

320.25 **ARTICLE 15**
320.26 **SPECIAL EDUCATION**

133.19 **ARTICLE 10**
133.20 **SPECIAL EDUCATION**

S2744-2

37.27 Section 1. Minnesota Statutes 2015 Supplement, section 120B.125, is amended to read:

37.28 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
37.29 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL**
37.30 **LEARNING PLANS.**

37.31 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15,
37.32 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school
37.33 districts, beginning in the 2013-2014 school year, must assist all students by no later
38.1 than grade 9 to explore their educational, college, and career interests, aptitudes, and
38.2 aspirations and develop a plan for a smooth and successful transition to postsecondary
38.3 education or employment. All students' plans must:

38.4 (1) provide a comprehensive plan to prepare for and complete a career and college
38.5 ready curriculum by meeting state and local academic standards and developing career and
38.6 employment-related skills such as team work, collaboration, creativity, communication,
38.7 critical thinking, and good work habits;

38.8 (2) emphasize academic rigor and high expectations;

38.9 (3) help students identify interests, aptitudes, aspirations, and personal learning
38.10 styles that may affect their career and college ready goals and postsecondary education
38.11 and employment choices;

38.12 (4) set appropriate career and college ready goals with timelines that identify
38.13 effective means for achieving those goals;

38.14 (5) help students access education and career options;

38.15 (6) integrate strong academic content into career-focused courses and applied and
38.16 experiential learning opportunities and integrate relevant career-focused courses and
38.17 applied and experiential learning opportunities into strong academic content;

38.18 (7) help identify and access appropriate counseling and other supports and assistance
38.19 that enable students to complete required coursework, prepare for postsecondary education
38.20 and careers, and obtain information about postsecondary education costs and eligibility
38.21 for financial aid and scholarship;

38.22 (8) help identify collaborative partnerships among prekindergarten through grade
38.23 12 schools, postsecondary institutions, economic development agencies, and local and
38.24 regional employers that support students' transition to postsecondary education and
38.25 employment and provide students with applied and experiential learning opportunities; and

133.21 Section 1. Minnesota Statutes 2015 Supplement, section 120B.125, is amended to read:

133.22 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
133.23 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL**
133.24 **LEARNING PLANS.**

133.25 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15,
133.26 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school
133.27 districts, beginning in the 2013-2014 school year, must assist all students by no later
133.28 than grade 9 to explore their educational, college, and career interests, aptitudes, and
133.29 aspirations and develop a plan for a smooth and successful transition to postsecondary
133.30 education or employment. All students' plans must:

133.31 (1) provide a comprehensive plan to prepare for and complete a career and college
133.32 ready curriculum by meeting state and local academic standards and developing career and
134.1 employment-related skills such as team work, collaboration, creativity, communication,
134.2 critical thinking, and good work habits;

134.3 (2) emphasize academic rigor and high expectations;

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134.5 styles that may affect their career and college ready goals and postsecondary education
134.6 and employment choices;

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134.8 effective means for achieving those goals;

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134.13 (7) help identify and access appropriate counseling and other supports and assistance
134.14 that enable students to complete required coursework, prepare for postsecondary education
134.15 and careers, and obtain information about postsecondary education costs and eligibility
134.16 for financial aid and scholarship;

134.17 (8) help identify collaborative partnerships among prekindergarten through grade
134.18 12 schools, postsecondary institutions, economic development agencies, and local and
134.19 regional employers that support students' transition to postsecondary education and
134.20 employment and provide students with applied and experiential learning opportunities; and

38.26 (9) be reviewed and revised at least annually by the student, the student's parent or
 38.27 guardian, and the school or district to ensure that the student's course-taking schedule keeps
 38.28 the student making adequate progress to meet state and local academic standards and high
 38.29 school graduation requirements and with a reasonable chance to succeed with employment
 38.30 or postsecondary education without the need to first complete remedial course work.

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

39.1 (c) Educators must possess the knowledge and skills to effectively teach all English
 39.2 learners in their classrooms. School districts must provide appropriate curriculum,
 39.3 targeted materials, professional development opportunities for educators, and sufficient
 39.4 resources to enable English learners to become career and college ready.

39.5 (d) When assisting students in developing a plan for a smooth and successful
 39.6 transition to postsecondary education and employment, districts must recognize the unique
 39.7 possibilities of each student and ensure that the contents of each student's plan reflect the
 39.8 student's unique talents, skills, and abilities as the student grows, develops, and learns.

39.9 (e) A student with a disability that has an individualized education program (IEP)
 39.10 or standardized written plan that meets the plan components of this section does not
 39.11 need an additional plan.

39.12 Sec. 2. Minnesota Statutes 2014, section 122A.31, subdivision 3, is amended to read:

39.13 Subd. 3. **Qualified interpreters.** The Department of Education ~~and the resourcee~~
 39.14 ~~center~~; state specialist for deaf and ~~hard-of-hearing~~ hard-of-hearing shall work with
 39.15 existing interpreter/transliterator training programs, other training/educational institutions,
 39.16 and the regional service centers to ensure that ongoing staff development training for
 39.17 educational interpreters/transliterators is provided throughout the state.

39.18 Sec. 3. Minnesota Statutes 2014, section 124D.15, subdivision 15, is amended to read:

39.19 Subd. 15. **Eligibility.** A child is eligible to participate in a school readiness program
 39.20 if the child:

39.21 (1) is at least three years old on September 1;

39.22 (2) has completed health and developmental screening within 90 days of program
 39.23 enrollment under sections 121A.16 to 121A.19; and

39.24 (3) has one or more of the following risk factors:

39.25 (i) qualifies for free or reduced-price lunch;

39.26 (ii) is an English learner;

134.21 (9) be reviewed and revised at least annually by the student, the student's parent or
 134.22 guardian, and the school or district to ensure that the student's course-taking schedule keeps
 134.23 the student making adequate progress to meet state and local academic standards and high
 134.24 school graduation requirements and with a reasonable chance to succeed with employment
 134.25 or postsecondary education without the need to first complete remedial course work.

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

134.31 (c) Educators must possess the knowledge and skills to effectively teach all English
 134.32 learners in their classrooms. School districts must provide appropriate curriculum,
 134.33 targeted materials, professional development opportunities for educators, and sufficient
 134.34 resources to enable English learners to become career and college ready.

134.35 (d) When assisting students in developing a plan for a smooth and successful
 134.36 transition to postsecondary education and employment, districts must recognize the unique
 135.1 possibilities of each student and ensure that the contents of each student's plan reflect the
 135.2 student's unique talents, skills, and abilities as the student grows, develops, and learns.

135.3 (e) If a student with a disability has an individualized education program (IEP) or
 135.4 standardized written plan that meets the plan components of this section, the IEP satisfies
 135.5 the requirement and no additional transition plan is needed.

135.6 Sec. 2. Minnesota Statutes 2014, section 122A.31, subdivision 3, is amended to read:

135.7 Subd. 3. **Qualified interpreters.** The Department of Education ~~and the resourcee~~
 135.8 ~~center~~; state specialist for deaf and ~~hard-of-hearing~~ hard-of-hearing shall work with
 135.9 existing interpreter/transliterator training programs, other training/educational institutions,
 135.10 and the regional service centers to ensure that ongoing staff development training for
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135.16 (2) has completed health and developmental screening within 90 days of program
 135.17 enrollment under sections 121A.16 to 121A.19; and

135.18 (3) has one or more of the following risk factors:

135.19 (i) qualifies for free or reduced-price lunch;

135.20 (ii) is an English learner;

39.27 (iii) is homeless;

39.28 (iv) has an individualized education program (IEP) or ~~an individual interagency~~

39.29 ~~intervention plan (HHP) standardized written plan~~;

39.30 (v) is identified, through health and developmental screenings under sections

39.31 121A.16 to 121A.19, with a potential risk factor that may influence learning; or

39.32 (vi) is defined as ~~at-risk~~ at risk by the school district.

135.21 (iii) is homeless;

135.22 (iv) has an individualized education program (IEP) or ~~an individual interagency~~

135.23 ~~intervention plan (HHP) standardized written plan~~;

135.24 (v) is identified, through health and developmental screenings under sections

135.25 121A.16 to 121A.19, with a potential risk factor that may influence learning; or

135.26 (vi) is defined as ~~at-risk~~ at risk by the school district.

UEH2749-1

320.27 Section 1. Minnesota Statutes 2015 Supplement, section 125A.08, is amended to read:

320.28 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

320.29 (a) At the beginning of each school year, each school district shall have in effect, for

320.30 each child with a disability, an individualized education program.

320.31 (b) As defined in this section, every district must ensure the following:

321.1 (1) all students with disabilities are provided the special instruction and services

321.2 which are appropriate to their needs. Where the individualized education program team

321.3 has determined appropriate goals and objectives based on the student's needs, including the

321.4 extent to which the student can be included in the least restrictive environment, and where

321.5 there are essentially equivalent and effective instruction, related services, or assistive

321.6 technology devices available to meet the student's needs, cost to the district may be among

321.7 the factors considered by the team in choosing how to provide the appropriate services,

321.8 instruction, or devices that are to be made part of the student's individualized education

321.9 program. The individualized education program team shall consider and may authorize

321.10 services covered by medical assistance according to section 256B.0625, subdivision 26.

