34.31 of the scope of assessment content;

34.32 (5) if applicable, the Board of Teaching and all Minnesota public teacher preparation
34.33 programs and institutions annually must post on their Web site up-to-date longitudinal
34.34 summary data showing teacher candidates' overall passing rate and the passing rate for

35.1 each demographic group of teacher candidates taking a basic skills assessment in that
35.2 school year and in previous school years;

35.3 (6) reliable evidence showing assessment content is not culturally biased;

35.4 (7) the Board of Teaching and all Minnesota public teacher preparation programs
35.5 and institutions must appropriately accommodate teacher candidates with documented
35.6 learning disabilities; and

35.7 (8) if applicable, give timely, detailed feedback to teacher candidates who do not
35.8 pass the basic skills assessment sufficient for the candidate to target specific areas of
35.9 deficiency for appropriate remediation.

35.10 (c) The Teacher Licensure Advisory Task Force shall be composed of the following
35.11 members:

35.12 (1) two members of the Board of Teaching appointed by the board's executive
35.13 director;

35.14 (2) two representatives from the Department of Education appointed by the
35.15 commissioner of education;

35.16 (3) two house members appointed by the speaker of the house, one from the minority
35.17 party and one from the majority party;

35.18 (4) two state senators appointed by the senate rules committee, one from the
35.19 minority party and one from the majority party;

35.20 (5) one elementary school principal from rural Minnesota appointed by the
35.21 Minnesota Elementary School Principals Association and one secondary school principal
35.22 from the seven-county metropolitan area appointed by the Minnesota Secondary School
35.23 Principals Association;

35.24 (6) one licensed and practicing public elementary school teacher and one licensed
35.25 and practicing secondary school teacher appointed by Education Minnesota;

35.26 (7) one teacher preparation faculty member each from the University of Minnesota
35.27 system appointed by the system president, the Minnesota State Colleges and Universities
35.28 system appointed by the system chancellor, and the Minnesota Private Colleges and
35.29 Universities system appointed by the Minnesota Private Colleges Council;

35.30 (8) one member of the nonpublic education council appointed by the council; and

35.31 (9) one representative of Minnesota charter schools appointed by the Minnesota
35.32 Charter Schools Association.

35.33 (d) The executive director of the Board of Teaching and the commissioner of
35.34 education jointly must convene the task force by August 1, 2013. Task force members
35.35 are not eligible for compensation or reimbursement for expenses related to task force

36.1 activities. The executive director of the board and the commissioner of education must
36.2 provide technical assistance to task force members upon request.

36.3 (e) By February 1, 2014, task force members must submit to the Board of Teaching,
36.4 the education commissioner, and the education committees of the legislature their written
36.5 recommendations on requirements for teacher applicants to demonstrate mastery of basic
36.6 reading, writing, and mathematics skills and for an alternative licensure pathway for
36.7 nonnative English speakers seeking licensure to teach in a language immersion program.

36.8 **EFFECTIVE DATE.** This section is effective the day following final enactment.

36.9 **Sec. 8. STUDENT SERVICES PERSONNEL TEAM STAFFING GRANTS.**

36.10 Subdivision 1. **Grant program established.** A grant program is established to assist
36.11 school districts with caseloads above the established and recognized recommendations
36.12 or guidelines of the student service personnel professions in licensed school counseling,
36.13 school psychology, school nursing, school social work, and chemical dependency
36.14 counseling. Grants must be used to create or maintain student service personnel teams
36.15 to address the academic, career, personal, social, and early-onset mental health needs of
36.16 the students within that district.

36.17 Subd. 2. **Definitions.** "Student services personnel team" means a licensed school
36.18 counselor, school psychologist, school nurse, school social worker, and chemical
36.19 dependency counselor licensed by the Board of Teaching to provide such services.

36.20 Subd. 3. **Application.** The commissioner of education shall develop the form
36.21 and method for applying for the grants. The commissioner shall develop criteria for
36.22 determining the allocation of the grants. This criteria must include priority funding
36.23 directed to school districts in which student service personnel teams either (1) do not exist,
36.24 (2) need missing or additional positions of a specific student service personnel team to
36.25 complete the team, (3) are not normally funded or reimbursed by other sources, or (4) have
36.26 caseloads among specific team members in excess of 50 percent of the established and
36.27 recognized recommendations or guidelines of the profession.

36.28 Subd. 4. **Grant awards.** To qualify for a grant, each student services personnel
36.29 team member must serve within the scope and practice of the established and recognized
36.30 capacity of their respective professions and as defined by the Board of Teaching. Grants
36.31 for the student services personnel team shall be used to lower the caseloads for specific
36.32 team member areas in order to more effectively provide direct services to kindergarten
36.33 through grade 12 students. Grant funding under this section must be matched by new

37.1 funding for the student services personnel team from the school district. The school
 37.2 district must provide the additional funding for a two-year period or repay the grant to the
 37.3 Department of Education.

37.4 Subd. 5. **Reports.** School districts that receive grant funds shall report to the
 37.5 commissioner of education no later than July 31 of each year regarding the impact of the
 37.6 student services personnel team on the academic, career, personal, social, and early-onset
 37.7 mental health needs of the students served by the team during the previous academic year.
 37.8 The Department of Education shall develop the criteria necessary for the reports.

37.9 Sec. 9. **APPROPRIATION.**

37.10 Subdivision 1. **Department of Education.** The sums indicated in this section are
 37.11 appropriated from the general fund to the Department of Education for the fiscal years
 37.12 designated.

37.13 Subd. 2. **Student services grants.** For student services personnel team staffing
 37.14 grants under section 2:

37.15 \$ 20,000,000 2014

37.16 \$ 20,000,000 2015

37.17 Any balance in the first year does not cancel, but is available in the second year.

37.18 **ARTICLE 3**

37.19 **SCHOOL PROGRAMS AND OPERATIONS**

37.20 Section 1. Minnesota Statutes 2012, section 120A.40, is amended to read:

37.21 **120A.40 SCHOOL CALENDAR.**

37.22 ~~(a) Except for learning programs during summer, flexible learning year programs~~
 37.23 ~~authorized under sections 124D.12 to 124D.127, and learning year programs under section~~
 37.24 ~~124D.128; A district must not may commence an elementary or secondary school year~~
 37.25 ~~before Labor Day, except as provided under paragraph (b) it shall not hold a school day on~~
 37.26 ~~the Thursday and Friday immediately preceding Labor Day. Days devoted to teachers'~~
 37.27 ~~workshops may be held before Labor Day. Districts that enter into cooperative agreements~~
 37.28 ~~are encouraged to adopt similar school calendars.~~

37.29 ~~(b) A district may begin the school year on any day before Labor Day:~~

37.30 ~~(1) to accommodate a construction or remodeling project of \$400,000 or more~~
 37.31 ~~affecting a district school facility;~~

37.32 ~~(2) if the district has an agreement under section 123A.30, 123A.32, or 123A.35~~
 37.33 ~~with a district that qualifies under clause (1); or~~

38.1 ~~(3) if the district agrees to the same schedule with a school district in an adjoining~~
 38.2 ~~state.~~

38.3 **EFFECTIVE DATE.** This section is effective for the 2013-2014 school year and
 38.4 later.

38.5 Sec. 2. Minnesota Statutes 2012, section 120A.41, is amended to read:

38.6 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

38.7 A school board's annual school calendar must include at least 425 hours of
 38.8 instruction for a kindergarten student without a disability, 935 hours of instruction for a
 38.9 student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7
 38.10 through 12, not including summer school. ~~Nothing in this section permits a school district~~
 38.11 ~~to adopt~~ A school board's annual calendar must include at least 165 days of instruction
 38.12 for a student in grades 1 through 11 unless a four-day week schedule unless has been
 38.13 approved by the commissioner under section 124D.126.

38.14 Sec. 3. Minnesota Statutes 2012, section 123B.88, subdivision 22, is amended to read:

38.15 Subd. 22. **Postsecondary enrollment options pupils.** Districts may provide bus
 38.16 transportation along school bus routes when space is available, for pupils attending
 38.17 programs at a postsecondary institution under the postsecondary enrollment options
 38.18 program. ~~The transportation is permitted only if it does not increase the district's~~
 38.19 ~~expenditures for transportation.~~ Fees collected for this service under section 123B.36,
 38.20 subdivision 1, paragraph (13), shall be subtracted from the authorized cost for nonregular
 38.21 transportation for the purpose of section 123B.92.

38.22 Sec. 4. Minnesota Statutes 2012, section 124D.122, is amended to read:

38.23 **124D.122 ESTABLISHMENT OF FLEXIBLE LEARNING YEAR PROGRAM.**

38.24 The board of any district or a consortium of districts, with the approval of the
 38.25 commissioner, may establish and operate a flexible learning year program in one or
 38.26 more of the day or residential facilities for children with a disability within the district.
 38.27 Consortiums may use a single application and evaluation process, though results, public
 38.28 hearings, and board approvals must be obtained for each district.

38.29 Sec. 5. Minnesota Statutes 2012, section 124D.59, subdivision 2, is amended to read:

38.30 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten
 38.31 through grade 12 who meets the following requirements:

39.1 (1) the pupil, as declared by a parent or guardian first learned a language other than
39.2 English, comes from a home where the language usually spoken is other than English, or
39.3 usually speaks a language other than English; and

39.4 (2) the pupil is determined by developmentally appropriate measures, which might
39.5 include observations, teacher judgment, parent recommendations, or developmentally
39.6 appropriate assessment instruments, to lack the necessary English skills to participate
39.7 fully in classes taught in English.

39.8 (b) Notwithstanding paragraph (a), a pupil in grades 4 through 12 who was enrolled
39.9 in a Minnesota public school on the dates during the previous school year when a
39.10 commissioner provided assessment that measures the pupil's emerging academic English
39.11 was administered, shall not be counted as an English learner in calculating English learner
39.12 pupil units under section 126C.05, subdivision 17, and shall not generate state English
39.13 learner aid under section 124D.65, subdivision 5, unless the pupil scored below the state
39.14 cutoff score or is otherwise counted as a nonproficient participant on an assessment
39.15 measuring emerging academic English provided by the commissioner during the previous
39.16 school year.

39.17 (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade
39.18 12 shall not be counted as an English learner in calculating English learner pupil units
39.19 under section 126C.05, subdivision 17, and shall not generate state English learner aid
39.20 under section 124D.65, subdivision 5, if:

39.21 (1) the pupil is not enrolled during the current fiscal year in an educational program
39.22 for English learners in accordance with sections 124D.58 to 124D.64; or

39.23 (2) the pupil has generated ~~five~~ seven or more years of average daily membership in
39.24 Minnesota public schools since July 1, 1996.

39.25 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2014
39.26 and later.

39.27 Sec. 6. Minnesota Statutes 2012, section 124D.79, subdivision 1, is amended to read:

39.28 Subdivision 1. **Community involvement.** The commissioner must provide for the
39.29 maximum involvement of the state committees on American Indian education, parents
39.30 of American Indian children, secondary students eligible to be served, American Indian
39.31 language and culture education teachers, American Indian teachers, teachers' aides,
39.32 representatives of community groups, and persons knowledgeable in the field of American
39.33 Indian education, in the formulation of policy and procedures relating to the administration
39.34 of sections 124D.71 to 124D.82. The commissioner must annually hold a field hearing on
39.35 Indian education to gather input from American Indian educators, parents, and students on

40.1 the state of American Indian education in Minnesota. Results of the hearing must be made
40.2 available to all 11 tribal nations for review and comment.

40.3 Sec. 7. Minnesota Statutes 2012, section 124D.79, is amended by adding a subdivision
40.4 to read:

40.5 Subd. 4. **Consultation with the tribal nations education committee.** (a) The
40.6 commissioner shall seek consultation with the Tribal Nations Education Committee on all
40.7 issues relating to American Indian education including:

40.8 (1) administration of the commissioner's duties under sections 124D.71 to 124D.82
40.9 and other programs;

40.10 (2) administration of other programs for the education of American Indian people, as
40.11 determined by the commissioner;

40.12 (3) awarding of scholarships to eligible American Indian students;

40.13 (4) administration of the commissioner's duties regarding awarding of American
40.14 Indian postsecondary preparation grants to school districts; and

40.15 (5) recommendations of education policy changes for American Indians.

40.16 (b) Membership in the Tribal Nations Education Committee is the sole discretion
40.17 of the committee and nothing in this subdivision gives the commissioner authority to
40.18 dictate committee membership.

40.19 Sec. 8. [124D.791] INDIAN EDUCATION DIRECTOR.

40.20 Subdivision 1. **Appointment.** An Indian education director shall be appointed by
40.21 the commissioner.

40.22 Subd. 2. **Qualifications.** The commissioner shall select the Indian education
40.23 director on the basis of outstanding professional qualifications and knowledge of
40.24 American Indian education, culture, practices, and beliefs. The Indian education director
40.25 serves in the unclassified service. The commissioner may remove the Indian education
40.26 director for cause. The commissioner is encouraged to seek qualified applicants who
40.27 are enrolled members of a tribe.

40.28 Subd. 3. **Compensation.** Compensation of the Indian education director shall be
40.29 established under chapter 15A.

40.30 Subd. 4. **Duties; powers.** (a) The Indian education director shall:

40.31 (1) serve as the liaison for the department with the Tribal Nations Education
40.32 Committee, the 11 reservations, the Minnesota Chippewa tribe, the Minnesota Indian
40.33 Affairs Council, and the urban advisory council;

40.34 (2) evaluate the state of American Indian education in Minnesota;

41.1 (3) engage the tribal bodies, community groups, parents of children eligible to
 41.2 be served by Indian education programs, American Indian administrators and teachers,
 41.3 persons experienced in the training of teachers for American Indian education programs,
 41.4 the tribally controlled schools, and other persons knowledgeable in the field of American
 41.5 Indian education and seek their advice on policies that can improve the quality of
 41.6 American Indian education;

41.7 (4) advise the commissioner on the American Indian education issues, including:

41.8 (i) issues facing American Indian students;

41.9 (ii) policies for American Indian education;

41.10 (iii) awarding scholarships to eligible American Indian students and in administering
 41.11 the commissioner's duties regarding awarding of American Indian postsecondary
 41.12 preparation grants to school districts; and

41.13 (iv) administration of the commissioner's duties under sections 124D.71 to 124D.82
 41.14 and other programs for the education of American Indian people;

41.15 (5) propose to the commissioner legislative changes that will improve the quality
 41.16 of American Indian education;

41.17 (6) develop a strategic plan and a long-term framework for American Indian
 41.18 education, in conjunction with the Minnesota Indian Affairs Council, that is updated every
 41.19 five years and implemented by the commissioner, with goals to:

41.20 (i) increase American Indian student achievement, including increased levels of
 41.21 proficiency and growth on statewide accountability assessments;

41.22 (ii) increase the number of American Indian teachers in public schools;

41.23 (iii) close the achievement gap between American Indian students and their more
 41.24 advantaged peers;

41.25 (iv) increase the statewide graduation rate for American Indian students; and

41.26 (v) increase American Indian student placement in postsecondary programs and
 41.27 the workforce;

41.28 (7) keep the American Indian community informed about the work of the department
 41.29 by reporting to the Tribal Nations Education Committee at each committee meeting.

41.30 **Sec. 9. [124D.861] ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**

41.31 **Subdivision 1. Program to close the academic achievement and opportunity**

41.32 **gap.** The "Achievement and Integration for Minnesota" program is established to
 41.33 promote diversity, pursue racial and economic integration, and increase student academic
 41.34 achievement and equitable educational opportunities in Minnesota public schools. The
 41.35 program must serve students of varying racial, ethnic, and economic backgrounds, taking

42.1 into account unique geographic and demographic particularities affecting students,
42.2 schools, and districts including race, neighborhood locations and characteristics, grades,
42.3 socioeconomic status, academic performance, and language barriers. Eligible districts
42.4 must use the revenue under section 124D.862 to pursue racial and economic integration in
42.5 schools through: (1) in-school educational practices and integrated learning environments
42.6 created to prepare all students to be effective citizens, enhance social cohesion, and
42.7 reinforce democratic values; and (2) corresponding and meaningful policies and curricula
42.8 and trained instructors, administrators, school counselors, and other advocates who
42.9 support and enhance in-school practices and integrated learning environments under this
42.10 section. In-school practices and integrated learning environments must promote increased
42.11 student academic achievement, cultural fluency, graduation and educational attainment
42.12 rates, and parent involvement.

42.13 Subd. 2. **Plan components.** (a) The school board of each eligible district must
42.14 formally develop and implement a long-term comprehensive plan that identifies the
42.15 collaborative structures and systems, in-school strategies, inclusive best educational
42.16 practices, and partnerships with higher education institutions and industries required
42.17 to effect this section and increase the academic achievement of all students. Plan
42.18 components may include: innovative and integrated prekindergarten through grade 12
42.19 learning environments that offer students school enrollment choices; family engagement
42.20 initiatives that involve families in their students' academic life and success; professional
42.21 development opportunities for teachers and administrators focused on improving the
42.22 academic achievement of all students; increased programmatic opportunities focused
42.23 on rigor and college and career readiness for underserved students, including students
42.24 enrolled in alternative learning centers under section 123A.05, public alternative programs
42.25 under section 126C.05, subdivision 15, or contract alternative programs under section
42.26 124D.69, among other underserved students; or recruitment and retention of teachers and
42.27 administrators with diverse backgrounds. The plan must specify district and school goals
42.28 for reducing the disparity in academic achievement among all racial and ethnic categories of
42.29 students and promoting racial and economic integration in schools and districts over time.

42.30 (b) Among other requirements, an eligible district must implement a cost-effective,
42.31 research-based intervention that includes formative assessment practices to reduce the
42.32 disparity in student academic achievement between the highest and lowest performing
42.33 racial and ethnic categories of students as measured by student demonstration of
42.34 proficiency on state reading and math assessments.