321.11 When a school district makes a determination of other health disability under Minnesota

321.12 Rules, part 3525.1335, subparts 1, and 2, item A, subitem (1), the student's individualized

321.13 education program team must seek written and signed documentation by a licensed health

321.14 provider within the scope of the provider's practice of a medically diagnosed chronic or

321.15 acute health condition. The student's needs and the special education instruction and

321.16 services to be provided must be agreed upon through the development of an individualized

321.17 education program. The program must address the student's need to develop skills to

321.18 live and work as independently as possible within the community. The individualized

321.19 education program team must consider positive behavioral interventions, strategies,

321.20 and supports that address behavior needs for children. During grade 9, the program

321.21 must address the student's needs for transition from secondary services to postsecondary

321.22 education and training, employment, community participation, recreation, and leisure

321.23 and home living. In developing the program, districts must inform parents of the full

321.24 range of transitional goals and related services that should be considered. The program

321.25 must include a statement of the needed transition services, including a statement of the

321.26 interagency responsibilities or linkages or both before secondary services are concluded;

321.27 (2) children with a disability under age five and their families are provided special

321.28 instruction and services appropriate to the child's level of functioning and needs;

321.29 (3) children with a disability and their parents or guardians are guaranteed procedural

321.30 safeguards and the right to participate in decisions involving identification, assessment

321.31 including assistive technology assessment, and educational placement of children with a

321.32 disability;

321.33 (4) eligibility and needs of children with a disability are determined by an initial

321.34 evaluation or reevaluation, which may be completed using existing data under United

321.35 States Code, title 20, section 33, et seq.;

322.1 (5) to the maximum extent appropriate, children with a disability, including those

322.2 in public or private institutions or other care facilities, are educated with children who

322.3 are not disabled, and that special classes, separate schooling, or other removal of children

322.4 with a disability from the regular educational environment occurs only when and to the

322.5 extent that the nature or severity of the disability is such that education in regular classes

322.6 with the use of supplementary services cannot be achieved satisfactorily;

322.7 (6) in accordance with recognized professional standards, testing and evaluation

322.8 materials, and procedures used for the purposes of classification and placement of children

322.9 with a disability are selected and administered so as not to be racially or culturally

322.10 discriminatory; and

322.11 (7) the rights of the child are protected when the parents or guardians are not known

322.12 or not available, or the child is a ward of the state.

322.13 (c) For all paraprofessionals employed to work in programs whose role in part is

322.14 to provide direct support to students with disabilities, the school board in each district

322.15 shall ensure that:

322.16 (1) before or beginning at the time of employment, each paraprofessional must

322.17 develop sufficient knowledge and skills in emergency procedures, building orientation,

322.18 roles and responsibilities, confidentiality, vulnerability, and reportability, among other

322.19 things, to begin meeting the needs, especially disability-specific and behavioral needs, of

322.20 the students with whom the paraprofessional works;

322.21 (2) annual training opportunities are required to enable the paraprofessional to

322.22 continue to further develop the knowledge and skills that are specific to the students with

322.23 whom the paraprofessional works, including understanding disabilities, the unique and

322.24 individual needs of each student according to the student's disability and how the disability

322.25 affects the student's education and behavior, following lesson plans, and implementing

322.26 follow-up instructional procedures and activities; and

322.27 (3) a districtwide process obligates each paraprofessional to work under the ongoing
 322.28 direction of a licensed teacher and, where appropriate and possible, the supervision of a
 322.29 school nurse.

S2744-2

40.1 Sec. 4. Minnesota Statutes 2015 Supplement, section 125A.08, is amended to read:
 40.2 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

40.3 (a) At the beginning of each school year, each school district shall have in effect, for
 40.4 each child with a disability, an individualized education program (IEP).

40.5 (b) As defined in this section, every district must ensure the following:

40.6 (1) all students with disabilities are provided the special instruction and services
 40.7 which are appropriate to their needs. Where the individualized education program team
 40.8 has determined appropriate goals and objectives based on the student's needs, including the
 40.9 extent to which the student can be included in the least restrictive environment, and where
 40.10 there are essentially equivalent and effective instruction, related services, or assistive
 40.11 technology devices available to meet the student's needs, cost to the district may be among
 40.12 the factors considered by the team in choosing how to provide the appropriate services,
 40.13 instruction, or devices that are to be made part of the student's individualized education
 40.14 program. The individualized education program team shall consider and may authorize
 40.15 services covered by medical assistance according to section 256B.0625, subdivision 26.
 40.16 The student's needs and the special education instruction and services to be provided must
 40.17 be agreed upon through the development of an individualized education program. The
 40.18 program must address the student's need to develop skills to live and work as independently
 40.19 as possible within the community. The individualized education program team must
 40.20 consider positive behavioral interventions, strategies, and supports that address behavior
 40.21 needs for children. During grade 9, the program must address the student's needs for
 40.22 transition from secondary services to postsecondary education and training, employment,
 40.23 community participation, recreation, and leisure and home living. In developing the
 40.24 program, districts must inform parents of the full range of transitional goals and related
 40.25 services that should be considered. The program must include a statement of the needed
 40.26 transition services, including a statement of the interagency responsibilities or linkages or
 40.27 both before secondary services are concluded. If the IEP meets the plan components in
 40.28 section 120B.125, the IEP satisfies the requirement and no additional plan is needed;

40.29 (2) children with a disability under age five and their families are provided special
 40.30 instruction and services appropriate to the child's level of functioning and needs;

135.27 Sec. 4. Minnesota Statutes 2015 Supplement, section 125A.08, is amended to read:
 135.28 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

135.29 (a) At the beginning of each school year, each school district shall have in effect, for
 135.30 each child with a disability, an individualized education program.

135.31 (b) As defined in this section, every district must ensure the following:

135.32 (1) all students with disabilities are provided the special instruction and services
 135.33 which are appropriate to their needs. Where the individualized education program team
 136.1 has determined appropriate goals and objectives based on the student's needs, including
 136.2 the extent to which the student can be included in the least restrictive environment,
 136.3 and where there are essentially equivalent and effective instruction, related services, or
 136.4 assistive technology devices available to meet the student's needs, cost to the district may
 136.5 be among the factors considered by the team in choosing how to provide the appropriate
 136.6 services, instruction, or devices that are to be made part of the student's individualized
 136.7 education program. The individualized education program team shall consider and
 136.8 may authorize services covered by medical assistance according to section 256B.0625,
 136.9 subdivision 26. The student's needs and the special education instruction and services to
 136.10 be provided must be agreed upon through the development of an individualized education
 136.11 program. The program must address the student's need to develop skills to live and work
 136.12 as independently as possible within the community. The individualized education program
 136.13 team must consider positive behavioral interventions, strategies, and supports that address
 136.14 behavior needs for children. During grade 9, the program must address the student's
 136.15 needs for transition from secondary services to postsecondary education and training,
 136.16 employment, community participation, recreation, and leisure and home living. In
 136.17 developing the program, districts must inform parents of the full range of transitional goals
 136.18 and related services that should be considered. The program must include a statement of
 136.19 the needed transition services, including a statement of the interagency responsibilities
 136.20 or linkages or both before secondary services are concluded. If the IEP meets the plan
 136.21 components in section 120B.125, the IEP satisfies the requirement and no additional
 136.22 transition plan is needed;

136.23 (2) children with a disability under age five and their families are provided special
 136.24 instruction and services appropriate to the child's level of functioning and needs;

40.31 (3) children with a disability and their parents or guardians are guaranteed procedural
 40.32 safeguards and the right to participate in decisions involving identification, assessment
 40.33 including assistive technology assessment, and educational placement of children with a
 40.34 disability;

41.1 (4) eligibility and needs of children with a disability are determined by an initial
 41.2 evaluation or reevaluation, which may be completed using existing data under United
 41.3 States Code, title 20, section 33, et seq.;

41.4 (5) to the maximum extent appropriate, children with a disability, including those
 41.5 in public or private institutions or other care facilities, are educated with children who
 41.6 are not disabled, and that special classes, separate schooling, or other removal of children
 41.7 with a disability from the regular educational environment occurs only when and to the
 41.8 extent that the nature or severity of the disability is such that education in regular classes
 41.9 with the use of supplementary services cannot be achieved satisfactorily;

41.10 (6) in accordance with recognized professional standards, testing and evaluation
 41.11 materials, and procedures used for the purposes of classification and placement of children
 41.12 with a disability are selected and administered so as not to be racially or culturally
 41.13 discriminatory; and

41.14 (7) the rights of the child are protected when the parents or guardians are not known
 41.15 or not available, or the child is a ward of the state.