43.1 (c) Eligible districts must collaborate in creating efficiencies and eliminating the
43.2 duplication of programs and services under this section, which may include forming a
43.3 single, seven-county metropolitan areawide partnership of eligible districts for this purpose.

43.4 Subd. 3. **Biennial progress; budget process.** (a) To receive revenue under section
43.5 124D.862, the school board of an eligible district must hold at least one formal hearing by
43.6 March 1 in the year preceding the current biennium to report to the public its progress in
43.7 realizing the goals identified in its plan. At the hearing, the board must provide the public
43.8 with longitudinal data demonstrating district and school progress in reducing the disparity
43.9 in student academic achievement among all racial and ethnic categories of students and
43.10 realizing racial and economic integration, consistent with its plan and the measures in
43.11 paragraph (b). At least 30 days before the formal hearing under this paragraph, the
43.12 board must post on the district Web site in an understandable, readily accessible format
43.13 up-to-date longitudinal data on district and school progress in reducing disparities in
43.14 students' academic achievement, consistent with this subdivision. The district also must
43.15 submit to the commissioner by March 1 in the year preceding the current biennium a
43.16 detailed biennial budget for continuing to implement its plan and the commissioner must
43.17 review and approve or disapprove the budget by June 1 of that year.

43.18 (b) The longitudinal data required under paragraph (a) must be based on one or
43.19 more of the following measures:

43.20 (1) the number of world language proficiency or high achievement certificates
43.21 awarded under section 120B.022, subdivision 1, paragraphs (b) and (c);

43.22 (2) student growth and progress toward proficiency in reading or mathematics as
43.23 defined under section 120B.299;

43.24 (3) adequate yearly progress under section 120B.35, subdivision 2;

43.25 (4) preparation for postsecondary academic and career opportunities under section
43.26 120B.35, subdivision 3, paragraph (c), clause (1);

43.27 (5) rigorous coursework completed under section 120B.35, subdivision 3, paragraph
43.28 (c), clause (2); or

43.29 (6) school safety and students' engagement and connection at school under section
43.30 120B.35, subdivision 3, paragraph (d).

43.31 Subd. 4. **Evaluation.** The commissioner must evaluate the efficacy of district
43.32 plans in reducing the disparity in student academic achievement among all racial and
43.33 ethnic categories of students and realizing racial and economic integration and report the
43.34 commissioner's findings to the K-12 education committees of the legislature by February 1
43.35 every fourth year beginning February 1, 2017.

43.36 **EFFECTIVE DATE.** This section is effective for fiscal year 2014 and later.

44.1 Sec. 10. **[124D.862] ACHIEVEMENT AND INTEGRATION REVENUE.**

44.2 **Subdivision 1. Eligibility.** A school district is eligible for achievement and
44.3 integration revenue under this section if the district has a biennial achievement and
44.4 integration plan approved by the department under section 124D.861.

44.5 **Subd. 2. Achievement and integration revenue.** (a) An eligible district's initial
44.6 achievement and integration revenue equals the sum of (1) \$..... per pupil unit plus (2)
44.7 \$..... times district's pupil units for that year times the ratio of the district's enrollment of
44.8 protected students to total enrollment for the previous school year.

44.9 (b) In each year, .02 percent of each district's initial achievement and integration
44.10 revenue is transferred to the Department of Education for the oversight and accountability
44.11 activities required under this section and section 124D.861.

44.12 (c) A district that did not meet its achievement goals established in section 124D.861
44.13 for the previous biennium must have its initial achievement and integration revenue
44.14 reduced by percent for the current year.

44.15 (d) Any revenue saved by the reductions in paragraph (c) must be proportionately
44.16 reallocated on a per pupil basis to all districts that met their achievement goals in the
44.17 previous biennium.

44.18 **Subd. 3. Achievement and integration aid.** A district's achievement and
44.19 integration aid equals 70 percent of its achievement and integration revenue.

44.20 **Subd. 4. Achievement and integration levy.** A district's achievement and
44.21 integration levy equals the difference between its achievement and integration revenue
44.22 and its achievement and integration aid.

44.23 **Subd. 5. Incentive revenue.** An eligible school district's maximum incentive
44.24 revenue equals \$..... per pupil unit. In order to receive this revenue, a district must be
44.25 implementing a voluntary plan to reduce racial enrollment disparities through intradistrict
44.26 and interdistrict activities that have been approved as a part of the district's achievement
44.27 and integration plan.

44.28 **Subd. 6. Revenue reserved.** Integration revenue received under this section must
44.29 be reserved and used only for the programs authorized in subdivision 7.

44.30 **Subd. 7. Revenue uses.** At least 80 percent of a district's achievement and
44.31 integration revenue received under this section must be used for innovative and integrated
44.32 learning environments, family engagement activities, and other approved programs
44.33 providing direct services to students. Up to 20 percent of the revenue may be used for
44.34 professional development and staff development activities, and not more than ten percent
44.35 of this share of the revenue may be used for administrative expenditures.

45.1 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2014
45.2 and later.

45.3 Sec. 11. Minnesota Statutes 2012, section 126C.10, subdivision 14, is amended to read:

45.4 Subd. 14. **Uses of total operating capital revenue.** Total operating capital revenue
45.5 may be used only for the following purposes:

45.6 (1) to acquire land for school purposes;

45.7 (2) to acquire or construct buildings for school purposes;

45.8 (3) to rent or lease buildings, including the costs of building repair or improvement
45.9 that are part of a lease agreement;

45.10 (4) to improve and repair school sites and buildings, and equip or reequip school
45.11 buildings with permanent attached fixtures, including library media centers;

45.12 (5) for a surplus school building that is used substantially for a public nonschool
45.13 purpose;

45.14 (6) to eliminate barriers or increase access to school buildings by individuals with a
45.15 disability;

45.16 (7) to bring school buildings into compliance with the State Fire Code adopted
45.17 according to chapter 299F;

45.18 (8) to remove asbestos from school buildings, encapsulate asbestos, or make
45.19 asbestos-related repairs;

45.20 (9) to clean up and dispose of polychlorinated biphenyls found in school buildings;

45.21 (10) to clean up, remove, dispose of, and make repairs related to storing heating fuel
45.22 or transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined
45.23 in section 296A.01;

45.24 (11) for energy audits for school buildings and to modify buildings if the audit
45.25 indicates the cost of the modification can be recovered within ten years;

45.26 (12) to improve buildings that are leased according to section 123B.51, subdivision 4;

45.27 (13) to pay special assessments levied against school property but not to pay
45.28 assessments for service charges;

45.29 (14) to pay principal and interest on state loans for energy conservation according to
45.30 section 216C.37 or loans made under the Douglas J. Johnson Economic Protection Trust
45.31 Fund Act according to sections 298.292 to 298.298;

45.32 (15) to purchase or lease interactive telecommunications equipment;

45.33 (16) by board resolution, to transfer money into the debt redemption fund to: (i)
45.34 pay the amounts needed to meet, when due, principal and interest payments on certain

46.1 obligations issued according to chapter 475; or (ii) pay principal and interest on debt
46.2 service loans or capital loans according to section 126C.70;

46.3 (17) to pay operating capital-related assessments of any entity formed under a
46.4 cooperative agreement between two or more districts;

46.5 (18) to purchase or lease computers and related ~~materials~~ hardware, initial purchase
46.6 of related software, but not annual licensing fees, copying machines, telecommunications
46.7 equipment, and other noninstructional equipment;

46.8 (19) to purchase or lease assistive technology or equipment for instructional
46.9 programs;

46.10 (20) to purchase textbooks as defined in section 123B.41, subdivision 2;

46.11 (21) to purchase new and replacement library media resources or technology;

46.12 (22) to lease or purchase vehicles;

46.13 (23) to purchase or lease telecommunications equipment, computers, and related
46.14 equipment for integrated information management systems for:

46.15 (i) managing and reporting learner outcome information for all students under a
46.16 results-oriented graduation rule;

46.17 (ii) managing student assessment, services, and achievement information required
46.18 for students with individualized education programs; and

46.19 (iii) other classroom information management needs;

46.20 (24) to pay personnel costs directly related to the acquisition, operation, and
46.21 maintenance of telecommunications systems, computers, related equipment, and network
46.22 and applications software; and

46.23 (25) to pay the costs directly associated with closing a school facility, including
46.24 moving and storage costs.

46.25 **Sec. 12. TRANSFER OF LANDS; RED LAKE SCHOOL DISTRICT.**

46.26 Subdivision 1. **Conveyance.** A conveyance of right, title, and interest in Parcels A,
46.27 B, and C, described in subdivision 2, and all improvements thereon, from Independent
46.28 School District No. 38, Red Lake, to the Red Lake Band of Chippewa Indians is not a sale
46.29 within the meaning of Minnesota Statutes, section 16A.695, provided:

46.30 (1) the tax-exempt status of any bonds previously issued is not compromised by
46.31 the conveyance;

46.32 (2) the Red Lake Band of Chippewa Indians leases Parcels A, B, and C, and all
46.33 buildings thereon to Independent School District No. 38, Red Lake, for a term that is at
46.34 least 125 percent of the useful life of the bond-financed improvements; and

46.35 (3) the conveyance is approved by Independent School District No. 38, Red Lake.

47.1 Subd. 2. Land descriptions. (a) Parcel A is described as follows:

47.2 Located in Lots 1 and 2, Section 21, Township 151 North, Range 34 West,
47.3 Minnesota, and described as follows: commencing at a point which is the intersection of a
47.4 projection of the center line of B Street and the north edge of Minnesota State Highway
47.5 No. 1; thence North 78 degrees East along the north edge of Highway No. 1 750 feet to
47.6 point of beginning; thence North 78 degrees East a distance of 675 feet; thence North 12
47.7 degrees West 1,160 feet; thence South 78 degrees West a distance of 675 feet; thence South
47.8 12 degrees East 1,160 feet to point of beginning, containing 17.98 acres, more or less.

47.9 Reserving, however, to the United States, all mineral deposits in the above-described
47.10 land, together with the right to prospect for and remove such deposits under rules and
47.11 regulations prescribed by the Secretary of the Interior.

47.12 (b) Parcel B is described as follows:

47.13 That part of Government Lot 3, Section 5, Township 152 North, Range 33 West,
47.14 described as follows:

47.15 Beginning at the closing section corner common to Sections 5 and 6, located on the
47.16 13th Standard Parallel and a distance of 1,108.8 feet West of the south quarter corner of
47.17 Section 32, which is a 3/4" pipe 24" long; thence on a bearing of South 0 degrees 33
47.18 minutes East along existing fence line a distance of 116.0 feet to top of bank on shore line
47.19 of Red Lake and approximately 50 feet from shore of said lake where a 3/4" pipe 24"
47.20 long was placed by a fence post at top of bank; thence meander along top of said bank
47.21 on a bearing of North 73 degrees 45 minutes East, a distance of 1,040 feet, more or less,
47.22 approximately 50 feet from shore line of said Red Lake, with all riparian rights reserved
47.23 between these two corners; thence on a bearing of North 1 degree 15 minutes East a
47.24 distance of 160 feet; thence North 89 degrees 8 minutes West, a distance of 210 feet;
47.25 thence North 1 degree 15 minutes East a distance of 320 feet; thence due West a distance
47.26 of 369.0 feet to a 3/4" pipe 24" long; thence on a bearing of North 0 degrees 33 minutes
47.27 West a distance of 330.0 feet to a 3/4" pipe 24" long and set at west corner post of entrance
47.28 and on fence line running westerly; thence due West a distance of 435.8 feet to point of
47.29 beginning, containing 17.62 acres, more or less.

47.30 Subject to road right-of-way from a point on west line of above-described property
47.31 and 450.0 feet South of section corner common to Sections 5 and 6, which is the point of
47.32 beginning. A tract of land 30.0 feet wide, 20.0 feet on the North and 10.0 feet on the South
47.33 of a center line described as: on a bearing South 88 degrees 49 minutes East, a distance of
47.34 455.0 feet East, a tract of land 20 feet wide, 10 feet on the West and 10.0 feet on the East
47.35 of a center line on a bearing of North 0 degrees 33 minutes West, a distance of 130.0 feet
47.36 North at which point said right-of-way leaves the property.

48.1 Excepting the following:

48.2 (1) one lot described as follows: commencing at the closing section corner common
48.3 to Sections 5 and 6 on the 13th Standard Parallel, which is a 3/4" pipe 24" long; thence on
48.4 a bearing of South 0 degrees 33 minutes East, a distance of 430.0 feet to a 3/4" pipe 24"
48.5 long, which is the point of beginning; thence on a bearing of South 88 degrees 49 minutes
48.6 East, a distance of 200 feet; thence on a bearing of North 0 degrees 33 minutes West, 115
48.7 feet; thence on a bearing of North 88 degrees 49 minutes West, a distance of 200 feet;
48.8 thence on a bearing of South 0 degrees 33 minutes East a distance of 115 feet to the point
48.9 of beginning, containing 0.528 acres, more or less; and

48.10 (2) one lot described as follows: commencing at the closing section corner common
48.11 to Sections 5 and 6 on the 13th Standard parallel, which is a 3/4" pipe 24" long; thence on
48.12 a bearing of South 0 degrees 33 minutes East, a distance of 430.0 feet to a 3/4" pipe 24"
48.13 long; thence on a bearing of South 88 degrees 49 minutes East, a distance of 270.0 feet to
48.14 a point of beginning, and which is a 3/4" pipe 24" long set on property line 1 foot back of
48.15 sidewalk line with an (X) chiselled at edge of sidewalk opposite the corner; thence on a
48.16 bearing of North 1 degree 11 minutes East, a distance of 115.0 feet to a 3/4" pipe 24" long;
48.17 thence on a bearing of South 88 degrees 49 minutes East, a distance 90.0 feet to a 3/4"
48.18 pipe 24" long; thence on a bearing of South 1 degree 11 minutes West, a distance of 115.0
48.19 feet to a 3/4" pipe 24" long set 1 foot back of sidewalk line with an (X) chiselled at edge of
48.20 sidewalk opposite the corner; thence on a bearing of North 88 degrees 49 minutes West, a
48.21 distance of 90.0 feet to point of beginning, containing 0.24 acres, more or less.

48.22 There are reserved to the United States in trust for the Red Lake Band of Chippewa
48.23 Indians all minerals, including oil and gas, in the above-described land together with the
48.24 right to prospect for and remove such deposits under rules and regulations prescribed
48.25 by the Secretary of the Interior.

48.26 (c) Parcel C is located in Lots 3 and 4 of Section 21, Township 151 North, Range 34
48.27 West, Minnesota, and described as follows:

48.28 Beginning at a point which is the intersection of a projection of the center line of
48.29 B Street and the north edge of Minnesota State Highway No. 1, North 78 degrees East
48.30 along the north edge of Highway No. 1 750 feet; thence North 12 degrees West 1,160
48.31 feet; thence South 78 degrees West 750 feet to the center line of B Street; thence South 12
48.32 degrees East along the center line of B Street and its projection, to the point of beginning.
48.33 The area described above not to exceed twenty acres.

48.34 Reserving however, to the United States, all mineral deposits in the above-described
48.35 land together with the right to prospect for and remove such deposits under rules and
48.36 regulations prescribed by the Secretary of the Interior.

49.1 Sec. 13. **APPROPRIATIONS.**

49.2 Subdivision 1. Department. The sums indicated in this section are appropriated
49.3 from the general fund to the Department of Education for the fiscal years designated.

49.4 Subd. 2. Achievement and integration aid. For achievement and integration aid
49.5 under Minnesota Statutes, section 124D.861:

49.6 \$ 2014

49.7 \$ 2015

49.8 The 2014 appropriation includes \$..... for 2013 and \$..... for 2014.

49.9 The 2015 appropriation includes \$..... for 2014 and \$..... for 2015.

49.10 Sec. 14. **REVISOR'S INSTRUCTION.**

49.11 In Minnesota Statutes and Minnesota Rules, the revisor of statutes shall substitute
49.12 the term "Division of State Library Services" for "Library Development and Services,"
49.13 "Office of Library Development and Services," or "LDS" where "LDS" stands for "Library
49.14 Development and Services." The revisor shall also make grammatical changes related
49.15 to the changes in terms.

49.16 **ARTICLE 4**

49.17 **CHARTER SCHOOLS**

49.18 Section 1. Minnesota Statutes 2012, section 124D.10, is amended to read:

49.19 **124D.10 CHARTER SCHOOLS.**

49.20 Subdivision 1. **Purposes.** (a) The primary purpose of this section is to:

49.21 (~~1~~) improve pupil learning and student achievement; Additional purposes include to:

49.22 (~~2~~) (1) increase learning opportunities for pupils;

49.23 (~~3~~) (2) encourage the use of different and innovative teaching methods;

49.24 (~~4~~) (3) measure learning outcomes and create different and innovative forms of

49.25 measuring outcomes;

49.26 (~~5~~) (4) establish new forms of accountability for schools; ~~and~~ or

49.27 (~~6~~) (5) create new professional opportunities for teachers, including the opportunity

49.28 to be responsible for the learning program at the school site.

49.29 (b) This section does not provide a means to keep open a school that a school board
49.30 decides to close. However, a school board may endorse or authorize the establishing of
49.31 a charter school to replace the school the board decided to close. Applicants seeking a
49.32 charter under this circumstance must demonstrate to the authorizer that the charter sought
49.33 is substantially different in purpose and program from the school the board closed and

50.1 that the proposed charter satisfies the requirements of this subdivision. If the school
50.2 board that closed the school authorizes the charter, it must document in its affidavit to the
50.3 commissioner that the charter is substantially different in program and purpose from
50.4 the school it closed.