41.16 (c) For all paraprofessionals employed to work in programs whose role in part is
 41.17 to provide direct support to students with disabilities, the school board in each district
 41.18 shall ensure that:

41.19 (1) before or beginning at the time of employment, each paraprofessional must
 41.20 develop sufficient knowledge and skills in emergency procedures, building orientation,
 41.21 roles and responsibilities, confidentiality, vulnerability, and reportability, among other
 41.22 things, to begin meeting the needs, especially disability-specific and behavioral needs, of
 41.23 the students with whom the paraprofessional works;

41.24 (2) annual training opportunities are required to enable the paraprofessional to
 41.25 continue to further develop the knowledge and skills that are specific to the students with
 41.26 whom the paraprofessional works, including understanding disabilities, the unique and
 41.27 individual needs of each student according to the student's disability and how the disability
 41.28 affects the student's education and behavior, following lesson plans, and implementing
 41.29 follow-up instructional procedures and activities; and

41.30 (3) a districtwide process obligates each paraprofessional to work under the ongoing
 41.31 direction of a licensed teacher and, where appropriate and possible, the supervision of a
 41.32 school nurse.

136.25 (3) children with a disability and their parents or guardians are guaranteed procedural
 136.26 safeguards and the right to participate in decisions involving identification, assessment
 136.27 including assistive technology assessment, and educational placement of children with a
 136.28 disability;

136.29 (4) eligibility and needs of children with a disability are determined by an initial
 136.30 evaluation or reevaluation, which may be completed using existing data under United
 136.31 States Code, title 20, section 33, et seq.;

136.32 (5) to the maximum extent appropriate, children with a disability, including those
 136.33 in public or private institutions or other care facilities, are educated with children who
 136.34 are not disabled, and that special classes, separate schooling, or other removal of children
 136.35 with a disability from the regular educational environment occurs only when and to the
 137.1 extent that the nature or severity of the disability is such that education in regular classes
 137.2 with the use of supplementary services cannot be achieved satisfactorily;

137.3 (6) in accordance with recognized professional standards, testing and evaluation
 137.4 materials, and procedures used for the purposes of classification and placement of children
 137.5 with a disability are selected and administered so as not to be racially or culturally
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137.7 (7) the rights of the child are protected when the parents or guardians are not known
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 137.14 roles and responsibilities, confidentiality, vulnerability, and reportability, among other
 137.15 things, to begin meeting the needs, especially disability-specific and behavioral needs, of
 137.16 the students with whom the paraprofessional works;

137.17 (2) annual training opportunities are required to enable the paraprofessional to
 137.18 continue to further develop the knowledge and skills that are specific to the students with
 137.19 whom the paraprofessional works, including understanding disabilities, the unique and
 137.20 individual needs of each student according to the student's disability and how the disability
 137.21 affects the student's education and behavior, following lesson plans, and implementing
 137.22 follow-up instructional procedures and activities; and

137.23 (3) a districtwide process obligates each paraprofessional to work under the ongoing
 137.24 direction of a licensed teacher and, where appropriate and possible, the supervision of a
 137.25 school nurse.

137.26 Sec. 5. Minnesota Statutes 2015 Supplement, section 125A.083, is amended to read:
 137.27 **125A.083 STUDENT INFORMATION SYSTEMS; TRANSFERRING**
 137.28 **RECORDS.**

137.29 (a) To efficiently and effectively meet federal and state compliance and
 137.30 accountability requirements using an online case management reporting system, beginning
 137.31 July 1, 2018, a school ~~districts~~ district may contract only for a student information system
 137.32 that is Schools Interoperability Framework compliant ~~and compatible with the~~.

137.33 (b) Beginning on July 1 of the fiscal year following the year that the commissioner
 137.34 of education certifies to the legislature under paragraph (c) that a compatible compliant
 137.35 system exists, a school district must use an online system for compliance reporting
 138.1 under section 125A.085 ~~beginning in the 2018-2019 school year and later~~. A district's
 138.2 information system under this section must facilitate the seamless transfer of student
 138.3 records for a student with disabilities who transfers between school districts, including
 138.4 records containing the student's evaluation report, service plan, and other due process
 138.5 forms and information, regardless of what information system any one district uses.

138.6 (c) As a part of the annual report required under section 125A.085, paragraph (f), the
 138.7 commissioner must specify whether a compatible compliant system exists and if so, list
 138.8 each vendor's systems that meet the criteria in paragraph (b).

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

41.33 Sec. 5. Minnesota Statutes 2014, section 125A.091, subdivision 11, is amended to read:

41.34 Subd. 11. **Facilitated team meeting.** A facilitated team meeting is an IEP, IFSP, or
 41.35 ~~HP~~ multiagency team meeting led by an impartial state-provided facilitator to promote
 42.1 effective communication and assist a team in developing an individualized education
 42.2 program.

42.3 Sec. 6. Minnesota Statutes 2015 Supplement, section 125A.0942, subdivision 3,
 42.4 is amended to read:

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

42.8 (1) physical holding or seclusion is the least intrusive intervention that effectively
 42.9 responds to the emergency;

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

42.11 (3) physical holding or seclusion ends when the threat of harm ends and the staff
 42.12 determines the child can safely return to the classroom or activity;

138.10 Sec. 6. Minnesota Statutes 2014, section 125A.091, subdivision 11, is amended to read:

138.11 Subd. 11. **Facilitated team meeting.** A facilitated team meeting is an IEP, IFSP, or
 138.12 ~~HP~~ multiagency team meeting led by an impartial state-provided facilitator to promote
 138.13 effective communication and assist a team in developing an individualized education
 138.14 program.

138.15 Sec. 7. Minnesota Statutes 2015 Supplement, section 125A.0942, subdivision 3,
 138.16 is amended to read:

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

138.20 (1) physical holding or seclusion is the least intrusive intervention that effectively
 138.21 responds to the emergency;

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

138.23 (3) physical holding or seclusion ends when the threat of harm ends and the staff
 138.24 determines the child can safely return to the classroom or activity;

42.13 (4) staff directly observes the child while physical holding or seclusion is being used;

42.14 (5) each time physical holding or seclusion is used, the staff person who implements

42.15 or oversees the physical holding or seclusion documents, as soon as possible after the

42.16 incident concludes, the following information:

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

42.18 (ii) why a less restrictive measure failed or was determined by staff to be

42.19 inappropriate or impractical;

42.20 (iii) the time the physical holding or seclusion began and the time the child was

42.21 released; and

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

42.23 (6) the room used for seclusion must:

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

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

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

42.27 (iv) have tamperproof fixtures, electrical switches located immediately outside the

42.28 door, and secure ceilings;

42.29 (v) have doors that open out and are unlocked, locked with keyless locks that

42.30 have immediate release mechanisms, or locked with locks that have immediate release

42.31 mechanisms connected with a fire and emergency system; and

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

42.33 (7) before using a room for seclusion, a school must:

42.34 (i) receive written notice from local authorities that the room and the locking

42.35 mechanisms comply with applicable building, fire, and safety codes; and

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

43.2 (8) ~~until August 1, 2015, a school district may use prone restraints with children~~

43.3 ~~age five or older if:~~

43.4 (i) ~~the district has provided to the department a list of staff who have had specific~~

43.5 ~~training on the use of prone restraints;~~

43.6 (ii) ~~the district provides information on the type of training that was provided and~~

43.7 ~~by whom;~~

43.8 (iii) ~~only staff who received specific training use prone restraints;~~

138.25 (4) staff directly observes the child while physical holding or seclusion is being used;

138.26 (5) each time physical holding or seclusion is used, the staff person who implements

138.27 or oversees the physical holding or seclusion documents, as soon as possible after the

138.28 incident concludes, the following information:

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

138.30 (ii) why a less restrictive measure failed or was determined by staff to be

138.31 inappropriate or impractical;

138.32 (iii) the time the physical holding or seclusion began and the time the child was

138.33 released; and

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

139.1 (6) the room used for seclusion must:

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

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

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

139.5 (iv) have tamperproof fixtures, electrical switches located immediately outside the

139.6 door, and secure ceilings;

139.7 (v) have doors that open out and are unlocked, locked with keyless locks that

139.8 have immediate release mechanisms, or locked with locks that have immediate release

139.9 mechanisms connected with a fire and emergency system; and

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

139.11 (7) before using a room for seclusion, a school must:

139.12 (i) receive written notice from local authorities that the room and the locking

139.13 mechanisms comply with applicable building, fire, and safety codes; and

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

139.15 (8) ~~until August 1, 2015, a school district may use prone restraints with children~~

139.16 ~~age five or older if:~~

139.17 (i) ~~the district has provided to the department a list of staff who have had specific~~

139.18 ~~training on the use of prone restraints;~~

139.19 (ii) ~~the district provides information on the type of training that was provided and~~

139.20 ~~by whom;~~

139.21 (iii) ~~only staff who received specific training use prone restraints;~~

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

43.11 (v) the district, before using prone restraints, must review any known medical or
 43.12 psychological limitations that contraindicate the use of prone restraints:

43.13 The department must collect data on districts' use of prone restraints and publish the
 43.14 data in a readily accessible format on the department's Web site on a quarterly basis.

43.15 (b) By February 1, 2015, and annually thereafter, stakeholders may, as necessary,
 43.16 recommend to the commissioner specific and measurable implementation and outcome
 43.17 goals for reducing the use of restrictive procedures and the commissioner must submit to
 43.18 the legislature a report on districts' progress in reducing the use of restrictive procedures
 43.19 that recommends how to further reduce these procedures and eliminate the use of
 43.20 ~~prone restraints~~ seclusion. The statewide plan includes the following components:
 43.21 measurable goals; the resources, training, technical assistance, mental health services,
 43.22 and collaborative efforts needed to significantly reduce districts' use of ~~prone restraints~~
 43.23 seclusion; and recommendations to clarify and improve the law governing districts' use
 43.24 of restrictive procedures. The commissioner must consult with interested stakeholders
 43.25 when preparing the report, including representatives of advocacy organizations, special
 43.26 education directors, teachers, paraprofessionals, intermediate school districts, school
 43.27 boards, day treatment providers, county social services, state human services department
 43.28 staff, mental health professionals, and autism experts. ~~By June 30~~ Beginning with the
 43.29 2016-2017 school year, in a form and manner determined by the commissioner, districts
 43.30 must report data quarterly to the department by January 15, April 15, July 15, and October
 43.31 15, about individual students who have been secluded. By July 15 each year, districts
 43.32 must report summary data on their use of restrictive procedures to the department for
 43.33 the prior school year, July 1 through June 30, in a form and manner determined by the
 43.34 commissioner. The summary data must include information about the use of restrictive
 43.35 procedures, including use of reasonable force under section 121A.582.

44.1 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
 44.2 later.

44.3 Sec. 7. Minnesota Statutes 2014, section 125A.0942, subdivision 4, is amended to read:

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

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

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

44.8 (3) totally or partially restricting a child's senses as punishment;

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

139.24 (v) the district, before using prone restraints, must review any known medical or
 139.25 psychological limitations that contraindicate the use of prone restraints:

139.26 The department must collect data on districts' use of prone restraints and publish the
 139.27 data in a readily accessible format on the department's Web site on a quarterly basis.

139.28 (b) By February 1, 2015, and annually thereafter, stakeholders may, as necessary,
 139.29 recommend to the commissioner specific and measurable implementation and outcome
 139.30 goals for reducing the use of restrictive procedures and the commissioner must submit to
 139.31 the legislature a report on districts' progress in reducing the use of restrictive procedures
 139.32 that recommends how to further reduce these procedures and eliminate the use of
 139.33 ~~prone restraints~~ seclusion. The statewide plan includes the following components:
 139.34 measurable goals; the resources, training, technical assistance, mental health services,
 139.35 and collaborative efforts needed to significantly reduce districts' use of ~~prone restraints~~
 139.36 seclusion; and recommendations to clarify and improve the law governing districts' use
 140.1 of restrictive procedures. The commissioner must consult with interested stakeholders
 140.2 when preparing the report, including representatives of advocacy organizations, special
 140.3 education directors, teachers, paraprofessionals, intermediate school districts, school
 140.4 boards, day treatment providers, county social services, state human services department
 140.5 staff, mental health professionals, and autism experts. ~~By June 30~~ Beginning with the
 140.6 2016-2017 school year, in a form and manner determined by the commissioner, districts
 140.7 must report data quarterly to the department by January 15, April 15, July 15, and October
 140.8 15 about individual students who have been secluded. By July 15 each year, districts
 140.9 must report summary data on their use of restrictive procedures to the department for
 140.10 the prior school year, July 1 through June 30, in a form and manner determined by the
 140.11 commissioner. The summary data must include information about the use of restrictive
 140.12 procedures, including use of reasonable force under section 121A.582.

140.13 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
 140.14 later.

140.15 Sec. 8. Minnesota Statutes 2014, section 125A.0942, subdivision 4, is amended to read:

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

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

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

140.20 (3) totally or partially restricting a child's senses as punishment;

- 44.9 (4) presenting an intense sound, light, or other sensory stimuli using smell, taste, 44.10 substance, or spray as punishment;
- 44.11 (5) denying or restricting a child's access to equipment and devices such as walkers, 44.12 wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, 44.13 except when temporarily removing the equipment or device is needed to prevent injury 44.14 to the child or others or serious damage to the equipment or device, in which case the 44.15 equipment or device shall be returned to the child as soon as possible;
- 44.16 (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or 44.17 physical abuse under section 626.556;
- 44.18 (7) withholding regularly scheduled meals or water;
- 44.19 (8) denying access to bathroom facilities; ~~and~~
- 44.20 (9) physical holding that restricts or impairs a child's ability to breathe, restricts or 44.21 impairs a child's ability to communicate distress, places pressure or weight on a child's 44.22 head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in 44.23 straddling a child's torso; and
- 44.24 (10) prone restraint.
- 44.25 **EFFECTIVE DATE.** The section is effective the day following final enactment.

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- 322.30 Sec. 2. Minnesota Statutes 2015 Supplement, section 125A.11, subdivision 1, is 322.31 amended to read:
- 322.32 Subdivision 1. **Nonresident tuition rate; other costs.** (a) For fiscal year 2015 and 322.33 later, when a school district provides special instruction and services for a pupil with 322.34 a disability as defined in section 125A.02 outside the district of residence, excluding 322.35 a pupil for whom an adjustment to special education aid is calculated according to 323.1 section 127A.47, subdivision 7, paragraphs (b) to (d), special education aid paid to the 323.2 resident district must be reduced by an amount equal to (1) the actual cost of providing 323.3 special instruction and services to the pupil, including a proportionate amount for special 323.4 transportation ~~and unreimbursed building lease and debt service costs for facilities~~ 323.5 ~~used primarily for special education~~, plus (2) the amount of general education revenue, 323.6 ~~excluding local optional revenue, plus local optional aid and referendum equalization aid~~ 323.7 attributable to that pupil, calculated using the resident district's average general education 323.8 revenue and referendum equalization aid per adjusted pupil unit excluding basic skills 323.9 revenue, elementary sparsity revenue and secondary sparsity revenue, minus (3) the 323.10 amount of special education aid for children with a disability under section 125A.76

- 140.21 (4) presenting an intense sound, light, or other sensory stimuli using smell, taste, 140.22 substance, or spray as punishment;
- 140.23 (5) denying or restricting a child's access to equipment and devices such as walkers, 140.24 wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, 140.25 except when temporarily removing the equipment or device is needed to prevent injury 140.26 to the child or others or serious damage to the equipment or device, in which case the 140.27 equipment or device shall be returned to the child as soon as possible;
- 140.28 (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or 140.29 physical abuse under section 626.556;
- 140.30 (7) withholding regularly scheduled meals or water;
- 140.31 (8) denying access to bathroom facilities; ~~and~~
- 140.32 (9) physical holding that restricts or impairs a child's ability to breathe, restricts or 140.33 impairs a child's ability to communicate distress, places pressure or weight on a child's 140.34 head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in 140.35 straddling a child's torso; and
- 141.1 (10) prone restraint.
- 141.2 **EFFECTIVE DATE.** This section is effective the day following final enactment.

- 141.3 Sec. 9. Minnesota Statutes 2015 Supplement, section 125A.11, subdivision 1, is 141.4 amended to read:
- 141.5 Subdivision 1. **Nonresident tuition rate; other costs.** (a) For fiscal year 2015 and 141.6 later, when a school district provides special instruction and services for a pupil with 141.7 a disability as defined in section 125A.02 outside the district of residence, excluding 141.8 a pupil for whom an adjustment to special education aid is calculated according to 141.9 section 127A.47, subdivision 7, paragraphs (b) to (d), special education aid paid to the 141.10 resident district must be reduced by an amount equal to (1) the actual cost of providing 141.11 special instruction and services to the pupil, including a proportionate amount for special 141.12 transportation ~~and unreimbursed building lease and debt service costs for facilities~~ 141.13 ~~used primarily for special education~~, plus (2) the amount of general education revenue, 141.14 ~~excluding local optional revenue, plus local optional aid and referendum equalization aid~~ 141.15 attributable to that pupil, calculated using the resident district's average general education 141.16 revenue and referendum equalization aid per adjusted pupil unit excluding basic skills 141.17 revenue, elementary sparsity revenue and secondary sparsity revenue, minus (3) the 141.18 amount of special education aid for children with a disability under section 125A.76

323.11 received on behalf of that child, minus (4) if the pupil receives special instruction and
 323.12 services outside the regular classroom for more than 60 percent of the school day, the
 323.13 amount of general education revenue and referendum equalization aid, excluding portions
 323.14 attributable to district and school administration, district support services, operations and
 323.15 maintenance, capital expenditures, and pupil transportation, attributable to that pupil
 323.16 for the portion of time the pupil receives special instruction and services outside of the
 323.17 regular classroom, calculated using the resident district's average general education
 323.18 revenue and referendum equalization aid per adjusted pupil unit excluding basic skills
 323.19 revenue, elementary sparsity revenue and secondary sparsity revenue and the serving
 323.20 district's basic skills revenue, elementary sparsity revenue and secondary sparsity revenue
 323.21 per adjusted pupil unit. Notwithstanding clauses (1) and (4), for pupils served by a
 323.22 cooperative unit without a fiscal agent school district, the general education revenue and
 323.23 referendum equalization aid attributable to a pupil must be calculated using the resident
 323.24 district's average general education revenue and referendum equalization aid excluding
 323.25 compensatory revenue, elementary sparsity revenue, and secondary sparsity revenue.
 323.26 Special education aid paid to the district or cooperative providing special instruction and
 323.27 services for the pupil must be increased by the amount of the reduction in the aid paid
 323.28 to the resident district. ~~Amounts paid to cooperatives under this subdivision and section~~
 323.29 ~~127A.47, subdivision 7, shall be recognized and reported as revenues and expenditures on~~
 323.30 ~~the resident school district's books of account under sections 123B.75 and 123B.76. If~~
 323.31 the resident district's special education aid is insufficient to make the full adjustment, the
 323.32 remaining adjustment shall be made to other state aid due to the district.