50.5 An authorizer shall not approve an application submitted by a charter school
50.6 developer under subdivision 4, paragraph (a), if the application does not comply with this
50.7 subdivision. The commissioner shall not approve an affidavit submitted by an authorizer
50.8 under subdivision 4, paragraph (b), if the affidavit does not comply with this subdivision.

50.9 Subd. 2. **Applicability.** This section applies only to charter schools formed and
50.10 operated under this section.

50.11 Subd. 3. **Authorizer.** (a) For purposes of this section, the terms defined in this
50.12 subdivision have the meanings given them.

50.13 "Application" to receive approval as an authorizer means the proposal an eligible
50.14 authorizer submits to the commissioner under paragraph (c) before that authorizer is able
50.15 to submit any affidavit to charter to a school.

50.16 "Application" under subdivision 4 means the charter school business plan a
50.17 school developer submits to an authorizer for approval to establish a charter school that
50.18 documents the school developer's mission statement, school purposes, program design,
50.19 financial plan, governance and management structure, and background and experience,
50.20 plus any other information the authorizer requests. The application also shall include a
50.21 "statement of assurances" of legal compliance prescribed by the commissioner.

50.22 "Affidavit" means a written statement the authorizer submits to the commissioner
50.23 for approval to establish a charter school under subdivision 4 attesting to its review and
50.24 approval process before chartering a school.

50.25 (b) The following organizations may authorize one or more charter schools:

50.26 (1) a school board, intermediate school district school board, or education district
50.27 organized under sections 123A.15 to 123A.19;

50.28 (2) a charitable organization under section 501(c)(3) of the Internal Revenue Code
50.29 of 1986, excluding a nonpublic sectarian or religious institution; any person other than a
50.30 natural person that directly or indirectly, through one or more intermediaries, controls,
50.31 is controlled by, or is under common control with the nonpublic sectarian or religious
50.32 institution; and any other charitable organization under this clause that in the federal IRS
50.33 Form 1023, Part IV, describes activities indicating a religious purpose, that:

50.34 (i) is a member of the Minnesota Council of Nonprofits or the Minnesota Council on
50.35 Foundations;

50.36 (ii) is registered with the attorney general's office; and

51.1 (iii) is incorporated in the state of Minnesota and has been operating continuously
51.2 for at least five years but does not operate a charter school;

51.3 (3) a Minnesota private college, notwithstanding clause (2), that grants two- or
51.4 four-year degrees and is registered with the Minnesota Office of Higher Education under
51.5 chapter 136A; community college, state university, or technical college governed by the
51.6 Board of Trustees of the Minnesota State Colleges and Universities; or the University
51.7 of Minnesota;

51.8 (4) a nonprofit corporation subject to chapter 317A, described in section 317A.905,
51.9 and exempt from federal income tax under section 501(c)(6) of the Internal Revenue Code
51.10 of 1986, may authorize one or more charter schools if the charter school has operated
51.11 for at least three years under a different authorizer and if the nonprofit corporation has
51.12 existed for at least 25 years; or

51.13 (5) single-purpose authorizers that are charitable, nonsectarian organizations formed
51.14 under section 501(c)(3) of the Internal Revenue Code of 1986 and incorporated in the state
51.15 of Minnesota whose sole purpose is to charter schools. Eligible organizations interested
51.16 in being approved as an authorizer under this paragraph must submit a proposal to the
51.17 commissioner that includes the provisions of paragraph (c) and a five-year financial plan.
51.18 Such authorizers shall consider and approve charter school applications using the criteria
51.19 provided in subdivision 4 and shall not limit the applications it solicits, considers, or
51.20 approves to any single curriculum, learning program, or method.

51.21 (c) An eligible authorizer under this subdivision must apply to the commissioner for
51.22 approval as an authorizer before submitting any affidavit to the commissioner to charter
51.23 a school. The application for approval as a charter school authorizer must demonstrate
51.24 the applicant's ability to implement the procedures and satisfy the criteria for chartering a
51.25 school under this section. The commissioner must approve or disapprove an application
51.26 within 45 business days of the application deadline. If the commissioner disapproves
51.27 the application, the commissioner must notify the applicant of the specific deficiencies
51.28 in writing and the applicant then has 20 business days to address the deficiencies to the
51.29 commissioner's satisfaction. After the 20 business days expire, the commissioner has 15
51.30 business days to make a final decision to approve or disapprove the application. Failing to
51.31 address the deficiencies to the commissioner's satisfaction makes an applicant ineligible to
51.32 be an authorizer. The commissioner, in establishing criteria for approval, must consider
51.33 the applicant's:

51.34 (1) capacity and infrastructure;

51.35 (2) application criteria and process;

51.36 (3) contracting process;

- 52.1 (4) ongoing oversight and evaluation processes; and
- 52.2 (5) renewal criteria and processes.
- 52.3 (d) An applicant must include in its application to the commissioner to be an
- 52.4 approved authorizer at least the following:
- 52.5 (1) how chartering schools is a way for the organization to carry out its mission;
- 52.6 (2) a description of the capacity of the organization to serve as an authorizer,
- 52.7 including the personnel who will perform the authorizing duties, their qualifications, the
- 52.8 amount of time they will be assigned to this responsibility, and the financial resources
- 52.9 allocated by the organization to this responsibility;
- 52.10 (3) a description of the application and review process the authorizer will use to
- 52.11 make decisions regarding the granting of charters;
- 52.12 (4) a description of the type of contract it will arrange with the schools it charters
- 52.13 that meets the provisions of subdivision 6;
- 52.14 (5) the process to be used for providing ongoing oversight of the school consistent
- 52.15 with the contract expectations specified in clause (4) that assures that the schools chartered
- 52.16 are complying with both the provisions of applicable law and rules, and with the contract;
- 52.17 (6) a description of the criteria and process the authorizer will use to grant expanded
- 52.18 applications under subdivision 4, paragraph (j);
- 52.19 (7) the process for making decisions regarding the renewal or termination of
- 52.20 the school's charter based on evidence that demonstrates the academic, organizational,
- 52.21 and financial competency of the school, including its success in increasing student
- 52.22 achievement and meeting the goals of the charter school agreement; and
- 52.23 (8) an assurance specifying that the organization is committed to serving as an
- 52.24 authorizer for the full five-year term.
- 52.25 (e) A disapproved applicant under this section may resubmit an application during a
- 52.26 future application period.
- 52.27 (f) If the governing board of an approved authorizer votes to withdraw as an
- 52.28 approved authorizer for a reason unrelated to any cause under subdivision 23, the
- 52.29 authorizer must notify all its chartered schools and the commissioner in writing by July
- 52.30 15 of its intent to withdraw as an authorizer on June 30 in the next calendar year. The
- 52.31 commissioner may approve the transfer of a charter school to a new authorizer under this
- 52.32 paragraph after the new authorizer submits an affidavit to the commissioner.
- 52.33 (g) The authorizer must participate in department-approved training.
- 52.34 ~~(h) An authorizer that chartered a school before August 1, 2009, must apply by~~
- 52.35 ~~June 30, 2012, to the commissioner for approval, under paragraph (e), to continue as an~~

53.1 ~~authorizer under this section. For purposes of this paragraph, an authorizer that fails to~~
53.2 ~~submit a timely application is ineligible to charter a school.~~

53.3 (†) (h) The commissioner shall review an authorizer's performance every five years
53.4 in a manner and form determined by the commissioner and may review an authorizer's
53.5 performance more frequently at the commissioner's own initiative or at the request of a
53.6 charter school operator, charter school board member, or other interested party. The
53.7 commissioner, after completing the review, shall transmit a report with findings to the
53.8 authorizer. If, consistent with this section, the commissioner finds that an authorizer has
53.9 not fulfilled the requirements of this section, the commissioner may subject the authorizer
53.10 to corrective action, which may include terminating the contract with the charter school
53.11 board of directors of a school it chartered. The commissioner must notify the authorizer
53.12 in writing of any findings that may subject the authorizer to corrective action and
53.13 the authorizer then has 15 business days to request an informal hearing before the
53.14 commissioner takes corrective action. If the commissioner terminates a contract between
53.15 an authorizer and a charter school under this paragraph, the commissioner may assist the
53.16 charter school in acquiring a new authorizer.

53.17 (†) (i) The commissioner may at any time take corrective action against an authorizer,
53.18 including terminating an authorizer's ability to charter a school for:

53.19 (1) failing to demonstrate the criteria under paragraph (c) under which the
53.20 commissioner approved the authorizer;

53.21 (2) violating a term of the chartering contract between the authorizer and the charter
53.22 school board of directors;

53.23 (3) unsatisfactory performance as an approved authorizer; or

53.24 (4) any good cause shown that provides the commissioner a legally sufficient reason
53.25 to take corrective action against an authorizer.

53.26 Subd. 4. **Formation of school.** (a) An authorizer, after receiving an application from
53.27 a school developer, may charter a licensed teacher under section 122A.18, subdivision
53.28 1, or a group of individuals that includes one or more licensed teachers under section
53.29 122A.18, subdivision 1, to operate a school subject to the commissioner's approval of the
53.30 authorizer's affidavit under paragraph (b). The school must be organized and operated as a
53.31 nonprofit corporation under chapter 317A and the provisions under the applicable chapter
53.32 shall apply to the school except as provided in this section.

53.33 Notwithstanding sections 465.717 and 465.719, a school district, subject to this
53.34 section and section 124D.11, may create a corporation for the purpose of establishing a
53.35 charter school.

54.1 (b) Before the operators may establish and operate a school, the authorizer must file
54.2 an affidavit with the commissioner stating its intent to charter a school. An authorizer
54.3 must file a separate affidavit for each school it intends to charter. The affidavit must state
54.4 the terms and conditions under which the authorizer would charter a school and how the
54.5 authorizer intends to oversee the fiscal and student performance of the charter school and to
54.6 comply with the terms of the written contract between the authorizer and the charter school
54.7 board of directors under subdivision 6. The commissioner must approve or disapprove the
54.8 authorizer's affidavit within 60 business days of receipt of the affidavit. If the commissioner
54.9 disapproves the affidavit, the commissioner shall notify the authorizer of the deficiencies
54.10 in the affidavit and the authorizer then has 20 business days to address the deficiencies.
54.11 If the authorizer does not address deficiencies to the commissioner's satisfaction, the
54.12 commissioner's disapproval is final. Failure to obtain commissioner approval precludes an
54.13 authorizer from chartering the school that is the subject of this affidavit.

54.14 (c) The authorizer may prevent an approved charter school from opening for
54.15 operation if, among other grounds, the charter school violates this section or does not meet
54.16 the ready-to-open standards that are part of the authorizer's oversight and evaluation
54.17 process or are stipulated in the charter school contract.

54.18 (d) The operators authorized to organize and operate a school, before entering into a
54.19 contract or other agreement for professional or other services, goods, or facilities, must
54.20 incorporate as a nonprofit corporation under chapter 317A and must establish a board of
54.21 directors composed of at least five members who are not related parties until a timely
54.22 election for members of the ongoing charter school board of directors is held according to
54.23 the school's articles and bylaws under paragraph (f). A charter school board of directors
54.24 must be composed of at least five members who are not related parties. Staff members
54.25 employed at the school, including teachers providing instruction under a contract with a
54.26 cooperative, members of the board of directors, and all parents or legal guardians of
54.27 children enrolled in the school are the voters eligible to elect the members of the school's
54.28 board of directors. A charter school must notify eligible voters of the school board election
54.29 dates at least 30 days before the election. Board of director meetings and board committee
54.30 meetings must comply with chapter 13D.

54.31 (e) A charter school shall publish and maintain on the school's official Web site: (1)
54.32 the minutes of meetings of the board of directors, and of members and committees having
54.33 any board-delegated authority, for at least one calendar year from the date of publication;
54.34 (2) directory information for members of the board of directors and committees having
54.35 board-delegated authority; and (3) identifying and contact information for the school's
54.36 authorizer. Identifying and contact information for the school's authorizer must be

55.1 included in other school materials made available to the public. Upon request of an
 55.2 individual, the charter school must also make available in a timely fashion financial
 55.3 statements showing all operations and transactions affecting income, surplus, and deficit
 55.4 during the school's last annual accounting period; and a balance sheet summarizing assets
 55.5 and liabilities on the closing date of the accounting period. A charter school also must ~~post~~
 55.6 ~~on its official Web site information identifying its authorizer and indicate how to contact~~
 55.7 ~~that authorizer and~~ include that same information about its authorizer in other school
 55.8 materials that it makes available to the public.

55.9 (f) Every charter school board member shall attend ~~ongoing~~ annual training
 55.10 throughout the member's term on the board governance, including. All new board
 55.11 members shall attend initial training on the board's role and responsibilities, employment
 55.12 policies and practices, and financial management. A new board member who does not
 55.13 begin the required initial training within six months after being seated and complete that
 55.14 training within 12 months of being seated on the board is automatically ineligible to
 55.15 continue to serve as a board member. The school shall include in its annual report the
 55.16 training attended by each board member during the previous year.

55.17 (g) The ongoing board must be elected before the school completes its third year of
 55.18 operation. Board elections must be held during the school year but may not be conducted
 55.19 on days when the school is closed for holidays, breaks, or vacations. The charter school
 55.20 board of directors shall be composed of at least five nonrelated members and include: (i)
 55.21 at least one licensed teacher employed as a teacher at the school or ~~a licensed teacher~~
 55.22 providing instruction under contract between the charter school and a cooperative; (ii) ~~the~~
 55.23 at least one parent or legal guardian of a student enrolled in the charter school who is not an
 55.24 employee of the charter school; and (iii) ~~an~~ at least one interested community member who
 55.25 resides in Minnesota and is not employed by the charter school and does not have a child
 55.26 enrolled in the school. The board ~~may be a teacher majority board composed~~ may include
 55.27 a majority of teachers, parents, or community members as described in this paragraph or it
 55.28 may have no clear majority. The chief financial officer and the chief administrator may only
 55.29 serve as ex-officio nonvoting board members ~~and may not serve as a voting member of the~~
 55.30 ~~board~~. No charter school employees shall ~~not~~ serve on the board unless other than teachers
 55.31 under item (i) ~~applies~~. Contractors providing facilities, goods, or services to a charter
 55.32 school shall not serve on the board of directors of the charter school. Board bylaws shall
 55.33 outline the process and procedures for changing the board's governance ~~model~~ structure,
 55.34 consistent with chapter 317A. A board may change its governance ~~model~~ structure only:

56.1 (1) by a majority vote of the board of directors and a majority vote of the licensed
56.2 teachers employed by the school as teachers, including licensed teachers providing
56.3 instruction under a contract between the school and a cooperative; and

56.4 (2) with the authorizer's approval.

56.5 Any change in board governance structure must conform with the composition of
56.6 the board structure established under this paragraph.

56.7 (h) The granting or renewal of a charter by an authorizer must not be conditioned
56.8 upon the bargaining unit status of the employees of the school.

56.9 (i) The granting or renewal of a charter school by an authorizer must not be
56.10 contingent on the charter school being required to contract, lease, or purchase services
56.11 or facilities from the authorizer or to enter into a contract with a corporation, contractor,
56.12 or individual with which the authorizer has a financial relationship or arrangement. Any
56.13 potential contract, ~~lease,~~ or purchase of service from an authorizer must be disclosed to
56.14 the commissioner, accepted through an open bidding process, and be a separate contract
56.15 from the charter contract. The school must document the open bidding process it used in
56.16 awarding the contract. The authorizer must document that the bid terms were competitive
56.17 in relation to the market and that the authorizer makes the same terms available to
56.18 schools that it does not authorize. An authorizer must not enter into a contract to provide
56.19 management and financial services for a school that it authorizes, unless the school
56.20 documents that it received at least two competitive bids.

56.21 (j) An authorizer may permit the board of directors of a charter school to expand
56.22 the operation of the charter school to additional sites or ~~to add additional grades~~ at the
56.23 school beyond those described in the authorizer's original affidavit as approved by
56.24 the commissioner only after submitting a supplemental affidavit for approval to the
56.25 commissioner in a form and manner prescribed by the commissioner. The supplemental
56.26 affidavit must document that:

56.27 (1) the proposed expansion plan demonstrates need and projected enrollment;

56.28 (2) the expansion is warranted, at a minimum, by longitudinal data demonstrating
56.29 students' improved academic performance and growth on statewide assessments under
56.30 chapter 120B;

56.31 (3) the charter school is financially sound and the financing it needs to implement
56.32 the proposed expansion exists; and

56.33 (4) the charter school has the governance structure and management capacity to
56.34 carry out its expansion.

56.35 (k) The commissioner shall have 30 business days to review and comment on the
56.36 supplemental affidavit. The commissioner shall notify the authorizer of any deficiencies in

57.1 the supplemental affidavit and the authorizer then has 20 business days to address, to the
 57.2 commissioner's satisfaction, any deficiencies in the supplemental affidavit. The school
 57.3 may not expand grades or add sites until the commissioner has approved the supplemental
 57.4 affidavit. The commissioner's approval or disapproval of a supplemental affidavit is final.

57.5 Subd. 4a. **Conflict of interest.** (a) An individual is prohibited from serving as a
 57.6 member of the charter school board of directors if the individual, an immediate family
 57.7 member, or the individual's partner is ~~an a full or part owner, employee or agent of, or~~
 57.8 ~~a contractor~~ principal with a for-profit or nonprofit entity or ~~individual~~ independent
 57.9 contractor with whom the charter school contracts, directly or indirectly, for professional
 57.10 services, goods, or facilities. An individual is prohibited from serving as a board member
 57.11 if an immediate family member is an employee of the school or is an individual with
 57.12 whom the school contracts, directly or indirectly, through full or part ownership, for
 57.13 professional services, goods, or facilities. A violation of this prohibition renders a contract
 57.14 voidable at the option of the commissioner or the charter school board of directors. A
 57.15 member of a charter school board of directors who violates this prohibition is individually
 57.16 liable to the charter school for any damage caused by the violation.

57.17 (b) No member of the board of directors, employee, officer, or agent of a charter
 57.18 school shall participate in selecting, awarding, or administering a contract if a conflict
 57.19 of interest exists. A conflict exists when:

- 57.20 (1) the board member, employee, officer, or agent;
 57.21 (2) the immediate family of the board member, employee, officer, or agent;
 57.22 (3) the partner of the board member, employee, officer, or agent; or
 57.23 (4) an organization that employs, or is about to employ any individual in clauses
 57.24 (1) to (3),
 57.25 has a financial or other interest in the entity with which the charter school is contracting.
 57.26 A violation of this prohibition renders the contract void.

57.27 (c) Any employee, agent, or board member of the authorizer who participates
 57.28 in the initial review, approval, ongoing oversight, evaluation, or the charter renewal or
 57.29 nonrenewal process or decision is ineligible to serve on the board of directors of a school
 57.30 chartered by that authorizer.

57.31 (d) An individual may serve as a member of the board of directors if no conflict of
 57.32 interest under paragraph (a) exists.

57.33 (e) The conflict of interest provisions under this subdivision do not apply to
 57.34 compensation paid to a teacher employed as a teacher by the charter school ~~who~~ or a
 57.35 teacher who provides instructional services to the charter school through a cooperative

58.1 formed under chapter 308A when the teacher also serves as a member of on the charter
 58.2 school board of directors.

58.3 ~~(f) The conflict of interest provisions under this subdivision do not apply to a teacher~~
 58.4 ~~who provides services to a charter school through a cooperative formed under chapter~~
 58.5 ~~308A when the teacher also serves on the charter school board of directors.~~

58.6 Subd. 5. **Conversion of existing schools.** A board of an independent or special
 58.7 school district may convert one or more of its existing schools to charter schools under
 58.8 this section if 60 percent of the full-time teachers at the school sign a petition seeking
 58.9 conversion. The conversion must occur at the beginning of an academic year.

58.10 Subd. 6. **Charter contract.** The authorization for a charter school must be in the
 58.11 form of a written contract signed by the authorizer and the board of directors of the charter
 58.12 school. The contract must be completed within 45 business days of the commissioner's
 58.13 approval of the authorizer's affidavit. The authorizer shall submit to the commissioner a
 58.14 copy of the signed charter contract within ten business days of its execution. The contract
 58.15 for a charter school must be in writing and contain at least the following:

58.16 (1) a declaration that the charter school will carry out the primary purpose in
 58.17 subdivision 1 and how the school will report its implementation of the primary purpose;

58.18 ~~(1)~~ (2) a declaration of the any additional purposes in subdivision 1 that the school
 58.19 intends to carry out and how the school will report its implementation of those purposes;

58.20 ~~(2)~~ (3) a description of the school program and the specific academic and
 58.21 nonacademic outcomes that pupils must achieve;

58.22 ~~(3)~~ (4) a statement of admission policies and procedures;

58.23 ~~(4)~~ (5) a governance, management, and administration plan for the school;

58.24 ~~(5)~~ (6) signed agreements from charter school board members to comply with all
 58.25 federal and state laws governing organizational, programmatic, and financial requirements
 58.26 applicable to charter schools;

58.27 ~~(6)~~ (7) the criteria, processes, and procedures that the authorizer will use for
 58.28 ongoing oversight of operational, financial, and academic performance to monitor and
 58.29 evaluate the fiscal, operational, and academic performance consistent with subdivision
 58.30 15, paragraphs (a) and (b);

58.31 ~~(7)~~ (8) for contract renewal, the formal written performance evaluation of the school
 58.32 that is a prerequisite for reviewing a charter contract under subdivision 15;

58.33 ~~(8)~~ (9) types and amounts of insurance liability coverage to be obtained by the
 58.34 charter school, consistent with subdivision 8, paragraph (k);

58.35 ~~(9)~~ (10) consistent with subdivision 25, paragraph (d), a provision to indemnify and
 58.36 hold harmless the authorizer and its officers, agents, and employees from any suit, claim,

59.1 or liability arising from any operation of the charter school, and the commissioner and
59.2 department officers, agents, and employees notwithstanding section 3.736;

59.3 ~~(10)~~ (11) the term of the initial contract, which may be up to five years plus an
59.4 additional preoperational planning year, and up to five years for a renewed contract or a
59.5 contract with a new authorizer after a transfer of authorizers, if warranted by the school's
59.6 academic, financial, and operational performance;

59.7 ~~(11)~~ (12) how the board of directors or the operators of the charter school will
59.8 provide special instruction and services for children with a disability under sections
59.9 125A.03 to 125A.24, and 125A.65, a description of the financial parameters within
59.10 which the charter school will operate to provide the special instruction and services to
59.11 children with a disability;

59.12 ~~(12) the process and criteria the authorizer intends to use to monitor and evaluate the~~
59.13 ~~fiscal and student performance of the charter school, consistent with subdivision 15; and~~

59.14 (13) the specific conditions for contract renewal, which identify performance under
59.15 the primary purpose of subdivision 1 as the most important factor in determining contract
59.16 renewal; and

59.17 ~~(13)~~ (14) the plan for an orderly closing of the school under chapter 317A, ~~if~~
59.18 whether the closure is a termination for cause, a voluntary termination, or a nonrenewal
59.19 of the contract, ~~and~~ that includes establishing the responsibilities of the school board of
59.20 directors and the authorizer and notifying the commissioner, authorizer, school district in
59.21 which the charter school is located, and parents of enrolled students about the closure,
59.22 the transfer of student records to students' resident districts, and procedures for closing
59.23 financial operations.

59.24 Subd. 6a. **Audit report.** (a) The charter school must submit an audit report to the
59.25 commissioner and its authorizer by December 31 each year.

59.26 (b) The charter school, with the assistance of the auditor conducting the audit,
59.27 must include with the report, as supplemental information, a copy of all charter school
59.28 agreements for corporate management services, including parent company or other
59.29 administrative, financial, and staffing services. If the entity that provides the professional
59.30 services to the charter school is exempt from taxation under section 501 of the Internal
59.31 Revenue Code of 1986, that entity must file with the commissioner by February 15 a copy
59.32 of the annual return required under section 6033 of the Internal Revenue Code of 1986.

59.33 (c) A charter school independent audit report shall include audited financial data of
59.34 an affiliated building corporation or other component unit.

59.35 ~~(e)~~ (d) If the audit report finds that a material weakness exists in the financial
59.36 reporting systems of a charter school, the charter school must submit a written report to

60.1 the commissioner explaining how the material weakness will be resolved. An auditor,
60.2 as a condition of providing financial services to a charter school, must agree to make
60.3 available information about a charter school's financial audit to the commissioner and
60.4 authorizer upon request.

60.5 Subd. 7. **Public status; exemption from statutes and rules.** A charter school is
60.6 a public school and is part of the state's system of public education. A charter school is
60.7 exempt from all statutes and rules applicable to a school, school board, or school district
60.8 unless a statute or rule is made specifically applicable to a charter school or is included
60.9 in this section.

60.10 Subd. 8. **Federal, state, and local requirements.** (a) A charter school shall meet all
60.11 federal, state, and local health and safety requirements applicable to school districts.

60.12 (b) A school must comply with statewide accountability requirements governing
60.13 standards and assessments in chapter 120B.

60.14 (c) A school authorized by a school board may be located in any district, unless the
60.15 school board of the district of the proposed location disapproves by written resolution.

60.16 (d) A charter school must be nonsectarian in its programs, admission policies,
60.17 employment practices, and all other operations. An authorizer may not authorize a charter
60.18 school or program that is affiliated with a nonpublic sectarian school or a religious
60.19 institution. A charter school student must be released for religious instruction, consistent
60.20 with section 120A.22, subdivision 12, clause (3).

60.21 (e) Charter schools must not be used as a method of providing education or
60.22 generating revenue for students who are being home-schooled. This paragraph does not
60.23 apply to shared time aid under section 126C.19.

60.24 (f) The primary focus of a charter school must be to provide a comprehensive
60.25 program of instruction for at least one grade or age group from five through 18 years
60.26 of age. Instruction may be provided to people younger than five years and older than
60.27 18 years of age.

60.28 (g) A charter school may not charge tuition.

60.29 (h) A charter school is subject to and must comply with chapter 363A and section
60.30 121A.04.

60.31 (i) A charter school is subject to and must comply with the Pupil Fair Dismissal
60.32 Act, sections 121A.40 to 121A.56, and the Minnesota Public School Fee Law, sections
60.33 123B.34 to 123B.39.

60.34 (j) A charter school is subject to the same financial audits, audit procedures, and
60.35 audit requirements as a district, except as required under subdivision 6a. Audits must be
60.36 conducted in compliance with generally accepted governmental auditing standards, the

61.1 federal Single Audit Act, if applicable, and section 6.65. A charter school is subject
61.2 to and must comply with sections 15.054; 118A.01; 118A.02; 118A.03; 118A.04;
61.3 118A.05; 118A.06; 471.38; 471.391; 471.392; and 471.425. The audit must comply with
61.4 the requirements of sections 123B.75 to 123B.83, except to the extent deviations are
61.5 necessary because of the program at the school. Deviations must be approved by the
61.6 commissioner and authorizer. The Department of Education, state auditor, legislative
61.7 auditor, or authorizer may conduct financial, program, or compliance audits. A charter
61.8 school determined to be in statutory operating debt under sections 123B.81 to 123B.83
61.9 must submit a plan under section 123B.81, subdivision 4.

61.10 (k) A charter school is a district for the purposes of tort liability under chapter 466.

61.11 (l) A charter school must comply with chapters 13 and 13D; and sections 120A.22,
61.12 subdivision 7; 121A.75; and 260B.171, subdivisions 3 and 5.

61.13 (m) A charter school is subject to the Pledge of Allegiance requirement under
61.14 section 121A.11, subdivision 3.

61.15 (n) A charter school offering online courses or programs must comply with section
61.16 124D.095.

61.17 (o) A charter school and charter school board of directors are subject to chapter 181.

61.18 (p) A charter school must comply with section 120A.22, subdivision 7, governing
61.19 the transfer of students' educational records and sections 138.163 and 138.17 governing
61.20 the management of local records.

61.21 (q) A charter school that provides early childhood health and developmental
61.22 screening must comply with sections 121A.16 to 121A.19.

61.23 (r) A charter school that provides school-sponsored youth athletic activities must
61.24 comply with section 121A.38.

61.25 (s) A charter school is subject to and must comply with continuing truant notification
61.26 under section 260A.03.

61.27 Subd. 8a. **Aid reduction.** The commissioner may reduce a charter school's state aid
61.28 under section 127A.42 or 127A.43 if the charter school board fails to correct a violation
61.29 under this section.

61.30 Subd. 8b. **Aid reduction for violations.** The commissioner may reduce a charter
61.31 school's state aid by an amount not to exceed 60 percent of the charter school's basic
61.32 revenue for the period of time that a violation of law occurs.

61.33 Subd. 9. **Admission requirements.** (a) A charter school may limit admission to:

61.34 (1) pupils within an age group or grade level;

61.35 (2) pupils who are eligible to participate in the graduation incentives program under
61.36 section 124D.68; or

62.1 (3) residents of a specific geographic area in which the school is located when the
62.2 majority of students served by the school are members of underserved populations.

62.3 (b) A charter school shall enroll an eligible pupil who submits a timely application,
62.4 unless the number of applications exceeds the capacity of a program, class, grade level, or
62.5 building. In this case, pupils must be accepted by lot. The charter school must develop
62.6 and publish, including on its Web site, a lottery policy and process that it must use when
62.7 accepting pupils by lot.

62.8 (c) A charter school shall give enrollment preference to a sibling of an enrolled pupil
62.9 and to a foster child of that pupil's parents and may give preference for enrolling children
62.10 of the school's staff before accepting other pupils by lot.

62.11 (d) A person shall not be admitted to a charter school (1) as a kindergarten pupil,
62.12 unless the pupil is at least five years of age on September 1 of the calendar year in which
62.13 the school year for which the pupil seeks admission commences; or (2) as a first grade
62.14 student, unless the pupil is at least six years of age on September 1 of the calendar year in
62.15 which the school year for which the pupil seeks admission commences or has completed
62.16 kindergarten; except that a charter school may establish and publish on its Web site a
62.17 policy for admission of selected pupils at an earlier age, consistent with the enrollment
62.18 process in paragraphs (b) and (c).

62.19 (e) Except as permitted in paragraph (d), a charter school may not limit admission
62.20 to pupils on the basis of intellectual ability, measures of achievement or aptitude, or
62.21 athletic ability and may not establish any criteria or requirements for admission that are
62.22 inconsistent with this subdivision.

62.23 (f) The charter school shall not distribute any services or goods of value to students,
62.24 parents, or guardians as an inducement, term, or condition of enrolling a student in a
62.25 charter school.

62.26 Subd. 10. **Pupil performance.** A charter school must design its programs to at
62.27 least meet the outcomes adopted by the commissioner for public school students. In
62.28 the absence of the commissioner's requirements, the school must meet the outcomes
62.29 contained in the contract with the authorizer. The achievement levels of the outcomes
62.30 contained in the contract may exceed the achievement levels of any outcomes adopted by
62.31 the commissioner for public school students.

62.32 Subd. 11. **Employment and other operating matters.** (a) A charter school must
62.33 employ or contract with necessary teachers, as defined by section 122A.15, subdivision 1,
62.34 who hold valid licenses to perform the particular service for which they are employed in
62.35 the school. The charter school's state aid may be reduced under section 127A.43 if the
62.36 school employs a teacher who is not appropriately licensed or approved by the board of

63.1 teaching. The school may employ necessary employees who are not required to hold
63.2 teaching licenses to perform duties other than teaching and may contract for other services.
63.3 The school may discharge teachers and nonlicensed employees. The charter school board
63.4 is subject to section 181.932. When offering employment to a prospective employee, a
63.5 charter school must give that employee a written description of the terms and conditions
63.6 of employment and the school's personnel policies.

63.7 (b) A person, without holding a valid administrator's license, may perform
63.8 administrative, supervisory, or instructional leadership duties. The board of directors shall
63.9 establish qualifications for persons that hold administrative, supervisory, or instructional
63.10 leadership roles. The qualifications shall include at least the following areas: instruction
63.11 and assessment; human resource and personnel management; financial management;
63.12 legal and compliance management; effective communication; and board, authorizer, and
63.13 community relationships. The board of directors shall use those qualifications as the basis
63.14 for job descriptions, hiring, and performance evaluations of those who hold administrative,
63.15 supervisory, or instructional leadership roles. The board of directors and an individual
63.16 who does not hold a valid administrative license and who serves in an administrative,
63.17 supervisory, or instructional leadership position shall develop a professional development
63.18 plan. Documentation of the implementation of the professional development plan of these
63.19 persons shall be included in the school's annual report.

63.20 (c) The board of directors also shall decide and be responsible for policy matters
63.21 related to the operation of the school, including budgeting, curriculum programming,
63.22 personnel and operating procedures. The board shall adopt a policy on nepotism in
63.23 employment. The board shall adopt personnel evaluation policies and practices that,
63.24 at a minimum:

63.25 (1) carry out the school's mission and goals;

63.26 (2) evaluate the execution of charter contract goals and commitments;

63.27 (3) evaluate student achievement, postsecondary and workforce readiness, and
63.28 engagement goals; and

63.29 (4) provide professional development related to the individual's job responsibilities.

63.30 Subd. 12. **Pupils with a disability.** A charter school must comply with sections
63.31 125A.02, 125A.03 to 125A.24, and 125A.65 and rules relating to the education of pupils
63.32 with a disability as though it were a district.

63.33 Subd. 13. **Length of school year.** A charter school must provide instruction each
63.34 year for at least the number of hours required by section 120A.41. It may provide
63.35 instruction throughout the year according to sections 124D.12 to 124D.127 or 124D.128.

64.1 Subd. 14. **Annual public reports.** (a) A charter school must publish an annual report
64.2 approved by the board of directors. The annual report must at least include information
64.3 on school enrollment, student attrition, governance and management, staffing, finances,
64.4 academic performance, ~~operational performance~~, innovative practices and implementation,
64.5 and future plans. A charter school must post the annual report on the school's official Web
64.6 site. The charter school must also distribute the annual report by publication, mail, or
64.7 electronic means to the commissioner, its authorizer, school employees, and parents and
64.8 legal guardians of students enrolled in the charter school and must also post the report on
64.9 the charter school's official Web site. The reports are public data under chapter 13.

64.10 (b) An authorizer must annually aggregate the reports of all schools that it charters
64.11 and are published in accordance with paragraph (a) and submit a portfolio report to the
64.12 commissioner and the public. An authorizer's annual portfolio report must include:

64.13 (1) the academic and financial performance of all operating charter schools overseen
64.14 by the authorizer;

64.15 (2) the status of the authorizer's charter school portfolio, identifying all charter
64.16 schools in each of the following categories: approved, but not open; open and operating;
64.17 and closed, including the year closed and reason for closure;

64.18 (3) the authorizing function provided by the authorizer to the charter schools within
64.19 its portfolio, including the authorizer's operating costs and expenses detailed in annual
64.20 audited financial statements that conform to generally accepted accounting principles; and

64.21 (4) an authorizer with a charter school performing in the bottom 25 percent of both
64.22 the state's multiple measures rating and focus rating under the waiver from the federal
64.23 Elementary and Secondary Education Act, with the exception of charter schools that fall
64.24 under the provisions outlined in paragraph (d), shall also include a strategic plan to elevate
64.25 applicable charter schools from the bottom 25 percent.