323.33 (b) Notwithstanding paragraph (a), when a charter school receiving special education
 323.34 aid under section 124E.21, subdivision 3, provides special instruction and services for
 323.35 a pupil with a disability as defined in section 125A.02, excluding a pupil for whom an
 323.36 adjustment to special education aid is calculated according to section 127A.46, subdivision
 324.1 7, paragraphs (b) to (e), special education aid paid to the resident district must be reduced
 324.2 by an amount equal to that calculated under paragraph (a) as if the charter school received
 324.3 aid under section 124E.21, subdivision 1. Notwithstanding paragraph (a), special education
 324.4 aid paid to the charter school providing special instruction and services for the pupil must
 324.5 not be increased by the amount of the reduction in the aid paid to the resident district.

324.6 (c) Notwithstanding paragraph (a) and section 127A.47, subdivision 7, paragraphs
 324.7 (b) to (d);

324.8 (1) an intermediate district or a special education cooperative may recover
 324.9 unreimbursed costs of serving pupils with a disability, including building lease, debt
 324.10 service, and indirect costs necessary for the general operation of the organization, by
 324.11 billing membership fees and nonmember access fees to the resident district;

141.19 received on behalf of that child, minus (4) if the pupil receives special instruction and
 141.20 services outside the regular classroom for more than 60 percent of the school day, the
 141.21 amount of general education revenue and referendum equalization aid, excluding portions
 141.22 attributable to district and school administration, district support services, operations and
 141.23 maintenance, capital expenditures, and pupil transportation, attributable to that pupil
 141.24 for the portion of time the pupil receives special instruction and services outside of the
 141.25 regular classroom, calculated using the resident district's average general education
 141.26 revenue and referendum equalization aid per adjusted pupil unit excluding basic skills
 141.27 revenue, elementary sparsity revenue and secondary sparsity revenue and the serving
 141.28 district's basic skills revenue, elementary sparsity revenue and secondary sparsity revenue
 141.29 per adjusted pupil unit. Notwithstanding clauses (1) and (4), for pupils served by a
 141.30 cooperative unit without a fiscal agent school district, the general education revenue and
 141.31 referendum equalization aid attributable to a pupil must be calculated using the resident
 141.32 district's average general education revenue and referendum equalization aid excluding
 141.33 compensatory revenue, elementary sparsity revenue, and secondary sparsity revenue.
 141.34 Special education aid paid to the district or cooperative providing special instruction and
 141.35 services for the pupil must be increased by the amount of the reduction in the aid paid
 142.1 to the resident district. ~~Amounts paid to cooperatives under this subdivision and section~~
 142.2 ~~127A.47, subdivision 7, shall be recognized and reported as revenues and expenditures on~~
 142.3 ~~the resident school district's books of account under sections 123B.75 and 123B.76. If~~
 142.4 the resident district's special education aid is insufficient to make the full adjustment, the
 142.5 remaining adjustment shall be made to other state aid due to the district.

142.6 (b) Notwithstanding paragraph (a), when a charter school receiving special education
 142.7 aid under section 124E.21, subdivision 3, provides special instruction and services for
 142.8 a pupil with a disability as defined in section 125A.02, excluding a pupil for whom an
 142.9 adjustment to special education aid is calculated according to section 127A.46, subdivision
 142.10 7, paragraphs (b) to (e), special education aid paid to the resident district must be reduced
 142.11 by an amount equal to that calculated under paragraph (a) as if the charter school received
 142.12 aid under section 124E.21, subdivision 1. Notwithstanding paragraph (a), special education
 142.13 aid paid to the charter school providing special instruction and services for the pupil must
 142.14 not be increased by the amount of the reduction in the aid paid to the resident district.

142.15 (c) Notwithstanding paragraph (a) and section 127A.47, subdivision 7, paragraphs
 142.16 (b) to (d);

142.17 (1) an intermediate district or a special education cooperative may recover
 142.18 unreimbursed costs of serving pupils with a disability, including building lease, debt
 142.19 service, and indirect costs necessary for the general operation of the organization, by
 142.20 billing membership fees and nonmember access fees to the resident district;

324.12 (2) a charter school where more than 30 percent of enrolled students receive special
 324.13 education and related services, a site approved under section 125A.515, an intermediate
 324.14 district, ~~or a special education cooperative, or a school district that served as the applicant~~
 324.15 ~~agency for a group of school districts for federal special education aids for fiscal year 2006~~
 324.16 may apply to the commissioner for authority to charge the resident district an additional
 324.17 amount to recover any remaining unreimbursed costs of serving pupils with a disability;

324.18 (3) the billing under clause (1) or application under clause (2) must include a
 324.19 description of the costs and the calculations used to determine the unreimbursed portion to
 324.20 be charged to the resident district. Amounts approved by the commissioner under ~~this~~
 324.21 ~~paragraph clause (2)~~ must be included in the ~~tuition billings or aid adjustments under~~
 324.22 paragraph (a), or section 127A.47, subdivision 7, paragraphs (b) to (d), as applicable.

324.23 (d) For purposes of this subdivision and section 127A.47, subdivision 7, paragraph
 324.24 (b), "general education revenue and referendum equalization aid" means the sum of the
 324.25 general education revenue according to section 126C.10, subdivision 1, excluding the
 324.26 local optional levy according to section 126C.10, subdivision 2e, paragraph (c), plus the
 324.27 referendum equalization aid according to section 126C.17, subdivision 7.

324.28 Sec. 3. Minnesota Statutes 2015 Supplement, section 125A.21, subdivision 3, is
 324.29 amended to read:

324.30 Subd. 3. **Use of reimbursements.** ~~Of the reimbursements received, districts may~~
 324.31 School districts must reserve third-party revenue and must spend the reimbursements
 324.32 received only to:

324.33 (1) retain an amount sufficient to compensate the district for its administrative costs
 324.34 of obtaining reimbursements;

325.1 (2) regularly obtain from education- and health-related entities training and other
 325.2 appropriate technical assistance designed to improve the district's ability to access
 325.3 third-party payments for individualized education program or individualized family
 325.4 service plan health-related services; or

325.5 (3) reallocate reimbursements for the benefit of students with individualized
 325.6 education programs or individualized family service plans in the district.

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44.26 Sec. 8. Minnesota Statutes 2015 Supplement, section 125A.63, subdivision 4, is
 44.27 amended to read:

44.28 Subd. 4. **Advisory committees.** (a) The commissioner shall establish advisory
 44.29 committees for the deaf and hard-of-hearing and for the blind and visually impaired. The
 44.30 advisory committees shall develop recommendations and submit an annual report to the
 44.31 commissioner on the form and in the manner prescribed by the commissioner.

142.21 (2) a charter school where more than 30 percent of enrolled students receive special
 142.22 education and related services, a site approved under section 125A.515, an intermediate
 142.23 district, ~~or a special education cooperative, or a school district that served as the applicant~~
 142.24 ~~agency for a group of school districts for federal special education aids for fiscal year 2006~~
 142.25 may apply to the commissioner for authority to charge the resident district an additional
 142.26 amount to recover any remaining unreimbursed costs of serving pupils with a disability;

142.27 (3) the billing under clause (1) or application under clause (2) must include a
 142.28 description of the costs and the calculations used to determine the unreimbursed portion to
 142.29 be charged to the resident district. Amounts approved by the commissioner under ~~this~~
 142.30 ~~paragraph clause (2)~~ must be included in the ~~tuition billings or aid adjustments under~~
 142.31 paragraph (a), or section 127A.47, subdivision 7, paragraphs (b) to (d), as applicable.

142.32 (d) For purposes of this subdivision and section 127A.47, subdivision 7, paragraph
 142.33 (b), "general education revenue and referendum equalization aid" means the sum of the
 142.34 general education revenue according to section 126C.10, subdivision 1, excluding the
 142.35 local optional levy according to section 126C.10, subdivision 2e, paragraph (c), plus the
 142.36 referendum equalization aid according to section 126C.17, subdivision 7.