64.26 (c) An authorizer shall publish on its Web site the performance of all charter schools
64.27 within its portfolio.

64.28 (d) The reporting requirement outlined in paragraph (b), clause (4), does not apply
64.29 to a charter school:

64.30 (1) that has limited admission to students eligible to participate in the graduation
64.31 incentives program under section 124D.68;

64.32 (2) where 70 percent or more of enrolled students are eligible to participate in the
64.33 graduation incentives program under section 124D.68; or

64.34 (3) where 50 percent or more of enrolled students are eligible students with
64.35 disabilities.

65.1 Subd. 15. **Review and comment.** (a) The authorizer shall provide a formal written
65.2 evaluation of the school's performance before the authorizer renews the charter contract.
65.3 The department must review and comment on the authorizer's evaluation process at the
65.4 time the authorizer submits its application for approval and each time the authorizer
65.5 undergoes its five-year review under subdivision 3, paragraph (i).

65.6 (b) An authorizer shall monitor and evaluate the ~~fiscal~~, academic, financial, and
65.7 ~~operational, and student~~ performance of the school, and may for this purpose annually
65.8 assess a charter school a fee according to paragraph (c). The agreed-upon fee structure
65.9 must be stated in the charter school contract.

65.10 (c) The fee that ~~each charter school pays to an authorizer each year~~ an authorizer
65.11 may annually assess is the greater of:

65.12 (1) the basic formula allowance for that year; or

65.13 (2) the lesser of:

65.14 (i) the maximum fee factor times the basic formula allowance for that year; or

65.15 (ii) the fee factor times the basic formula allowance for that year times the charter
65.16 school's adjusted marginal cost pupil units for that year. The fee factor equals ~~.005 in fiscal~~
65.17 ~~year 2010, .01 in fiscal year 2011, .013 in fiscal year 2012, and .015 in fiscal years 2013~~
65.18 ~~and later~~. The maximum fee factor equals ~~1.5 in fiscal year 2010, 2.0 in fiscal year 2011,~~
65.19 ~~3.0 in fiscal year 2012, and 4.0 in fiscal years 2013 and later~~.

65.20 (d) An authorizer may not assess a fee for any required services other than as
65.21 provided in this subdivision.

65.22 (e) For the preoperational planning period, after a school is chartered, the authorizer
65.23 may assess a charter school a fee equal to the basic formula allowance.

65.24 (f) By September 30 of each year, an authorizer shall submit to the commissioner a
65.25 statement of income and expenditures related to chartering activities during the previous
65.26 school year ending June 30. A copy of the statement shall be given to all schools chartered
65.27 by the authorizer.

65.28 Subd. 16. **Transportation.** (a) A charter school after its first fiscal year of operation
65.29 by March 1 of each fiscal year and a charter school by July 1 of its first fiscal year of
65.30 operation must notify the district in which the school is located and the Department of
65.31 Education if it will provide its own transportation or use the transportation services of the
65.32 district in which it is located for the fiscal year.

65.33 (b) If a charter school elects to provide transportation for pupils, the transportation
65.34 must be provided by the charter school within the district in which the charter school is
65.35 located. The state must pay transportation aid to the charter school according to section
65.36 124D.11, subdivision 2.

66.1 For pupils who reside outside the district in which the charter school is located, the
66.2 charter school is not required to provide or pay for transportation between the pupil's
66.3 residence and the border of the district in which the charter school is located. A parent
66.4 may be reimbursed by the charter school for costs of transportation from the pupil's
66.5 residence to the border of the district in which the charter school is located if the pupil is
66.6 from a family whose income is at or below the poverty level, as determined by the federal
66.7 government. The reimbursement may not exceed the pupil's actual cost of transportation
66.8 or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for
66.9 more than 250 miles per week.

66.10 At the time a pupil enrolls in a charter school, the charter school must provide the
66.11 parent or guardian with information regarding the transportation.

66.12 (c) If a charter school does not elect to provide transportation, transportation for
66.13 pupils enrolled at the school must be provided by the district in which the school is
66.14 located, according to sections 123B.88, subdivision 6, and 124D.03, subdivision 8, for a
66.15 pupil residing in the same district in which the charter school is located. Transportation
66.16 may be provided by the district in which the school is located, according to sections
66.17 123B.88, subdivision 6, and 124D.03, subdivision 8, for a pupil residing in a different
66.18 district. If the district provides the transportation, the scheduling of routes, manner and
66.19 method of transportation, control and discipline of the pupils, and any other matter relating
66.20 to the transportation of pupils under this paragraph shall be within the sole discretion,
66.21 control, and management of the district.

66.22 Subd. 17. **Leased space.** A charter school may lease space from an independent
66.23 or special school board ~~eligible to be an authorizer~~, other public organization, private,
66.24 nonprofit nonsectarian organization, private property owner, or a sectarian organization
66.25 if the leased space is constructed as a school facility. The department must review and
66.26 approve or disapprove leases in a timely manner.

66.27 Subd. 17a. **Affiliated nonprofit building corporation.** (a) Before a charter school
66.28 may organize an affiliated nonprofit building corporation (i) to renovate or purchase an
66.29 existing facility to serve as a school or (ii) to expand an existing building or construct
66.30 a new school facility, an authorizer must submit an affidavit to the commissioner for
66.31 approval in the form and manner the commissioner prescribes, and consistent with
66.32 paragraphs (b) and (c) or (d).

66.33 (b) An affiliated nonprofit building corporation under this subdivision must:

66.34 (1) be incorporated under section 317A;

66.35 (2) comply with applicable Internal Revenue Service regulations, including
66.36 regulations for "supporting organizations" as defined by the Internal Revenue Service;

67.1 (3) submit to the commissioner each fiscal year a list of current board members
67.2 and a copy of its annual audit; and

67.3 (4) comply with government data practices law under chapter 13.

67.4 An affiliated nonprofit building corporation must not serve as the leasing agent for
67.5 property or facilities it does not own. A charter school that leases a facility from an
67.6 affiliated nonprofit building corporation that does not own the leased facility is ineligible
67.7 to receive charter school lease aid. The state is immune from liability resulting from a
67.8 contract between a charter school and an affiliated nonprofit building corporation.

67.9 (c) A charter school may organize an affiliated nonprofit building corporation to
67.10 renovate or purchase an existing facility to serve as a school if the charter school:

67.11 (1) has been operating for at least five consecutive school years;

67.12 (2) has had a net positive unreserved general fund balance as of June 30 in the
67.13 preceding five fiscal years;

67.14 (3) has a long-range strategic and financial plan;

67.15 (4) completes a feasibility study of available buildings;

67.16 (5) documents enrollment projections and the need to use an affiliated building
67.17 corporation to renovate or purchase an existing facility to serve as a school; and

67.18 (6) has a plan for the renovation or purchase, which describes the parameters and
67.19 budget for the project.

67.20 (d) A charter school may organize an affiliated nonprofit building corporation to
67.21 expand an existing school facility or construct a new school facility if the charter school:

67.22 (1) demonstrates the lack of facilities available to serve as a school;

67.23 (2) has been operating for at least eight consecutive school years;

67.24 (3) has had a net positive unreserved general fund balance as of June 30 in the
67.25 preceding five fiscal years;

67.26 (4) completes a feasibility study of facility options;

67.27 (5) has a long-range strategic and financial plan that includes enrollment projections
67.28 and demonstrates the need for constructing a new school facility; and

67.29 (6) has a plan for the expansion or new school facility, which describes the
67.30 parameters and budget for the project.

67.31 Subd. 17b. Positive review and comment. (e) A charter school or an affiliated
67.32 nonprofit building corporation organized by a charter school must not initiate an
67.33 installment contract for purchase, or a lease agreement, or solicit bids for new construction,
67.34 expansion, or remodeling of an educational facility that requires an expenditure in
67.35 excess of \$1,400,000, unless it meets the criteria in subdivision 17a, paragraph (b) and

68.1 paragraph (c) or (d), as applicable, and receives a positive review and comment from
68.2 the commissioner under section 123B.71.

68.3 Subd. 19. **Disseminate information.** (a) ~~The authorizer, the operators,~~ Authorizers
68.4 and the department must disseminate information to the public on how to form and
68.5 operate a charter school. Charter schools must disseminate information about how to
68.6 use the offerings of a charter school. Targeted groups include low-income families and
68.7 communities, students of color, and students who are at risk of academic failure.

68.8 (b) Authorizers, operators, and the department also may disseminate information
68.9 about the successful best practices in teaching and learning demonstrated by charter
68.10 schools.

68.11 Subd. 20. **Leave to teach in a charter school.** If a teacher employed by a district
68.12 makes a written request for an extended leave of absence to teach at a charter school,
68.13 the district must grant the leave. The district must grant a leave not to exceed a total of
68.14 five years. Any request to extend the leave shall be granted only at the discretion of the
68.15 school board. The district may require that the request for a leave or extension of leave
68.16 be made before February 1 in the school year preceding the school year in which the
68.17 teacher intends to leave, or February 1 of the calendar year in which the teacher's leave is
68.18 scheduled to terminate. Except as otherwise provided in this subdivision and except for
68.19 section 122A.46, subdivision 7, the leave is governed by section 122A.46, including, but
68.20 not limited to, reinstatement, notice of intention to return, seniority, salary, and insurance.

68.21 During a leave, the teacher may continue to aggregate benefits and credits in the
68.22 Teachers' Retirement Association account under chapters 354 and 354A, consistent with
68.23 subdivision 22.

68.24 Subd. 21. **Collective bargaining.** Employees of the board of directors of a charter
68.25 school may, if otherwise eligible, organize under chapter 179A and comply with its
68.26 provisions. The board of directors of a charter school is a public employer, for the
68.27 purposes of chapter 179A, upon formation of one or more bargaining units at the school.
68.28 Bargaining units at the school must be separate from any other units within an authorizing
68.29 district, except that bargaining units may remain part of the appropriate unit within an
68.30 authorizing district, if the employees of the school, the board of directors of the school,
68.31 the exclusive representative of the appropriate unit in the authorizing district, and the
68.32 board of the authorizing district agree to include the employees in the appropriate unit of
68.33 the authorizing district.

68.34 Subd. 22. **Teacher and other employee retirement.** (a) Teachers in a charter
68.35 school must be public school teachers for the purposes of chapters 354 and 354A.

69.1 (b) Except for teachers under paragraph (a), employees in a charter school must be
69.2 public employees for the purposes of chapter 353.

69.3 Subd. 23. **Causes for nonrenewal or termination of charter school contract.** (a)
69.4 The duration of the contract with an authorizer must be for the term contained in the
69.5 contract according to subdivision 6. The authorizer may or may not renew a contract at
69.6 the end of the term for any ground listed in paragraph (b). An authorizer may unilaterally
69.7 terminate a contract during the term of the contract for any ground listed in paragraph (b).
69.8 At least 60 business days before not renewing or terminating a contract, the authorizer
69.9 shall notify the board of directors of the charter school of the proposed action in writing.
69.10 The notice shall state the grounds for the proposed action in reasonable detail and that the
69.11 charter school's board of directors may request in writing an informal hearing before the
69.12 authorizer within 15 business days of receiving notice of nonrenewal or termination of
69.13 the contract. Failure by the board of directors to make a written request for an informal
69.14 hearing within the 15-business-day period shall be treated as acquiescence to the proposed
69.15 action. Upon receiving a timely written request for a hearing, the authorizer shall give ten
69.16 business days' notice to the charter school's board of directors of the hearing date. The
69.17 authorizer shall conduct an informal hearing before taking final action. The authorizer
69.18 shall take final action to renew or not renew a contract no later than 20 business days
69.19 before the proposed date for terminating the contract or the end date of the contract.

69.20 (b) A contract may be terminated or not renewed upon any of the following grounds:

- 69.21 (1) failure to ~~meet~~ demonstrate satisfactory academic achievement for all groups of
69.22 students, including the requirements for pupil performance contained in the contract;
69.23 (2) failure to meet generally accepted standards of fiscal management;
69.24 (3) violations of law; or
69.25 (4) other good cause shown.

69.26 If a contract is terminated or not renewed under this paragraph, the school must be
69.27 dissolved according to the applicable provisions of chapter 317A.

69.28 ~~(c) If the authorizer and the charter school board of directors mutually agree to~~
69.29 ~~terminate or not renew the contract, a change in authorizers is allowed if the commissioner~~
69.30 ~~approves the change to a different eligible authorizer to authorize the charter school.~~
69.31 ~~Both parties must jointly submit their intent in writing to the commissioner to mutually~~
69.32 ~~terminate the contract. The authorizer that is a party to the existing contract must inform~~
69.33 ~~the proposed authorizer about the fiscal and operational status and student performance~~
69.34 ~~of the school. Before the commissioner determines whether to approve a change in~~
69.35 ~~authorizer, the proposed authorizer must identify any outstanding issues in the proposed~~
69.36 ~~charter contract that were unresolved in the previous charter contract and have the charter~~

70.1 ~~school agree to resolve those issues. If no change in authorizer is approved, the school~~
70.2 ~~must be dissolved according to applicable law and the terms of the contract.~~

70.3 (c) If the authorizer and the charter school board of directors mutually agree not to
70.4 renew the contract, a change in authorizers is allowed. The authorizer and the school
70.5 board must jointly submit a written and signed letter of their intent to the commissioner
70.6 to mutually not renew the contract. The authorizer that is a party to the existing contract
70.7 must inform the proposed authorizer about the fiscal, operational, and student performance
70.8 status of the school, as well as any outstanding contractual obligations that exist. The
70.9 charter contract between the proposed authorizer and the school must identify and provide
70.10 a plan to address any outstanding obligations from the previous contract. The proposed
70.11 contract must be submitted at least 90 business days before the end of the existing
70.12 charter contract. The commissioner shall have 15 business days to review and make a
70.13 determination. The proposed authorizer and the school shall have 15 business days to
70.14 respond to the determination and address any issues identified by the commissioner. A
70.15 final determination by the commissioner shall be made no later than 45 business days
70.16 before the end of the current charter contract. If no change in authorizer is approved, the
70.17 school and the current authorizer may withdraw their letter of nonrenewal and enter into a
70.18 new contract. If the transfer of authorizers is not approved and the current authorizer and
70.19 the school do not withdraw their letter and enter into a new contract, the school must be
70.20 dissolved according to applicable law and the terms of the contract.

70.21 (d) The commissioner, after providing reasonable notice to the board of directors of
70.22 a charter school and the existing authorizer, and after providing an opportunity for a public
70.23 hearing, may terminate the existing contract between the authorizer and the charter school
70.24 board if the charter school has a history of:

- 70.25 (1) failure to meet pupil performance requirements consistent with state law;
70.26 (2) financial mismanagement or failure to meet generally accepted standards of
70.27 fiscal management; or
70.28 (3) repeated or major violations of the law.

70.29 (e) Notwithstanding other provisions of this subdivision, the authorizer of a charter
70.30 school may terminate an existing contract between the authorizer and the charter school at
70.31 the end of the current school year, after notifying the charter school board of directors
70.32 by December 1, if in each of the previous three consecutive school years the charter
70.33 school was in the bottom 25th percentile of all schools that received the state's multiple
70.34 measurements rating unless the school was in the top 75th percentile of all schools that
70.35 received the state's focus rating in any of those three previous years under the waiver
70.36 from the federal Elementary and Secondary Education Act. If the authorizer chooses not

71.1 to terminate the existing contract under these conditions, the authorizer must submit
 71.2 a public, written justification of the decision to the commissioner by December 1. The
 71.3 commissioner may use this decision as a factor in reviewing the authorizer's performance
 71.4 under subdivision 3, paragraph (i). The multiple measurements and focus ratings identified
 71.5 in this paragraph are minimum conditions and are not intended to discourage and do not
 71.6 prevent an authorizer from closing schools which do not meet these conditions. This
 71.7 paragraph does not apply to a charter school:

71.8 (1) that has limited admission to students eligible to participate in the graduation
 71.9 incentives programs under section 124D.68;

71.10 (2) where 70 percent or more of enrolled students are eligible to participate in the
 71.11 graduation incentives programs under section 124D.68; or

71.12 (3) where 50 percent or more of enrolled students are eligible students with
 71.13 disabilities.

71.14 **Subd. 23a. Related party lease costs.** (a) A charter school is prohibited from
 71.15 entering a lease of real property with a related party unless the lessor is a nonprofit
 71.16 corporation under chapter 317A or a cooperative under chapter 308A, and the lease cost is
 71.17 reasonable under section 124D.11, subdivision 4, clause (1).

71.18 (b) For purposes of this section and section 124D.11:

71.19 (1) "related party" means an affiliate or immediate relative of the other party in
 71.20 question, an affiliate of an immediate relative, or an immediate relative of an affiliate;

71.21 (2) "affiliate" means a person that directly or indirectly, through one or more
 71.22 intermediaries, controls, is controlled by, or is under common control with another person;

71.23 (3) "immediate family" means an individual whose relationship by blood, marriage,
 71.24 adoption, or partnering is no more remote than first cousin;

71.25 (4) "person" means an individual or entity of any kind; and

71.26 (5) "control" means the ability to affect the management, operations, or policy
 71.27 actions or decisions of a person, whether through ownership of voting securities, by
 71.28 contract, or otherwise.

71.29 (c) A lease of real property to be used for a charter school, not excluded in paragraph
 71.30 (a), must contain the following statement: "This lease is subject to Minnesota Statutes,
 71.31 section 124D.10, subdivision 23a."

71.32 (d) If a charter school enters into as lessee a lease with a related party and the
 71.33 charter school subsequently closes, the commissioner has the right to recover from the
 71.34 lessor any lease payments in excess of those that are reasonable under section 124D.11,
 71.35 subdivision 4, clause (1).