143.1 Sec. 10. Minnesota Statutes 2015 Supplement, section 125A.21, subdivision 3, is
 143.2 amended to read:

143.3 Subd. 3. **Use of reimbursements.** ~~Of the reimbursements received, districts may~~
 143.4 School districts must reserve third-party revenue and must spend the reimbursements
 143.5 received only to:

143.6 (1) retain an amount sufficient to compensate the district for its administrative costs
 143.7 of obtaining reimbursements;

143.8 (2) regularly obtain from education- and health-related entities training and other
 143.9 appropriate technical assistance designed to improve the district's ability to access
 143.10 third-party payments for individualized education program or individualized family
 143.11 service plan health-related services; or

143.12 (3) reallocate reimbursements for the benefit of students with individualized
 143.13 education programs or individualized family service plans in the district.

143.14 Sec. 11. Minnesota Statutes 2015 Supplement, section 125A.63, subdivision 4, is
 143.15 amended to read:

143.16 Subd. 4. **Advisory committees.** (a) The commissioner shall establish advisory
 143.17 committees for the deaf and hard-of-hearing and for the blind and visually impaired. The
 143.18 advisory committees shall develop recommendations and submit an annual report to the
 143.19 commissioner on the form and in the manner prescribed by the commissioner.

44.32 (b) The advisory committees for the deaf and hard of hearing and for the blind and
 44.33 visually impaired shall meet periodically at least four times per year ~~and~~. The committees
 44.34 must each review, approve, and submit an annual a biennial report to the commissioner,
 45.1 the education policy and finance committees of the legislature, and the Commission of
 45.2 Deaf, DeafBlind, and Hard-of-Hearing Minnesotans. The reports must, at least:

45.3 (1) identify and report the aggregate, data-based education outcomes for children
 45.4 with the primary disability classification of deaf and hard of hearing or of blind and
 45.5 visually impaired, consistent with the commissioner's child count reporting practices, the
 45.6 commissioner's state and local outcome data reporting system by district and region, and
 45.7 the school performance report cards under section 120B.36, subdivision 1; and

45.8 (2) describe the implementation of a data-based plan for improving the education
 45.9 outcomes of deaf and hard of hearing or blind and visually impaired children that is
 45.10 premised on evidence-based best practices, and provide a cost estimate for ongoing
 45.11 implementation of the plan.

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325.7 Sec. 4. Minnesota Statutes 2015 Supplement, section 125A.76, subdivision 2c, is
 325.8 amended to read:

325.9 Subd. 2c. **Special education aid.** (a) For fiscal year 2014 and fiscal year 2015, a
 325.10 district's special education aid equals the sum of the district's special education aid under
 325.11 subdivision 5, the district's cross subsidy reduction aid under subdivision 2b, and the
 325.12 district's excess cost aid under section 125A.79, subdivision 7.

325.13 (b) For fiscal year 2016 and later, a district's special education aid equals the sum of
 325.14 the district's special education initial aid under subdivision 2a and the district's excess cost
 325.15 aid under section 125A.79, subdivision 5.

325.16 (c) Notwithstanding paragraph (b), for fiscal year 2016, the special education aid for
 325.17 a school district must not exceed the sum of the special education aid the district would
 325.18 have received for fiscal year 2016 under Minnesota Statutes 2012, sections 125A.76
 325.19 and 125A.79, as adjusted according to Minnesota Statutes 2012, sections 125A.11 and
 325.20 127A.47, subdivision 7, and the product of the district's average daily membership served
 325.21 and the special education aid increase limit.

143.20 (b) The advisory committees for the deaf and hard of hearing and for the blind and
 143.21 visually impaired shall meet periodically at least four times per year ~~and~~. The committees
 143.22 must each review, approve, and submit an annual a biennial report to the commissioner,
 143.23 the education policy and finance committees of the legislature, and the Commission of
 143.24 Deaf, DeafBlind, and Hard-of-Hearing Minnesotans. The reports must, at least:

143.25 (1) identify and report the aggregate, data-based education outcomes for children
 143.26 with the primary disability classification of deaf and hard of hearing or of blind and
 143.27 visually impaired, consistent with the commissioner's child count reporting practices, the
 143.28 commissioner's state and local outcome data reporting system by district and region, and
 143.29 the school performance report cards under section 120B.36, subdivision 1; and

143.30 (2) describe the implementation of a data-based plan for improving the education
 143.31 outcomes of deaf and hard of hearing or blind and visually impaired children that is
 143.32 premised on evidence-based best practices, and provide a cost estimate for ongoing
 143.33 implementation of the plan.

144.1 Sec. 12. Minnesota Statutes 2015 Supplement, section 125A.76, subdivision 2c,
 144.2 is amended to read:

144.3 Subd. 2c. **Special education aid.** (a) For fiscal year 2014 and fiscal year 2015, a
 144.4 district's special education aid equals the sum of the district's special education aid under
 144.5 subdivision 5, the district's cross subsidy reduction aid under subdivision 2b, and the
 144.6 district's excess cost aid under section 125A.79, subdivision 7.

144.7 (b) For fiscal year 2016 and later, a district's special education aid equals the sum of
 144.8 the district's special education initial aid under subdivision 2a and the district's excess cost
 144.9 aid under section 125A.79, subdivision 5.

144.10 (c) Notwithstanding paragraph (b), for fiscal year 2016, the special education aid for
 144.11 a school district must not exceed the sum of the special education aid the district would
 144.12 have received for fiscal year 2016 under Minnesota Statutes 2012, sections 125A.76
 144.13 and 125A.79, as adjusted according to Minnesota Statutes 2012, sections 125A.11 and
 144.14 127A.47, subdivision 7, and the product of the district's average daily membership served
 144.15 and the special education aid increase limit.

325.22 (d) Notwithstanding paragraph (b), for fiscal year 2017 and later, the special education
 325.23 aid for a school district must not exceed the sum of: (i) the product of the district's average
 325.24 daily membership served and the special education aid increase limit and (ii) the product
 325.25 of the sum of the special education aid the district would have received for fiscal year 2016
 325.26 under Minnesota Statutes 2012, sections 125A.76 and 125A.79, as adjusted according
 325.27 to Minnesota Statutes 2012, sections 125A.11 and 127A.47, subdivision 7, the ratio of
 325.28 the district's average daily membership served for the current fiscal year to the district's
 325.29 average daily membership served for fiscal year 2016, and the program growth factor.

325.30 (e) Notwithstanding paragraph (b), for fiscal year 2016 and later the special
 325.31 education aid for a school district, not including a charter school or cooperative unit as
 325.32 defined in section 123A.24, must not be less than the lesser of (1) the district's nonfederal
 325.33 special education expenditures for that fiscal year or (2) the product of the sum of the
 325.34 special education aid the district would have received for fiscal year 2016 under Minnesota
 325.35 Statutes 2012, sections 125A.76 and 125A.79, as adjusted according to Minnesota Statutes
 326.1 2012, sections 125A.11 and 127A.47, subdivision 7, the ratio of the district's adjusted
 326.2 daily membership for the current fiscal year to the district's average daily membership for
 326.3 fiscal year 2016, and the program growth factor.

326.4 (f) Notwithstanding subdivision 2a and section 125A.79, a charter school in its first
 326.5 year of operation shall generate special education aid based on current year data. A newly
 326.6 formed cooperative unit as defined in section 123A.24 may apply to the commissioner
 326.7 for approval to generate special education aid for its first year of operation based on
 326.8 current year data, with an offsetting adjustment to the prior year data used to calculate aid
 326.9 for programs at participating school districts or previous cooperatives that were replaced
 326.10 by the new cooperative.

326.11 (g) The department shall establish procedures through the uniform financial
 326.12 accounting and reporting system to identify and track all revenues generated from
 326.13 third-party billings as special education revenue at the school district level; include revenue
 326.14 generated from third-party billings as special education revenue in the annual cross-subsidy
 326.15 report; and exclude third-party revenue from calculation of excess cost aid to the districts.

326.16 Sec. 5. Minnesota Statutes 2015 Supplement, section 125A.79, subdivision 1, is
 326.17 amended to read:

326.18 Subdivision 1. **Definitions.** For the purposes of this section, the definitions in this
 326.19 subdivision apply.

326.20 (a) "Unreimbursed old formula special education expenditures" means:

326.21 (1) old formula special education expenditures for the prior fiscal year; minus

326.22 (2) for fiscal years 2014 and 2015, the sum of the special education aid under section
 326.23 125A.76, subdivision 5, for the prior fiscal year and the cross subsidy reduction aid under
 326.24 section 125A.76, subdivision 2b, and for fiscal year 2016 and later, the special education
 326.25 initial aid under section 125A.76, subdivision 2a; minus

144.16 (d) Notwithstanding paragraph (b), for fiscal year 2017 and later, the special education
 144.17 aid for a school district must not exceed the sum of: (i) the product of the district's average
 144.18 daily membership served and the special education aid increase limit and (ii) the product
 144.19 of the sum of the special education aid the district would have received for fiscal year 2016
 144.20 under Minnesota Statutes 2012, sections 125A.76 and 125A.79, as adjusted according
 144.21 to Minnesota Statutes 2012, sections 125A.11 and 127A.47, subdivision 7, the ratio of
 144.22 the district's average daily membership served for the current fiscal year to the district's
 144.23 average daily membership served for fiscal year 2016, and the program growth factor.

144.24 (e) Notwithstanding paragraph (b), for fiscal year 2016 and later the special
 144.25 education aid for a school district, not including a charter school or cooperative unit as
 144.26 defined in section 123A.24, must not be less than the lesser of (1) the district's nonfederal
 144.27 special education expenditures for that fiscal year or (2) the product of the sum of the
 144.28 special education aid the district would have received for fiscal year 2016 under Minnesota
 144.29 Statutes 2012, sections 125A.76 and 125A.79, as adjusted according to Minnesota Statutes
 144.30 2012, sections 125A.11 and 127A.47, subdivision 7, the ratio of the district's adjusted
 144.31 daily membership for the current fiscal year to the district's average daily membership for
 144.32 fiscal year 2016, and the program growth factor.

144.33 (f) Notwithstanding subdivision 2a and section 125A.79, a charter school in its first
 144.34 year of operation shall generate special education aid based on current year data. A newly
 144.35 formed cooperative unit as defined in section 123A.24 may apply to the commissioner
 144.36 for approval to generate special education aid for its first year of operation based on
 145.1 current year data, with an offsetting adjustment to the prior year data used to calculate aid
 145.2 for programs at participating school districts or previous cooperatives that were replaced
 145.3 by the new cooperative.

145.4 (g) The department shall establish procedures through the uniform financial
 145.5 accounting and reporting system to identify and track all revenues generated from
 145.6 third-party billings as special education revenue at the school district level; include revenue
 145.7 generated from third-party billings as special education revenue in the annual cross-subsidy
 145.8 report; and exclude third-party revenue from calculation of excess cost aid to the districts.

145.9 Sec. 13. Minnesota Statutes 2015 Supplement, section 125A.79, subdivision 1, is
 145.10 amended to read:

145.11 Subdivision 1. **Definitions.** For the purposes of this section, the definitions in this
 145.12 subdivision apply.

145.13 (a) "Unreimbursed old formula special education expenditures" means:

145.14 (1) old formula special education expenditures for the prior fiscal year; minus

145.15 (2) for fiscal years 2014 and 2015, the sum of the special education aid under section
 145.16 125A.76, subdivision 5, for the prior fiscal year and the cross subsidy reduction aid under
 145.17 section 125A.76, subdivision 2b, and for fiscal year 2016 and later, the special education
 145.18 initial aid under section 125A.76, subdivision 2a; minus

326.26 (3) for fiscal year 2016 and later, the amount of general education revenue, excluding
 326.27 local optional revenue, plus local optional aid and referendum equalization aid for the
 326.28 prior fiscal year attributable to pupils receiving special instruction and services outside the
 326.29 regular classroom for more than 60 percent of the school day for the portion of time the
 326.30 pupils receive special instruction and services outside the regular classroom, excluding
 326.31 portions attributable to district and school administration, district support services,
 326.32 operations and maintenance, capital expenditures, and pupil transportation.

326.33 (b) "Unreimbursed nonfederal special education expenditures" means:

326.34 (1) nonfederal special education expenditures for the prior fiscal year; minus

326.35 (2) special education initial aid under section 125A.76, subdivision 2a; minus

327.1 (3) the amount of general education revenue, excluding local optional revenue, plus
 327.2 local optional aid, and referendum equalization aid for the prior fiscal year attributable
 327.3 to pupils receiving special instruction and services outside the regular classroom for
 327.4 more than 60 percent of the school day for the portion of time the pupils receive special
 327.5 instruction and services outside of the regular classroom, excluding portions attributable to
 327.6 district and school administration, district support services, operations and maintenance,
 327.7 capital expenditures, and pupil transportation.

327.8 (c) "General revenue" for a school district means the sum of the general education
 327.9 revenue according to section 126C.10, subdivision 1, excluding transportation sparsity
 327.10 revenue, local optional revenue, and total operating capital revenue. "General revenue"
 327.11 for a charter school means the sum of the general education revenue according to section
 327.12 124E.20, subdivision 1, and transportation revenue according to section 124E.23,
 327.13 excluding referendum equalization aid, transportation sparsity revenue, and operating
 327.14 capital revenue.

327.15 Sec. 6. Minnesota Statutes 2015 Supplement, section 127A.47, subdivision 7, is
 327.16 amended to read:

327.17 Subd. 7. **Alternative attendance programs.** (a) The general education aid and
 327.18 special education aid for districts must be adjusted for each pupil attending a nonresident
 327.19 district under sections 123A.05 to 123A.08, 124D.03, 124D.08, and 124D.68. The
 327.20 adjustments must be made according to this subdivision.

145.19 (3) for fiscal year 2016 and later, the amount of general education revenue, excluding
 145.20 local optional revenue, plus local optional aid and referendum equalization aid for the
 145.21 prior fiscal year attributable to pupils receiving special instruction and services outside the
 145.22 regular classroom for more than 60 percent of the school day for the portion of time the
 145.23 pupils receive special instruction and services outside the regular classroom, excluding
 145.24 portions attributable to district and school administration, district support services,
 145.25 operations and maintenance, capital expenditures, and pupil transportation.

145.26 (b) "Unreimbursed nonfederal special education expenditures" means:

145.27 (1) nonfederal special education expenditures for the prior fiscal year; minus

145.28 (2) special education initial aid under section 125A.76, subdivision 2a; minus

145.29 (3) the amount of general education revenue, excluding local optional revenue, plus
 145.30 local optional aid, and referendum equalization aid for the prior fiscal year attributable
 145.31 to pupils receiving special instruction and services outside the regular classroom for
 145.32 more than 60 percent of the school day for the portion of time the pupils receive special
 145.33 instruction and services outside of the regular classroom, excluding portions attributable to
 145.34 district and school administration, district support services, operations and maintenance,
 145.35 capital expenditures, and pupil transportation.

146.1 (c) "General revenue" for a school district means the sum of the general education
 146.2 revenue according to section 126C.10, subdivision 1, excluding transportation sparsity
 146.3 revenue, local optional revenue, and total operating capital revenue. "General revenue"
 146.4 for a charter school means the sum of the general education revenue according to section
 146.5 124E.20, subdivision 1, and transportation revenue according to section 124E.23,
 146.6 excluding referendum equalization aid, transportation sparsity revenue, and operating
 146.7 capital revenue.

146.8 Sec. 14. Minnesota Statutes 2015 Supplement, section 127A.47, subdivision 7, is
 146.9 amended to read:

146.10 Subd. 7. **Alternative attendance programs.** (a) The general education aid and
 146.11 special education aid for districts must be adjusted for each pupil attending a nonresident
 146.12 district under sections 123A.05 to 123A.08, 124D.03, 124D.08, and 124D.68. The
 146.13 adjustments must be made according to this subdivision.

327.21 (b) For purposes of this subdivision, the "unreimbursed cost of providing special
 327.22 education and services" means the difference between: (1) the actual cost of providing
 327.23 special instruction and services, including special transportation and unreimbursed
 327.24 building lease and debt service costs for facilities used primarily for special education, for
 327.25 a pupil with a disability, as defined in section 125A.02, or a pupil, as defined in section
 327.26 125A.51, who is enrolled in a program listed in this subdivision, minus (2) if the pupil
 327.27 receives special instruction and services outside the regular classroom for more than
 327.28 60 percent of the school day, the amount of general education revenue, excluding local
 327.29 optional revenue, plus local optional aid and referendum equalization aid as defined in
 327.30 section 125A.11, subdivision 1, paragraph (d), attributable to that pupil for the portion of
 327.31 time the pupil receives special instruction and services outside of the regular classroom,
 327.32 excluding portions attributable to district and school administration, district support
 327.33 services, operations and maintenance, capital expenditures, and pupil transportation,
 327.34 minus (3) special education aid under section 125A.76 attributable to that pupil, that is
 327.35 received by the district providing special instruction and services. For purposes of this
 328.1 paragraph, general education revenue and referendum equalization aid attributable to a
 328.2 pupil must be calculated using the serving district's average general education revenue
 328.3 and referendum equalization aid per adjusted pupil unit.

328.4 (c) For fiscal year 2015 and later, special education aid paid to a resident district
 328.5 must be reduced by an amount equal to 90 percent of the unreimbursed cost of providing
 328.6 special education and services.

328.7 (d) Notwithstanding paragraph (c), special education aid paid to a resident district
 328.8 must be reduced by an amount equal to 100 percent of the unreimbursed cost of special
 328.9 education and services provided to students at an intermediate district, cooperative, or
 328.10 charter school where the percent of students eligible for special education services is at
 328.11 least 70 percent of the charter school's total enrollment.

328.12 (e) Notwithstanding paragraph (c), special education aid paid to a resident district
 328.13 must be reduced under paragraph (d) for students at a charter school receiving special
 328.14 education aid under section 124E.21, subdivision 3, calculated as if the charter school
 328.15 received special education aid under section 124E.21, subdivision 1.