72.1 Subd. 24. **Pupil enrollment upon nonrenewal or termination of charter school**
72.2 **contract.** If a contract is not renewed or is terminated according to subdivision 23, a
72.3 pupil who attended the school, siblings of the pupil, or another pupil who resides in the
72.4 same place as the pupil may enroll in the resident district or may submit an application
72.5 to a nonresident district according to section 124D.03 at any time. Applications and
72.6 notices required by section 124D.03 must be processed and provided in a prompt manner.
72.7 The application and notice deadlines in section 124D.03 do not apply under these
72.8 circumstances. The closed charter school must transfer the student's educational records
72.9 within ten business days of closure to the student's school district of residence where the
72.10 records must be retained or transferred under section 120A.22, subdivision 7.

72.11 Subd. 25. **Extent of specific legal authority.** (a) The board of directors of a charter
72.12 school may sue and be sued.

72.13 (b) The board may not levy taxes or issue bonds.

72.14 (c) The commissioner, an authorizer, members of the board of an authorizer in
72.15 their official capacity, and employees of an authorizer are immune from civil or criminal
72.16 liability with respect to all activities related to a charter school they approve or authorize.
72.17 The board of directors shall obtain at least the amount of and types of insurance up to the
72.18 applicable tort liability limits under chapter 466. The charter school board must submit
72.19 a copy of the insurance policy to its authorizer ~~and the commissioner~~ before starting
72.20 operations. The charter school board must submit changes in its insurance carrier or policy
72.21 to its authorizer ~~and the commissioner~~ within 20 business days of the change.

72.22 (d) Notwithstanding section 3.736, the charter school shall assume full liability for
72.23 its activities and indemnify and hold harmless the authorizer and its officers, agents, and
72.24 employees from any suit, claim, or liability arising from any operation of the charter school
72.25 and the commissioner and department officers, agents, and employees. A charter school
72.26 is not required to indemnify or hold harmless a state employee if the state would not be
72.27 required to indemnify and hold the employee harmless under section 3.736, subdivision 9.

72.28 Subd. 27. **Collaboration between charter school and school district.** (a) A charter
72.29 school board may voluntarily enter into a two-year, renewable agreement for collaboration
72.30 to enhance student achievement with a school district within whose geographic boundary
72.31 it operates.

72.32 (b) A school district need not be an approved authorizer to enter into a collaboration
72.33 agreement with a charter school. A charter school need not be authorized by the school
72.34 district with which it seeks to collaborate.

72.35 (c) A charter school authorizer is prohibited from requiring a collaboration agreement
72.36 as a condition of entering into or renewing a charter contract as defined in subdivision 6.

73.1 (d) Nothing in this subdivision or in the collaboration agreement may impact in any
73.2 way the authority or autonomy of the charter school.

73.3 (e) Nothing in this subdivision or in the collaboration agreement shall cause the state
73.4 to pay twice for the same student, service, or facility or otherwise impact state funding, or
73.5 the flow thereof, to the school district or the charter school.

73.6 (f) The collaboration agreement may include, but need not be limited to,
73.7 collaboration regarding facilities, transportation, training, student achievement,
73.8 assessments, mutual performance standards, and other areas of mutual agreement.

73.9 (g) The school district may include the academic performance of the students of a
73.10 collaborative charter school site operating within the geographic boundaries of the school
73.11 district, for purposes of student assessment and reporting to the state.

73.12 (h) Districts, authorizers, or charter schools entering into a collaborative agreement
73.13 are equally and collectively subject to the same state and federal accountability measures
73.14 for student achievement, school performance outcomes, and school improvement
73.15 strategies. The collaborative agreement and all accountability measures must be posted
73.16 on the district, charter school, and authorizer Web sites.

73.17 **EFFECTIVE DATE.** This section is effective the day following final enactment,
73.18 except subdivision 23 is effective July 1, 2013, and applies to multiple measurements
73.19 ratings and focus ratings from the 2010-2011 school year and later.

73.20 Sec. 2. Minnesota Statutes 2012, section 260A.02, subdivision 3, is amended to read:

73.21 Subd. 3. **Continuing truant.** "Continuing truant" means a child who is subject to the
73.22 compulsory instruction requirements of section 120A.22 and is absent from instruction in a
73.23 school, as defined in section 120A.05, without valid excuse within a single school year for:

73.24 (1) three days if the child is in elementary school; or

73.25 (2) three or more class periods on three days if the child is in middle school, junior
73.26 high school, or high school.

73.27 Nothing in this section shall prevent a school district or charter school from notifying
73.28 a truant child's parent or legal guardian of the child's truancy or otherwise addressing a
73.29 child's attendance problems prior to the child becoming a continuing truant.

73.30 Sec. 3. Minnesota Statutes 2012, section 260A.03, is amended to read:

73.31 **260A.03 NOTICE TO PARENT OR GUARDIAN WHEN CHILD IS A**
73.32 **CONTINUING TRUANT.**

74.1 Upon a child's initial classification as a continuing truant, the school attendance
74.2 officer or other designated school official shall notify the child's parent or legal guardian,
74.3 by first-class mail or other reasonable means, of the following:

74.4 (1) that the child is truant;

74.5 (2) that the parent or guardian should notify the school if there is a valid excuse
74.6 for the child's absences;

74.7 (3) that the parent or guardian is obligated to compel the attendance of the child
74.8 at school pursuant to section 120A.22 and parents or guardians who fail to meet this
74.9 obligation may be subject to prosecution under section 120A.34;

74.10 (4) that this notification serves as the notification required by section 120A.34;

74.11 (5) that alternative educational programs and services may be available in the child's
74.12 enrolling or resident district;

74.13 (6) that the parent or guardian has the right to meet with appropriate school personnel
74.14 to discuss solutions to the child's truancy;

74.15 (7) that if the child continues to be truant, the parent and child may be subject to
74.16 juvenile court proceedings under chapter 260C;

74.17 (8) that if the child is subject to juvenile court proceedings, the child may be subject
74.18 to suspension, restriction, or delay of the child's driving privilege pursuant to section
74.19 260C.201; and

74.20 (9) that it is recommended that the parent or guardian accompany the child to school
74.21 and attend classes with the child for one day.

74.22 Sec. 4. Minnesota Statutes 2012, section 260A.05, subdivision 1, is amended to read:

74.23 Subdivision 1. **Establishment.** A school district or charter school may establish
74.24 one or more school attendance review boards to exercise the powers and duties in this
74.25 section. The school district or charter school board shall appoint the members of the
74.26 school attendance review board and designate the schools within the board's jurisdiction.
74.27 Members of a school attendance review board may include:

74.28 (1) the superintendent of the school district or the superintendent's designee or
74.29 charter director or the director's designee;

74.30 (2) a principal and one or more other school officials from within the district or
74.31 charter school;

74.32 (3) parent representatives;

74.33 (4) representatives from community agencies that provide services for truant
74.34 students and their families;

74.35 (5) a juvenile probation officer;

75.1 (6) school counselors and attendance officers; and

75.2 (7) law enforcement officers.

75.3 Sec. 5. Minnesota Statutes 2012, section 260A.07, subdivision 1, is amended to read:

75.4 Subdivision 1. **Establishment; referrals.** A county attorney may establish a truancy
75.5 mediation program for the purpose of resolving truancy problems without court action. If
75.6 a student is in a school district or charter school that has established a school attendance
75.7 review board, the student may be referred to the county attorney under section 260A.06,
75.8 subdivision 3. If the student's school district or charter school has not established a board,
75.9 the student may be referred to the county attorney by the school district or charter school
75.10 if the student continues to be truant after the parent or guardian has been sent or conveyed
75.11 the notice under section 260A.03.

75.12 ARTICLE 5

75.13 SPECIAL EDUCATION

75.14 Section 1. Minnesota Statutes 2012, section 15.059, subdivision 5b, is amended to read:

75.15 Subd. 5b. **Continuation dependent on federal law.** Notwithstanding this section,
75.16 the following councils and committees do not expire unless federal law no longer requires
75.17 the existence of the council or committee:

75.18 (1) Rehabilitation Council for the Blind, created in section 248.10;

75.19 (2) Juvenile Justice Advisory Committee, created in section 299A.72;

75.20 (3) Governor's Workforce Development Council, created in section 116L.665;

75.21 (4) local workforce councils, created in section 116L.666, subdivision 2;

75.22 (5) Rehabilitation Council, created in section 268A.02, subdivision 2; ~~and~~

75.23 (6) Statewide Independent Living Council, created in section 268A.02, subdivision
75.24 2; and

75.25 (7) Interagency Coordinating Council, created in section 125A.28.

75.26 Sec. 2. Minnesota Statutes 2012, section 125A.0941, is amended to read:

75.27 125A.0941 DEFINITIONS.

75.28 (a) The following terms have the meanings given them.

75.29 (b) "Emergency" means a situation where immediate intervention is needed to
75.30 protect a child or other individual from physical injury ~~or to prevent serious property~~
75.31 ~~damage.~~ Emergency does not mean circumstances such as: a child who does not respond
75.32 to a task or request and instead places his or her head on a desk or hides under a desk or
75.33 table; a child who does not respond to a staff person's request unless failing to respond

76.1 would result in physical injury to the child or other individual; or an emergency incident
 76.2 has already occurred and no threat of physical injury currently exists.

76.3 (c) "Physical holding" means physical intervention intended to hold a child immobile
 76.4 or limit a child's movement, where body contact is the only source of physical restraint,
 76.5 and where immobilization is used to effectively gain control of a child in order to protect
 76.6 ~~the~~ a child or other person individual from physical injury. The term physical holding does
 76.7 not mean physical contact that:

76.8 (1) helps a child respond or complete a task;

76.9 (2) assists a child without restricting the child's movement;

76.10 (3) is needed to administer an authorized health-related service or procedure; or

76.11 (4) is needed to physically escort a child when the child does not resist or the child's
 76.12 resistance is minimal.

76.13 (d) "Positive behavioral interventions and supports" means interventions and
 76.14 strategies to improve the school environment and teach children the skills to behave
 76.15 appropriately.

76.16 (e) "Prone restraint" means placing a child in a face down position.

76.17 (f) "Restrictive procedures" means the use of physical holding or seclusion in an
 76.18 emergency. Restrictive procedures must not be used to punish or otherwise discipline a
 76.19 child.

76.20 (g) "Seclusion" means confining a child alone in a room from which egress is barred.
 76.21 Egress may be barred by an adult locking or closing the door in the room or preventing the
 76.22 child from leaving the room. Removing a child from an activity to a location where the
 76.23 child cannot participate in or observe the activity is not seclusion.

76.24 **EFFECTIVE DATE.** This section is effective the day following final enactment.

76.25 Sec. 3. Minnesota Statutes 2012, section 125A.0942, is amended to read:

76.26 **125A.0942 STANDARDS FOR RESTRICTIVE PROCEDURES.**

76.27 Subdivision 1. **Restrictive procedures plan.** (a) Schools that intend to use
 76.28 restrictive procedures shall maintain and make publicly accessible in an electronic format
 76.29 on a school or district Web site or make a paper copy available upon request describing a
 76.30 restrictive procedures plan for children with disabilities that includes at least the following:

76.31 (1) lists the list of restrictive procedures the school intends to use;

76.32 (2) describes how the school will implement a range of positive behavior strategies
 76.33 and provide links to mental health services;

77.1 (3) describes how the school will monitor and review the use of restrictive
 77.2 procedures, including:

77.3 (i) conducting post-use debriefings, consistent with subdivision 3, paragraph (a),
 77.4 clause (5); and

77.5 (ii) convening an oversight committee to undertake a quarterly review of the use
 77.6 of restrictive procedures based on patterns or problems indicated by similarities in the
 77.7 time of day, day of the week, duration of the use of a procedure, the individuals involved,
 77.8 or other factors associated with the use of restrictive procedures; the number of times a
 77.9 restrictive procedure is used schoolwide and for individual children; the number and types
 77.10 of injuries, if any, resulting from the use of restrictive procedures; whether restrictive
 77.11 procedures are used in nonemergency situations; the need for additional staff training; and
 77.12 proposed actions to minimize the use of restrictive procedures; and

77.13 ~~(3)~~ (4) includes a written description and documentation of the training staff
 77.14 completed under subdivision 5.

77.15 (b) Schools annually must publicly identify oversight committee members who
 77.16 must at least include:

77.17 (1) a mental health professional, school psychologist, or school social worker;

77.18 (2) an expert in positive behavior strategies;

77.19 (3) a special education administrator; and

77.20 (4) a general education administrator.

77.21 **Subd. 2. Restrictive procedures.** (a) Restrictive procedures may be used only by a
 77.22 licensed special education teacher, school social worker, school psychologist, behavior
 77.23 analyst certified by the National Behavior Analyst Certification Board, a person with a
 77.24 master's degree in behavior analysis, other licensed education professional, highly qualified
 77.25 paraprofessional under section 120B.363, or mental health professional under section
 77.26 245.4871, subdivision 27, who has completed the training program under subdivision 5.

77.27 (b) A school shall make reasonable efforts to notify the parent on the same day a
 77.28 restrictive procedure is used on the child, or if the school is unable to provide same-day
 77.29 notice, notice is sent within two days by written or electronic means or as otherwise
 77.30 indicated by the child's parent under paragraph (d).

77.31 ~~(c) When restrictive procedures are used twice in 30 days or when a pattern emerges~~
 77.32 ~~and restrictive procedures are not included in a child's individualized education program~~
 77.33 ~~or behavior intervention plan, The district must hold a meeting of the individualized~~
 77.34 ~~education program team, conduct or review a functional behavioral analysis, review data,~~
 77.35 ~~consider developing additional or revised positive behavioral interventions and supports,~~
 77.36 ~~consider actions to reduce the use of restrictive procedures, and modify the individualized~~

78.1 education program or behavior intervention plan as appropriate. The district must hold
 78.2 the meeting: within ten calendar days after district staff use restrictive procedures on two
 78.3 separate school days within 30 calendar days or a pattern of use emerges and the child's
 78.4 individualized education program or behavior intervention plan does not provide for using
 78.5 restrictive procedures in an emergency; or at the request of a parent or the district after
 78.6 restrictive procedures are used. The district must review use of restrictive procedures at a
 78.7 child's annual individualized education program meeting when the child's individualized
 78.8 education program provides for using restrictive procedures in an emergency.

78.9 (d) If the individualized education program team under paragraph (c) determines
 78.10 that existing interventions and supports are ineffective in reducing the use of restrictive
 78.11 procedures or the district uses restrictive procedures on a child on ten or more school days
 78.12 during the same school year, the team, as appropriate, either must consult with other
 78.13 professionals working with the child; consult with experts in behavior analysis, mental
 78.14 health, communication, or autism; consult with culturally competent professionals;
 78.15 review existing evaluations, resources, and successful strategies; or consider whether to
 78.16 reevaluate the child.

78.17 (e) At the individualized education program meeting under paragraph (c), the team
 78.18 must review any known medical or psychological limitations, including any medical
 78.19 information the parent provides voluntarily, that contraindicate the use of a restrictive
 78.20 procedure, consider whether to prohibit that restrictive procedure, and document any
 78.21 prohibition in the individualized education program or behavior intervention plan.

78.22 ~~(d)~~ (f) An individualized education program team may plan for using restrictive
 78.23 procedures and may include these procedures in a child's individualized education
 78.24 program or behavior intervention plan; however, the restrictive procedures may be used
 78.25 only in response to behavior that constitutes an emergency, consistent with this section.
 78.26 The individualized education program or behavior intervention plan shall indicate how the
 78.27 parent wants to be notified when a restrictive procedure is used.

78.28 **Subd. 3. Physical holding or seclusion.** (a) Physical holding or seclusion may be
 78.29 used only in an emergency. A school that uses physical holding or seclusion shall meet the
 78.30 following requirements:

78.31 (1) ~~the physical holding or seclusion must be~~ is the least intrusive intervention
 78.32 that effectively responds to the emergency;

78.33 (2) physical holding or seclusion is not used to discipline a noncompliant child;

78.34 (3) ~~physical holding or seclusion must end~~ ends when the threat of harm ends and
 78.35 the staff determines ~~that~~ the child can safely return to the classroom or activity;

79.1 ~~(3)~~ (4) staff ~~must directly observe~~ observes the child while physical holding or
79.2 seclusion is being used;

79.3 ~~(4)~~ (5) each time physical holding or seclusion is used, the staff person who
79.4 implements or oversees the physical holding or seclusion ~~shall document~~ documents, as
79.5 soon as possible after the incident concludes, the following information:

79.6 (i) a description of the incident that led to the physical holding or seclusion;

79.7 (ii) why a less restrictive measure failed or was determined by staff to be
79.8 inappropriate or impractical;

79.9 (iii) the time the physical holding or seclusion began and the time the child was
79.10 released; and

79.11 (iv) a brief record of the child's behavioral and physical status;

79.12 ~~(5)~~ (6) the room used for seclusion must:

79.13 (i) be at least six feet by five feet;

79.14 (ii) be well lit, well ventilated, adequately heated, and clean;

79.15 (iii) have a window that allows staff to directly observe a child in seclusion;

79.16 (iv) have tamperproof fixtures, electrical switches located immediately outside the
79.17 door, and secure ceilings;

79.18 (v) have doors that open out and are unlocked, locked with keyless locks that
79.19 have immediate release mechanisms, or locked with locks that have immediate release
79.20 mechanisms connected with a fire and emergency system; and

79.21 (vi) not contain objects that a child may use to injure the child or others;

79.22 ~~(6)~~ (7) before using a room for seclusion, a school must:

79.23 (i) receive written notice from local authorities that the room and the locking
79.24 mechanisms comply with applicable building, fire, and safety codes; and

79.25 (ii) register the room with the commissioner, who may view that room; and

79.26 ~~(7)~~ (8) until August 1, ~~2013~~ 2015, a school district may use prone restraints with
79.27 children age five or older ~~under the following conditions~~ if:

79.28 (i) ~~a~~ the district has provided to the department a list of staff who have had specific
79.29 training on the use of prone restraints;

79.30 (ii) ~~a~~ the district provides information on the type of training that was provided
79.31 and by whom;

79.32 (iii) ~~prone restraints may only be used by~~ staff who have received specific training
79.33 use prone restraints;

79.34 (iv) each incident of the use of prone restraints is reported to the department within
79.35 five working days on a form provided by the department; and

80.1 (v) a the district, ~~prior to~~ before using prone restraints, must review any known
80.2 medical or psychological limitations that contraindicate the use of prone restraints.
80.3 ~~The department will report back to the chairs and ranking minority members of the~~
80.4 ~~legislative committees with primary jurisdiction over education policy by February~~
80.5 ~~1, 2013, on the use of prone restraints in the schools. Consistent with item (iv),~~ The
80.6 department must collect data on districts' use of prone restraints and publish the data in a
80.7 readily accessible format on the department's Web site on a quarterly basis.