328.16 (f) Special education aid paid to the district or cooperative providing special
 328.17 instruction and services for the pupil, or to the fiscal agent district for a cooperative, must
 328.18 be increased by the amount of the reduction in the aid paid to the resident district under
 328.19 paragraphs (c) and (d). If the resident district's special education aid is insufficient to make
 328.20 the full adjustment under paragraphs (c), (d), and (e), the remaining adjustment shall be
 328.21 made to other state aids due to the district.

146.14 (b) For purposes of this subdivision, the "unreimbursed cost of providing special
 146.15 education and services" means the difference between: (1) the actual cost of providing
 146.16 special instruction and services, including special transportation and unreimbursed
 146.17 building lease and debt service costs for facilities used primarily for special education, for
 146.18 a pupil with a disability, as defined in section 125A.02, or a pupil, as defined in section
 146.19 125A.51, who is enrolled in a program listed in this subdivision, minus (2) if the pupil
 146.20 receives special instruction and services outside the regular classroom for more than
 146.21 60 percent of the school day, the amount of general education revenue, excluding local
 146.22 optional revenue, plus local optional aid and referendum equalization aid as defined in
 146.23 section 125A.11, subdivision 1, paragraph (d), attributable to that pupil for the portion of
 146.24 time the pupil receives special instruction and services outside of the regular classroom,
 146.25 excluding portions attributable to district and school administration, district support
 146.26 services, operations and maintenance, capital expenditures, and pupil transportation,
 146.27 minus (3) special education aid under section 125A.76 attributable to that pupil, that is
 146.28 received by the district providing special instruction and services. For purposes of this
 146.29 paragraph, general education revenue and referendum equalization aid attributable to a
 146.30 pupil must be calculated using the serving district's average general education revenue
 146.31 and referendum equalization aid per adjusted pupil unit.

146.32 (c) For fiscal year 2015 and later, special education aid paid to a resident district
 146.33 must be reduced by an amount equal to 90 percent of the unreimbursed cost of providing
 146.34 special education and services.

147.1 (d) Notwithstanding paragraph (c), special education aid paid to a resident district
 147.2 must be reduced by an amount equal to 100 percent of the unreimbursed cost of special
 147.3 education and services provided to students at an intermediate district, cooperative, or
 147.4 charter school where the percent of students eligible for special education services is at
 147.5 least 70 percent of the charter school's total enrollment.

147.6 (e) Notwithstanding paragraph (c), special education aid paid to a resident district
 147.7 must be reduced under paragraph (d) for students at a charter school receiving special
 147.8 education aid under section 124E.21, subdivision 3, calculated as if the charter school
 147.9 received special education aid under section 124E.21, subdivision 1.

147.10 (f) Special education aid paid to the district or cooperative providing special
 147.11 instruction and services for the pupil, or to the fiscal agent district for a cooperative, must
 147.12 be increased by the amount of the reduction in the aid paid to the resident district under
 147.13 paragraphs (c) and (d). If the resident district's special education aid is insufficient to make
 147.14 the full adjustment under paragraphs (c), (d), and (e), the remaining adjustment shall be
 147.15 made to other state aids due to the district.

328.22 (g) Notwithstanding paragraph (a), general education aid paid to the resident district
 328.23 of a nonspecial education student for whom an eligible special education charter school
 328.24 receives general education aid under section 124E.20, subdivision 1, paragraph (c), must
 328.25 be reduced by an amount equal to the difference between the general education aid
 328.26 attributable to the student under section 124E.20, subdivision 1, paragraph (c), and the
 328.27 general education aid that the student would have generated for the charter school under
 328.28 section 124E.20, subdivision 1, paragraph (a). For purposes of this paragraph, "nonspecial
 328.29 education student" means a student who does not meet the definition of pupil with a
 328.30 disability as defined in section 125A.02 or the definition of a pupil in section 125A.51.

328.31 (h) An area learning center operated by a service cooperative, intermediate district,
 328.32 education district, or a joint powers cooperative may elect through the action of the
 328.33 constituent boards to charge the resident district tuition for pupils rather than to have the
 328.34 general education revenue paid to a fiscal agent school district. Except as provided in
 328.35 paragraph (f), the district of residence must pay tuition equal to at least 90 and no more
 328.36 than 100 percent of the district average general education revenue per pupil unit minus
 329.1 an amount equal to the product of the formula allowance according to section 126C.10,
 329.2 subdivision 2, times .0466, calculated without compensatory revenue, local optional
 329.3 revenue, and transportation sparsity revenue, times the number of pupil units for pupils
 329.4 attending the area learning center.

329.5 Sec. 7. Laws 2015, First Special Session chapter 3, article 5, section 30, subdivision 2,
 329.6 is amended to read:

329.7 Subd. 2. **Special education; regular.** For special education aid under Minnesota
 329.8 Statutes, section 125A.75:

329.9		1,170,929,000		
329.10	\$	<u>1,183,619,000</u>	2016
329.11		1,229,706,000		
329.12	\$	<u>1,247,108,000</u>	2017

329.13 The 2016 appropriation includes \$137,932,000 for 2015 and ~~\$1,032,997,000~~
 329.14 \$1,045,687,000 for 2016.

329.15 The 2017 appropriation includes ~~\$145,355,000~~ \$147,202,000 for 2016 and
 329.16 ~~\$1,084,351,000~~ \$1,099,906,000 for 2017.

147.16 (g) Notwithstanding paragraph (a), general education aid paid to the resident district
 147.17 of a nonspecial education student for whom an eligible special education charter school
 147.18 receives general education aid under section 124E.20, subdivision 1, paragraph (c), must
 147.19 be reduced by an amount equal to the difference between the general education aid
 147.20 attributable to the student under section 124E.20, subdivision 1, paragraph (c), and the
 147.21 general education aid that the student would have generated for the charter school under
 147.22 section 124E.20, subdivision 1, paragraph (a). For purposes of this paragraph, "nonspecial
 147.23 education student" means a student who does not meet the definition of pupil with a
 147.24 disability as defined in section 125A.02 or the definition of a pupil in section 125A.51.

147.25 (h) An area learning center operated by a service cooperative, intermediate district,
 147.26 education district, or a joint powers cooperative may elect through the action of the
 147.27 constituent boards to charge the resident district tuition for pupils rather than to have the
 147.28 general education revenue paid to a fiscal agent school district. Except as provided in
 147.29 paragraph (f), the district of residence must pay tuition equal to at least 90 and no more
 147.30 than 100 percent of the district average general education revenue per pupil unit minus
 147.31 an amount equal to the product of the formula allowance according to section 126C.10,
 147.32 subdivision 2, times .0466, calculated without compensatory revenue, local optional
 147.33 revenue, and transportation sparsity revenue, times the number of pupil units for pupils
 147.34 attending the area learning center.

148.1 Sec. 15. Laws 2015, First Special Session chapter 3, article 5, section 30, subdivision
 148.2 2, is amended to read:

148.3 Subd. 2. **Special education; regular.** For special education aid under Minnesota
 148.4 Statutes, section 125A.75:

148.5		1,170,929,000		
148.6	\$	<u>1,183,619,000</u>	2016
148.7		1,229,706,000		
148.8	\$	<u>1,246,997,000</u>	2017

148.9 The 2016 appropriation includes \$137,932,000 for 2015 and ~~\$1,032,997,000~~
 148.10 \$1,045,687,000 for 2016.

148.11 The 2017 appropriation includes ~~\$145,355,000~~ \$147,202,000 for 2016 and
 148.12 ~~\$1,084,351,000~~ \$1,099,795,000 for 2017.

148.13 Sec. 16. **REDUCING STATE-GENERATED SPECIAL EDUCATION**
 148.14 **PAPERWORK.**

148.15 Notwithstanding other law to the contrary in fiscal years 2017 and 2018, the
 148.16 commissioner of education must use existing budgetary resources to identify and remove
 148.17 25 percent of the paperwork burden on Minnesota special education teachers that results
 148.18 from state but not federally mandated special education compliance reporting requirements.

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

148.20 Sec. 17. **APPROPRIATION CANCELED.**

148.21 \$1,686,000 on June 30, 2016, is transferred from the information and
 148.22 telecommunications technology systems and services account under Minnesota Statutes,
 148.23 section 16E.21, to the general fund. This represents the amount the Department of
 148.24 Education transferred to that account in fiscal year 2015 after determining that the special
 148.25 education paperwork reduction activities authorized in an appropriation under Laws 2013,
 148.26 chapter 116, article 5, section 31, subdivision 8, were not feasible based on a onetime
 148.27 appropriation.

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

329.17 Sec. 8. **APPROPRIATIONS.**

329.18 Subdivision 1. **Department of Education.** The sums indicated in this section are

329.19 appropriated from the general fund to the Department of Education for the fiscal years

329.20 designated.

329.21 Subd. 2. **Restrictive procedures work group.** To implement the recommendations

329.22 from the restrictive procedures work group under Minnesota Statutes, section 125A.0942:

329.23 \$ 500,000 2017