80.8 (b) ~~The department must develop a statewide plan by February 1, 2013, to reduce~~
80.9 ~~districts' use of restrictive procedures that includes~~ By March 1, 2014, stakeholders must
80.10 recommend to the commissioner specific and measurable implementation and outcome
80.11 goals for reducing the use of restrictive procedures and the commissioner must submit to
80.12 the legislature a report on districts' progress in reducing the use of restrictive procedures
80.13 that recommends how to further reduce these procedures and eliminate the use of prone
80.14 restraints. The statewide plan includes the following components: measurable goals; the
80.15 resources, training, technical assistance, mental health services, and collaborative efforts
80.16 needed to significantly reduce districts' use of prone restraints; and recommendations
80.17 to clarify and improve the law governing districts' use of restrictive procedures. The
80.18 ~~department must convene~~ commissioner must consult with interested stakeholders to
80.19 ~~develop the statewide plan and identify the need for technical assistance~~ when preparing
80.20 the report, including representatives of advocacy organizations, special education
80.21 directors, intermediate school districts, school boards, day treatment providers, county
80.22 social services, state human services department staff, mental health professionals, and
80.23 autism experts. ~~To assist the department and stakeholders under this paragraph, school~~
80.24 ~~districts must report summary data to the department by July 1, 2012, on districts' use of~~
80.25 ~~restrictive procedures during the 2011-2012 school year, including data on the number~~
80.26 ~~of incidents involving restrictive procedures, the total number of students on which~~
80.27 ~~restrictive procedures were used, the number of resulting injuries, relevant demographic~~
80.28 ~~data on the students and school, and other relevant data collected by the district.~~ By June
80.29 30 each year, districts must report summary data on their use of restrictive procedures to
80.30 the department, in a form and manner determined by the commissioner.

80.31 Subd. 4. **Prohibitions.** The following actions or procedures are prohibited:

80.32 (1) engaging in conduct prohibited under section 121A.58;

80.33 (2) requiring a child to assume and maintain a specified physical position, activity,
80.34 or posture that induces physical pain;

80.35 (3) totally or partially restricting a child's senses as punishment;

81.1 (4) presenting an intense sound, light, or other sensory stimuli using smell, taste,
81.2 substance, or spray as punishment;

81.3 (5) denying or restricting a child's access to equipment and devices such as walkers,
81.4 wheelchairs, hearing aids, and communication boards that facilitate the child's functioning,
81.5 except when temporarily removing the equipment or device is needed to prevent injury
81.6 to the child or others or serious damage to the equipment or device, in which case the
81.7 equipment or device shall be returned to the child as soon as possible;

81.8 (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or
81.9 physical abuse under section 626.556;

81.10 (7) withholding regularly scheduled meals or water;

81.11 (8) denying access to bathroom facilities; and

81.12 (9) physical holding that restricts or impairs a child's ability to breathe, restricts or
81.13 impairs a child's ability to communicate distress, places pressure or weight on a child's
81.14 head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in
81.15 straddling a child's torso.

81.16 Subd. 5. **Training for staff.** (a) To meet the requirements of subdivision 1,
81.17 staff who use restrictive procedures, including highly qualified paraprofessionals, shall
81.18 complete training in the following skills and knowledge areas:

81.19 (1) positive behavioral interventions;

81.20 (2) communicative intent of behaviors;

81.21 (3) relationship building;

81.22 (4) alternatives to restrictive procedures, including techniques to identify events and
81.23 environmental factors that may escalate behavior;

81.24 (5) de-escalation methods;

81.25 (6) standards for using restrictive procedures only in an emergency;

81.26 (7) obtaining emergency medical assistance;

81.27 (8) the physiological and psychological impact of physical holding and seclusion;

81.28 (9) monitoring and responding to a child's physical signs of distress when physical
81.29 holding is being used; ~~and~~

81.30 (10) recognizing the symptoms of and interventions that may cause positional
81.31 asphyxia when physical holding is used;

81.32 (11) district policies and procedures for timely reporting and documentation of each
81.33 incident involving use of a restricted procedure; and

81.34 (12) schoolwide programs on positive behavior strategies.

81.35 (b) The commissioner, after consulting with the commissioner of human services,
81.36 must develop and maintain a list of training programs that satisfy the requirements of

82.1 paragraph (a). The commissioner also must develop and maintain a list of experts to
82.2 help individualized education program teams reduce the use of restrictive procedures.
82.3 The district shall maintain records of staff who have been trained and the organization
82.4 or professional that conducted the training. The district may collaborate with children's
82.5 community mental health providers to coordinate trainings.

82.6 Subd. 6. **Behavior supports.** School districts are encouraged to establish effective
82.7 schoolwide systems of positive behavior interventions and supports. Nothing in this
82.8 section or section 125A.0941 precludes the use of reasonable force under sections
82.9 121A.582; 609.06, subdivision 1; and 609.379.

82.10 **EFFECTIVE DATE.** This section is effective the day following final enactment.

82.11 Sec. 4. Minnesota Statutes 2012, section 125A.27, subdivision 8, is amended to read:

82.12 Subd. 8. **Eligibility for Part C.** "Eligibility for Part C" means eligibility for
82.13 ~~early childhood special education~~ infant and toddler intervention services under section
82.14 125A.02 and Minnesota Rules.

82.15 Sec. 5. Minnesota Statutes 2012, section 125A.27, subdivision 11, is amended to read:

82.16 Subd. 11. **Interagency child find systems.** "Interagency child find systems" means
82.17 activities developed on an interagency basis with the involvement of interagency early
82.18 intervention committees and other relevant community groups, including primary referral
82.19 sources included in Code of Federal Regulations, title 34, section 303.303(c), using
82.20 rigorous standards to actively seek out, identify, and refer infants and young children,
82.21 with, or at risk of, disabilities, and their families, including a child to reduce the need for
82.22 future services. The child find system must mandate referrals for a child under the age of
82.23 three who: (1) is involved in the subject of a substantiated case of abuse or neglect, or
82.24 (2) is identified as directly affected by illegal substance abuse, or withdrawal symptoms
82.25 resulting from prenatal drug exposure, to reduce the need for future services. The referral
82.26 procedures must specify that a referral must occur within seven calendar days from the
82.27 date of identification.

82.28 Sec. 6. Minnesota Statutes 2012, section 125A.27, subdivision 14, is amended to read:

82.29 Subd. 14. **Parent.** "Parent" means ~~the biological parent with parental rights,~~
82.30 ~~adoptive parent, legal guardian, or surrogate parent~~ "parent" as defined by Code of Federal
82.31 Regulations, title 34, section 303.27, or a surrogate parent appointed in accordance with
82.32 Code of Federal Regulations, title 34, section 303.422, or United States Code, title 20,
82.33 section 1439(a)(5).

83.1 Sec. 7. Minnesota Statutes 2012, section 125A.28, is amended to read:

83.2 **125A.28 STATE INTERAGENCY COORDINATING COUNCIL.**

83.3 An Interagency Coordinating Council of at least 17, but not more than 25 members
83.4 is established, in compliance with Public Law 108-446, section 641. The members must
83.5 be appointed by the governor and reasonably represent the population of Minnesota.

83.6 Council members must elect the council chair, who may not be a representative of the
83.7 Department of Education. ~~The representative of the commissioner may not serve as the~~

83.8 ~~chair.~~ The council must be composed of at least five parents, including persons of color,

83.9 of children with disabilities under age 12, including at least three parents of a child

83.10 with a disability under age seven, five representatives of public or private providers

83.11 of services for children with disabilities under age five, including a special education

83.12 director, county social service director, local Head Start director, and a community health

83.13 services or public health nursing administrator, one member of the senate, one member of

83.14 the house of representatives, one representative of teacher preparation programs in early

83.15 childhood-special education or other preparation programs in early childhood intervention,

83.16 at least one representative of advocacy organizations for children with disabilities under

83.17 age five, one physician who cares for young children with special health care needs, one

83.18 representative each from the commissioners of commerce, education, health, human

83.19 services, a representative from the state agency responsible for child care, foster care,

83.20 mental health, homeless coordinator of education of homeless children and youth, and a

83.21 representative from Indian health services or a tribal council. Section 15.059, subdivisions

83.22 2 to 5, apply to the council. The council must meet at least quarterly.

83.23 The council must address methods of implementing the state policy of developing
83.24 and implementing comprehensive, coordinated, multidisciplinary interagency programs of
83.25 early intervention services for children with disabilities and their families.

83.26 The duties of the council include recommending policies to ensure a comprehensive

83.27 and coordinated system of all state and local agency services for children under age five

83.28 with disabilities and their families. The policies must address how to incorporate each

83.29 agency's services into a unified state and local system of multidisciplinary assessment

83.30 practices, individual intervention plans, comprehensive systems to find children in need of

83.31 services, methods to improve public awareness, and assistance in determining the role of

83.32 interagency early intervention committees.

83.33 On the date that Minnesota Part C Annual Performance Report is submitted to the

83.34 federal Office of Special Education, the council must recommend to the governor and the

83.35 commissioners of education, health, human services, commerce, and employment and

83.36 economic development policies for a comprehensive and coordinated system.

84.1 On an annual basis, the council must prepare and submit an annual report to the
 84.2 governor and the secretary of the federal Department of Education on the status of early
 84.3 intervention services and programs for infants and toddlers with disabilities and their
 84.4 families under the Individuals with Disabilities Education Act, United States Code, title
 84.5 20, sections 1471 to 1485 (Part C, Public Law 102-119), as operated in Minnesota. The
 84.6 Minnesota Part C annual performance report may serve as the report.

84.7 Notwithstanding any other law to the contrary, the State Interagency Coordinating
 84.8 Council ~~expires on June 30, 2014~~ does not expire unless federal law no longer requires
 84.9 the existence of the council or committee.

84.10 Sec. 8. Minnesota Statutes 2012, section 125A.29, is amended to read:

84.11 **125A.29 RESPONSIBILITIES OF COUNTY BOARDS AND SCHOOL**
 84.12 **BOARDS.**

84.13 (a) It is the joint responsibility of county boards and school boards to coordinate,
 84.14 provide, and pay for appropriate services, and to facilitate payment for services from public
 84.15 and private sources. Appropriate services for children eligible under section 125A.02 must
 84.16 be determined in consultation with parents, physicians, and other educational, medical,
 84.17 health, and human services providers. The services provided must be in conformity with:

84.18 (1) an IFSP for each eligible infant and toddler from birth through age two and
 84.19 the infant's or toddler's family including:

84.20 (i) American Indian infants and toddlers with disabilities and their families residing
 84.21 on a reservation geographically located in the state;

84.22 (ii) infants and toddlers with disabilities who are homeless children and their
 84.23 families; and

84.24 (iii) infants and toddlers with disabilities who are wards of the state; or

84.25 (2) an individualized education program (IEP) or individual service plan (ISP) for
 84.26 each eligible child ages three through four.

84.27 (b) Appropriate early intervention services include ~~family education and~~
 84.28 ~~counseling, home visits, occupational and physical therapy, speech pathology, audiology,~~
 84.29 ~~psychological services, special instruction, nursing, respite, nutrition, assistive technology,~~
 84.30 ~~transportation and related costs, social work, vision services, case management~~ services
 84.31 provided in conformity with an IFSP that are designed to meet the special developmental
 84.32 needs of an eligible child and the needs of the child's family related to enhancing the
 84.33 child's development and that are selected in collaboration with the parent. These services
 84.34 include core early intervention services and additional early intervention services listed in
 84.35 this section and infant and toddler intervention services defined under United States Code,

85.1 title 20, sections 1431 to 1444 and Code of Federal Regulations, title 34, section 303,
 85.2 including service coordination under section 125A.33, medical services for diagnostic and
 85.3 evaluation purposes, early identification, and screening, assessment, and health services
 85.4 necessary to enable children with disabilities to benefit from early intervention services.

85.5 (c) School and county boards shall coordinate early intervention services. In the
 85.6 absence of agreements established according to section 125A.39, service responsibilities
 85.7 for children birth through age two are as follows:

85.8 (1) school boards must provide, pay for, and facilitate payment for special education
 85.9 and related services required under sections 125A.03 and 125A.06;

85.10 (2) county boards must provide, pay for, and facilitate payment for noneducational
 85.11 services of social work, psychology, transportation and related costs, nursing, respite, and
 85.12 nutrition services not required under clause (1).

85.13 (d) School and county boards may develop an interagency agreement according
 85.14 to section 125A.39 to establish agency responsibility that assures early intervention
 85.15 services are coordinated, provided, paid for, and that payment is facilitated from public
 85.16 and private sources.

85.17 (e) County and school boards must jointly determine the primary agency in this
 85.18 cooperative effort and must notify the commissioner of the state lead agency of their
 85.19 decision.

85.20 Sec. 9. Minnesota Statutes 2012, section 125A.30, is amended to read:

85.21 **125A.30 INTERAGENCY EARLY INTERVENTION COMMITTEES.**

85.22 (a) A school district, group of districts, or special education cooperative, in
 85.23 cooperation with the health and human service agencies located in the county or counties
 85.24 in which the district or cooperative is located, must establish an Interagency Early
 85.25 Intervention Committee for children with disabilities under age five and their families
 85.26 under this section, and for children with disabilities ages three to 22 consistent with
 85.27 the requirements under sections 125A.023 and 125A.027. Committees must include
 85.28 representatives of local health, education, and county human service agencies, county
 85.29 boards, school boards, early childhood family education programs, Head Start, parents of
 85.30 young children with disabilities under age 12, child care resource and referral agencies,
 85.31 school readiness programs, current service providers, and may also include representatives
 85.32 from other private or public agencies and school nurses. The committee must elect a chair
 85.33 from among its members and must meet at least quarterly.

85.34 (b) The committee must develop and implement interagency policies and procedures
 85.35 concerning the following ongoing duties:

86.1 (1) develop public awareness systems designed to inform potential recipient families,
86.2 especially parents with premature infants, or infants with other physical risk factors
86.3 associated with learning or development complications, of available programs and services;

86.4 (2) to reduce families' need for future services, and especially parents with premature
86.5 infants, or infants with other physical risk factors associated with learning or development
86.6 complications, implement interagency child find systems designed to actively seek out,
86.7 identify, and refer infants and young children with, or at risk of, disabilities, including
86.8 a child under the age of three who: (i) is ~~involved in~~ the subject of a substantiated case
86.9 of abuse or neglect or (ii) is identified as directly affected by illegal substance abuse, or
86.10 withdrawal symptoms resulting from prenatal drug exposure;

86.11 (3) establish and evaluate the identification, referral, ~~child~~ screening, evaluation,
86.12 child- and family-directed assessment systems, procedural safeguard process,
86.13 and community learning systems to recommend, where necessary, alterations and
86.14 improvements;

86.15 (4) assure the development of individualized family service plans for all eligible
86.16 infants and toddlers with disabilities from birth through age two, and their families,
86.17 and individualized education programs and individual service plans when necessary to
86.18 appropriately serve children with disabilities, age three and older, and their families and
86.19 recommend assignment of financial responsibilities to the appropriate agencies;

86.20 (5) implement a process for assuring that services involve cooperating agencies at all
86.21 steps leading to individualized programs;

86.22 (6) facilitate the development of a ~~transitional~~ transition plan ~~if a service provider is~~
86.23 ~~not recommended to continue to provide services~~ in the individual family service plan by
86.24 the time a child is two years and nine months old;

86.25 (7) identify the current services and funding being provided within the community
86.26 for children with disabilities under age five and their families;

86.27 (8) develop a plan for the allocation and expenditure of ~~additional state and federal~~
86.28 early intervention funds under United States Code, title 20, section 1471 et seq. (Part C,
86.29 Public Law 108-446) and United States Code, title 20, section 631, et seq. (Chapter I,
86.30 Public Law 89-313); and

86.31 (9) develop a policy that is consistent with section 13.05, subdivision 9, and federal
86.32 law to enable a member of an interagency early intervention committee to allow another
86.33 member access to data classified as not public.

86.34 (c) The local committee shall also:

87.1 (1) participate in needs assessments and program planning activities conducted by
 87.2 local social service, health and education agencies for young children with disabilities
 87.3 and their families; ~~and~~.

87.4 (2) ~~review and comment on the early intervention section of the total special~~
 87.5 ~~education system for the district, the county social service plan, the section or sections of~~
 87.6 ~~the community health services plan that address needs of and service activities targeted~~
 87.7 ~~to children with special health care needs, the section on children with special needs in~~
 87.8 ~~the county child care fund plan, sections in Head Start plans on coordinated planning and~~
 87.9 ~~services for children with special needs, any relevant portions of early childhood education~~
 87.10 ~~plans, such as early childhood family education or school readiness, or other applicable~~
 87.11 ~~coordinated school and community plans for early childhood programs and services, and~~
 87.12 ~~the section of the maternal and child health special project grants that address needs of and~~
 87.13 ~~service activities targeted to children with chronic illness and disabilities.~~

87.14 Sec. 10. Minnesota Statutes 2012, section 125A.32, is amended to read:

87.15 **125A.32 INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP).**

87.16 (a) A team must participate in IFSP meetings to develop the IFSP. The team shall
 87.17 include:

87.18 (1) a parent or parents of the child, as defined in Code of Federal Regulations,
 87.19 title 34, section 303.27;

87.20 (2) other family members, as requested by the parent, if feasible to do so;

87.21 (3) an advocate or person outside of the family, if the parent requests that the
 87.22 person participate;

87.23 (4) the service coordinator who has been working with the family since the
 87.24 initial referral, or who has been designated by the public agency to be responsible for
 87.25 implementation of the IFSP and coordination with other agencies including transition
 87.26 services; ~~and~~

87.27 (5) a person or persons involved in conducting evaluations and assessments; ~~and~~

87.28 (6) as appropriate, persons who will be providing early intervention services under
 87.29 the plan to the child or family.

87.30 (b) The IFSP must include:

87.31 (1) information about the child's developmental status;

87.32 (2) family information, with the consent of the family;

87.33 (3) measurable results or major outcomes expected to be achieved by the child with
 87.34 the family's assistance, that include developmentally appropriate preliteracy and language
 87.35 skills for the child, and the criteria, procedures, and timelines;

88.1 (4) specific early intervention services based on peer-reviewed research, to the
 88.2 extent practicable, necessary to meet the unique needs of the child and the family to
 88.3 achieve the outcomes;

88.4 (5) payment arrangements, if any;

88.5 (6) medical and other services that the child needs, but that are not required under
 88.6 the Individual with Disabilities Education Act, United States Code, title 20, section 1471
 88.7 et seq. (Part C, Public Law 108-446) including funding sources to be used in paying for
 88.8 those services and the steps that will be taken to secure those services through public
 88.9 or private sources;

88.10 (7) dates and duration of early intervention services;

88.11 (8) name of the service coordinator;

88.12 (9) steps to be taken to support a child's transition from early infant and toddler
 88.13 intervention services to other appropriate services, including convening a transition
 88.14 conference at least 90 days or, at the discretion of all parties, not more than nine months
 88.15 before the child is eligible for preschool services; and

88.16 (10) ~~signature of the parent and~~ authorized signatures of the agencies responsible
 88.17 for providing, paying for, or facilitating payment, or any combination of these, for early
 88.18 infant and toddler intervention services.

88.19 Sec. 11. Minnesota Statutes 2012, section 125A.33, is amended to read:

88.20 **125A.33 SERVICE COORDINATION.**

88.21 (a) The team responsible for the initial evaluation and the child- and family-directed
 88.22 assessment and for developing the IFSP under section 125A.32, if appropriate, must
 88.23 select a service coordinator to carry out service coordination activities on an interagency
 88.24 basis. Service coordination must actively promote a family's capacity and competency
 88.25 to identify, obtain, coordinate, monitor, and evaluate resources and services to meet the
 88.26 family's needs. Service coordination activities include:

88.27 (1) coordinating the performance of evaluations and assessments;

88.28 (2) facilitating and participating in the development, review, and evaluation of
 88.29 individualized family service plans;

88.30 (3) assisting families in identifying available service providers;

88.31 (4) coordinating and monitoring the delivery of available services;

88.32 (5) informing families of the availability of advocacy services;

88.33 (6) coordinating with medical, health, and other service providers;

88.34 (7) facilitating the development of a transition plan to preschool, school, or if
 88.35 appropriate, to other services, at least 90 days before the time the child is no longer

89.1 eligible for early infant and toddler intervention services or, at the discretion of all parties,
 89.2 not more than nine months prior to the child's ~~eligibility for preschool services~~ third
 89.3 birthday, if appropriate;

89.4 (8) managing the early intervention record and submitting additional information to
 89.5 the local primary agency at the time of periodic review and annual evaluations; and

89.6 (9) notifying a local primary agency when disputes between agencies impact service
 89.7 delivery required by an IFSP.

89.8 (b) A service coordinator must be knowledgeable about children and families
 89.9 receiving services under this section, requirements of state and federal law, and services
 89.10 available in the interagency early childhood intervention system. The IFSP must include
 89.11 the name of the services coordinator from the profession most relevant to the child's or
 89.12 family's needs or who is otherwise qualified to carry out all applicable responsibilities
 89.13 under the Individuals with Disabilities Education Act, United States Code, title 20,
 89.14 sections 1471 to 1485 (Part C, Public Law 102-119), who will be responsible for
 89.15 implementing the early intervention services identified in the child's IFSP, including
 89.16 transition services, and coordination with other agencies and persons.

89.17 Sec. 12. Minnesota Statutes 2012, section 125A.35, subdivision 1, is amended to read:

89.18 Subdivision 1. **Lead agency; allocation of resources.** The state lead agency must
 89.19 administer the early intervention account that consists of federal allocations. The Part C
 89.20 state plan must state the amount of federal resources in the early intervention account
 89.21 available for use by local agencies. The state lead agency must distribute the funds to the
 89.22 local primary agency designated by an Interagency Early Intervention Committee based
 89.23 on a formula that includes a December 1 count of the prior year of Part C eligible children
 89.24 for the following purposes:

89.25 (1) as provided in Code of Federal Regulations, title 34, part ~~303.425~~ 303.430, to
 89.26 arrange for payment for early intervention services not elsewhere available, or to pay for
 89.27 services during the pendency of a conflict procedure, including mediation, complaints, due
 89.28 process hearings, and interagency disputes; and

89.29 (2) to support interagency child find system activities.

89.30 Sec. 13. Minnesota Statutes 2012, section 125A.36, is amended to read:

89.31 **125A.36 PAYMENT FOR SERVICES.**

89.32 Core early intervention services must be provided at public expense with no cost to
 89.33 parents. Parents must be requested to assist in the cost of additional early intervention
 89.34 services by using third-party payment sources ~~and applying for available resources.~~

90.1 Payment structures permitted under state law must be used to pay for additional early
 90.2 intervention services. Parental financial responsibility must be clearly defined in the
 90.3 IFSP. A parent's inability to pay must not prohibit a child from receiving needed early
 90.4 intervention services.

90.5 Sec. 14. Minnesota Statutes 2012, section 125A.43, is amended to read:

90.6 **125A.43 MEDIATION PROCEDURE.**

90.7 (a) The commissioner, or the commissioner's designee, of the state lead agency must
 90.8 use federal funds to provide mediation for the activities in paragraphs (b) and (c).

90.9 (b) A parent may resolve a dispute regarding issues in section 125A.42, paragraph
 90.10 (b), clause (5), through mediation. If the parent chooses mediation, mediation must be
 90.11 voluntary on the part of the parties. The parent and the public agencies must complete the
 90.12 mediation process within 30 calendar days of the date the ~~Office of Dispute Resolution~~
 90.13 Department of Education receives a parent's written request for mediation signed by
 90.14 the parent and the district. The mediation process may not be used to delay a parent's
 90.15 right to a due process hearing. The resolution of the mediation is ~~not~~ binding on ~~any~~
 90.16 party both parties.

90.17 (c) Resolution of a dispute through mediation, or other form of alternative dispute
 90.18 resolution, is not limited to formal disputes arising from the objection of a parent or
 90.19 guardian and is not limited to the period following a request for a due process hearing.

90.20 (d) The commissioner shall provide training and resources to school districts to
 90.21 facilitate early identification of disputes and access to mediation.

90.22 (e) The local primary agency may request mediation on behalf of involved agencies
 90.23 when there are disputes between agencies regarding responsibilities to coordinate, provide,
 90.24 pay for, or facilitate payment for early intervention services.

90.25 Sec. 15. Minnesota Statutes 2012, section 256B.0625, subdivision 26, is amended to
 90.26 read:

90.27 Subd. 26. **Special education services.** (a) Medical assistance covers medical
 90.28 services identified in a recipient's individualized education program and covered under the
 90.29 medical assistance state plan. Covered services include occupational therapy, physical
 90.30 therapy, speech-language therapy, clinical psychological services, nursing services,
 90.31 school psychological services, school social work services, personal care assistants
 90.32 serving as management aides, assistive technology devices, transportation services,
 90.33 health assessments, and other services covered under the medical assistance state plan.
 90.34 Mental health services eligible for medical assistance reimbursement must be provided or

91.1 coordinated through a children's mental health collaborative where a collaborative exists if
91.2 the child is included in the collaborative operational target population. The provision or
91.3 coordination of services does not require that the individualized education program be
91.4 developed by the collaborative.

91.5 The services may be provided by a Minnesota school district that is enrolled as a
91.6 medical assistance provider or its subcontractor, and only if the services meet all the
91.7 requirements otherwise applicable if the service had been provided by a provider other
91.8 than a school district, in the following areas: medical necessity, physician's orders,
91.9 documentation, personnel qualifications, and prior authorization requirements. In order
91.10 to receive reimbursement for the individual education program health-related mental
91.11 health services, school districts may use the evaluation or assessment used for emotional
91.12 or behavioral disorder, as defined in Minnesota Rules, part 3525.1329, in lieu of the
91.13 diagnostic assessment required as part of the children's therapeutic services and supports.
91.14 School districts may use the individualized education program, behavior intervention plan,
91.15 and student progress reviews in lieu of the individual treatment plan, crisis plan, and
91.16 90-day review required by children's therapeutic services and supports. The nonfederal
91.17 share of costs for services provided under this subdivision is the responsibility of the local
91.18 school district as provided in section 125A.74. Services listed in a child's individualized
91.19 education program are eligible for medical assistance reimbursement only if those services
91.20 meet criteria for federal financial participation under the Medicaid program.

91.21 (b) Approval of health-related services for inclusion in the individualized education
91.22 program does not require prior authorization for purposes of reimbursement under this
91.23 chapter. The commissioner may require physician review and approval of the plan not
91.24 more than once annually or upon any modification of the individualized education
91.25 program that reflects a change in health-related services.

91.26 (c) Services of a speech-language pathologist provided under this section are covered
91.27 notwithstanding Minnesota Rules, part 9505.0390, subpart 1, item L, if the person:

91.28 (1) holds a masters degree in speech-language pathology;

91.29 (2) is licensed by the Minnesota Board of Teaching as an educational
91.30 speech-language pathologist; and

91.31 (3) either has a certificate of clinical competence from the American Speech and
91.32 Hearing Association, has completed the equivalent educational requirements and work
91.33 experience necessary for the certificate or has completed the academic program and is
91.34 acquiring supervised work experience to qualify for the certificate.

92.1 (d) Medical assistance coverage for medically necessary services provided under
92.2 other subdivisions in this section may not be denied solely on the basis that the same or
92.3 similar services are covered under this subdivision.

92.4 (e) The commissioner shall develop and implement package rates, bundled rates, or
92.5 per diem rates for special education services under which separately covered services are
92.6 grouped together and billed as a unit in order to reduce administrative complexity.

92.7 (f) The commissioner shall develop a cost-based payment structure for payment of
92.8 these services. Only costs reported through the designated Minnesota Department of
92.9 Education data systems in distinct service categories qualify for inclusion in the cost-based
92.10 payment structure. The commissioner shall reimburse claims submitted based on an
92.11 interim rate, and shall settle at a final rate once the department has determined it. The
92.12 commissioner shall notify the school district of the final rate. The school district has 60
92.13 days to appeal the final rate. To appeal the final rate, the school district shall file a written
92.14 appeal request to the commissioner within 60 days of the date the final rate determination
92.15 was mailed. The appeal request shall specify (1) the disputed items and (2) the name and
92.16 address of the person to contact regarding the appeal.

92.17 (g) Effective July 1, 2000, medical assistance services provided under an
92.18 individualized education program or an individual family service plan by local school
92.19 districts shall not count against medical assistance authorization thresholds for that child.

92.20 (h) Nursing services as defined in section 148.171, subdivision 15, and provided
92.21 as an individualized education program health-related service, are eligible for medical
92.22 assistance payment if they are otherwise a covered service under the medical assistance
92.23 program. Medical assistance covers the administration of prescription medications by a
92.24 licensed nurse who is employed by or under contract with a school district when the
92.25 administration of medications is identified in the child's individualized education program.
92.26 The simple administration of medications alone is not covered under medical assistance
92.27 when administered by a provider other than a school district or when it is not identified in
92.28 the child's individualized education program.

92.29 (i) School social work services, as defined in the practice of social work in
92.30 section 148E.010, subdivision 15, and provided as an individualized education program
92.31 health-related service, are eligible for medical assistance payment. School social work
92.32 services include those services provided to assist the student or family members in
92.33 understanding the nature of the disability, the special needs of the student, and the student's
92.34 development. The services, as identified and described in the individualized education
92.35 program include, but are not limited to: evaluations; social work services provided to
92.36 children and youth with social, psychological, or behavioral problems; and unscheduled

93.1 activities for the purpose of resolving an immediate crisis situation. School social work
93.2 services are provided to youth and children with conditions that may impair or limit
93.3 behavioral, cognitive, emotional, mental, or social functioning. School social work
93.4 service, as an individualized education program health-related service, shall be billed as a
93.5 separate service and not require children's therapeutic services and supports certification.
93.6 School social work services shall be provided by a social worker that possesses both a
93.7 social work license from the Board of Social Work and a school social work license
93.8 from the Board of Teaching.

93.9 (j) School psychological services, as defined in Minnesota Rules, part 8710.6200,
93.10 and provided as an individualized education program health-related service, are eligible
93.11 for medical assistance payment. School psychological services include those services
93.12 provided to assist the student or family members in understanding the nature of the
93.13 disability, the special needs of the student, and the student's development. The services,
93.14 as identified and described in the individualized education program include, but are
93.15 not limited to: evaluations; psychological services provided to children and youth
93.16 with social, psychological, or behavioral problems; and unscheduled activities for the
93.17 purpose of resolving an immediate crisis situation. School psychological services are
93.18 provided to youth and children with conditions that may impair or limit behavioral,
93.19 cognitive, emotional, mental, or social functioning. School psychological service, as an
93.20 individualized education program health-related service, shall be billed as a separate
93.21 service and not require children's therapeutic services and supports certification. School
93.22 psychological services shall be provided by a school psychologist that possesses a school
93.23 psychological license from the Board of Teaching.

93.24 **Sec. 16. RULEMAKING AUTHORITY.**

93.25 The commissioner of education shall amend Minnesota Rules related to the provision
93.26 of special education under Part C of the Individuals with Disabilities Education Act using
93.27 the expedited rulemaking process in section 14.389. The commissioner shall amend rules
93.28 in response to new federal regulations in Code of Federal Regulations, title 34, part 303,
93.29 including definitions of and procedures related to evaluation and assessment, including
93.30 assessment of the child and family, initial evaluation and assessment, native language,
93.31 the use of informed clinical opinion as an independent basis to establish eligibility, and
93.32 transition of a toddler from Part C consistent with Code of Federal Regulations, title
93.33 34, sections 303.24, 303.25 and 303.321.

93.34 **Sec. 17. APPROPRIATION.**

94.1 \$...... is appropriated from the general fund in fiscal year 2014 to the commissioner
94.2 of education to: help school districts address the needs of children subject to a high use
94.3 of prone restraints under Minnesota Statutes, sections 125A.0941 and 125A.0942; and
94.4 work with the commissioner of human services to coordinate appropriations, resources,
94.5 and staff expertise to help these children.

94.6 **EFFECTIVE DATE.** This section is effective July 1, 2013.

94.7 Sec. 18. **REPEALER.**

94.8 Minnesota Statutes 2012, section 125A.35, subdivisions 4 and 5, are repealed.

94.9 **ARTICLE 6**

94.10 **EARLY CHILDHOOD**

94.11 Section 1. Laws 2011, First Special Session chapter 11, article 7, section 2, subdivision
94.12 8, as amended by Laws 2012, chapter 239, article 3, section 4, is amended to read:

94.13 Subd. 8. **Early childhood education scholarships.** For grants to early childhood
94.14 education scholarships for public or private early childhood preschool programs for
94.15 children ages 3 to 5:

94.16 \$ 2,000,000 2013

94.17 (a) All children whose parents or legal guardians meet the eligibility requirements
94.18 of paragraph (b) established by the commissioner are eligible to receive early childhood
94.19 education scholarships under this section.

94.20 (b) A parent or legal guardian is eligible for an early childhood education scholarship
94.21 if the parent or legal guardian:

94.22 (1) has a child three or four years of age on September 1, beginning in calendar
94.23 year 2012; and

94.24 (2)(i) has income equal to or less than 47 percent of the state median income in the
94.25 current calendar year; or

94.26 (ii) can document their child's identification through another public funding
94.27 eligibility process, including the Free and Reduced Price Lunch Program, National School
94.28 Lunch Act, United States Code, title 42, section 1751, part 210; Head Start under federal
94.29 Improving Head Start for School Readiness Act of 2007; Minnesota family investment
94.30 program under chapter 256J; and child care assistance programs under chapter 119B.

94.31 Early childhood scholarships may not be counted as earned income for the purposes of
94.32 medical assistance, MinnesotaCare, MFIP, child care assistance, or Head Start programs.

95.1 Each year, if this appropriation is insufficient to provide early childhood education
95.2 scholarships to all eligible children, the Department of Education shall make scholarships
95.3 available on a first-come, first-served basis.

95.4 The commissioner of education shall submit a written report to the education
95.5 committees of the legislature by January 15, 2012, describing its plan for implementation
95.6 of scholarships under this subdivision for the 2012-2013 school year.

95.7 Any balance in the first year does not cancel but is available in the second year.

95.8 The base for this program is \$3,000,000 each year."

95.9 Amend the title accordingly