

# HOUSE & SENATE

## Bill Summary

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## Section

### **Article 1: General Education**

- 1**        **General education revenue; charter schools.** Authorizes extended time revenue for charter schools. Sets the aid equal to 25 percent of the statewide average extended time revenue per pupil for school districts.

Makes this section effective for fiscal year 2016 and later.
- 2**        **Purpose of flexible learning year program.** Allows a school district that has a four-day week plan during the current school year to continue with a four-day week through the 2019-2020 school year. Makes a district's participation for subsequent years contingent on meeting its world's best workforce goals. Requires the commissioner to give a year's notice before revoking approval of a district's flexible learning year program.

Makes this section effective immediately.
- 3**        **Establishment of flexible learning year program.** Requires the commissioner to approve or disapprove a flexible learning year application within 45 days of its receipt. Requires the commissioner to explain why an application is not approved.
- 4**        **English learner.** Increases from 6 to 7 years the length of eligibility for state English learner aid.

Makes this section effective for fiscal year 2017 and later.
- 5**        **General education revenue.** Strikes obsolete language.
- 6**        **Basic revenue.** Increases the basic formula allowance by 2 percent per year, from \$5,831 in fiscal year 2015 to \$5,948 for fiscal year 2016 and \$6,067 for fiscal year 2017 and later.
- 7**        **Extended time revenue.** Increases the extended time allowance for school districts by \$100 per pupil unit. Allows extended time revenue to be used for vacation break and summer term academies.

Makes this section effective for fiscal year 2016 and later.
- 8**        **Operating capital levy.** Modifies the operating capital levy equalizing factors for subsequent fiscal years. Corrects an obsolete reference to the funding pupil count.

Makes this section effective for fiscal year 2016 and later.
- 9**        **Student achievement rate.** Modifies the date by which the commissioner must establish the student achievement rate. Requires the student achievement rate to be the rate that raises \$20,000,000 through fiscal year 2017, \$10,000,000 for fiscal year 2018, and eliminates the student achievement levy for fiscal year 2019 and later.

Makes this section effective the day following final enactment.
- 10**       **General education aid.** Strikes obsolete language. Makes a technical correction to the definition of general education aid for fiscal year 2015 and later.

Makes this section effective for fiscal year 2015 and later.
- 11**       **Building allocation.** Grants a school board authority to reallocate up to 50 percent of its compensatory revenue among school sites according to a plan approved by the school board.

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Makes this section effective July 1, 2015.

- 12 Referendum allowance.** Clarifies the language governing the calculation for the operating referendum allowance.

Makes this section immediately effective for fiscal year 2015 and later.

- 13 Referendum allowance limit.** Strikes obsolete language related to local optional revenue subtraction.

Makes this section effective the day following final enactment for fiscal year 2015 and later.

- 14 Taconite payment and other reductions.** Excludes the student achievement levy from the calculation of levy reductions under this section.

- 15 Listed districts may form intermediate district.** Allows school districts located in Carver, Scott, and Le Sueur Counties to enter into agreements for facilities and instruction in special education, career and technical education, adult basic education, and alternative education.

- 16 Joint school board; members; bylaws.**

**Subd. 1. Board.** Requires the agreement to provide for a joint school board and the election or appointment of members, membership terms and qualifications, and other provisions.

**Subd. 2. Bylaws.** Allows the joint school board to adopt bylaws specifying the duties and powers of the officers and meeting dates and other provisions needed to conduct board business.

- 17 Status of Joint School Board.**

**Subd. 1. Public agency.** Requires the joint board to be a public agency of the participating school districts. Permits the board to receive and disburse federal and state funds.

**Subd. 2. Liability.** Limits the individual liability of board members and participating school districts.

**Subd. 3. Tax exempt.** Exempts from taxation any property belonging to or used by the board for its purposes.

- 18 Joint board has all powers of member districts.** Gives the joint school board all the powers granted to the participating school districts.

- 19 Agreement approval; notice; petition; referendum.**

**Subd. 1. Resolution.** Requires the board of each participating school district to pass a resolution to approve the agreement.

**Subd. 2. When effective.** Requires each resolution to be published. Makes the resolution effective 30 days after publication, unless a petition for referendum on the resolution is filed. In that case, makes the resolution effective upon approval by a majority of voters at a regular or special election.

- 20 District contributions, disbursements, contracts.** Allows the participating school districts to contribute funds to the board.

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- 21 Term of agreement.** Requires the agreement to state the term of the agreement and allows the agreement to provide for terminating the board and distributing its assets.
- 22 Non-postsecondary programs; licensed direction.** Allows the board to provide any requested educational programs or services, except postsecondary programs or services. Requires licensed personnel to supervise academic offerings.
- 23 Other membership and powers.** Allows other school districts, cities, counties, and other governmental units to be included in the agreement. Allows the board to provide the same educational and technical services and assistance provided by service cooperatives.
- 24 Compensatory revenue; intermediate district.** For the 2015-2016 school year only, bases compensatory revenue for an intermediate district formed out of the former South Metro Educational Cooperative on the prior year pupil counts at the cooperative.
- 25 School district levy adjustments.** Directs the Commissioner of Education to adjust each school district tax rate and equalizing factor if a 2015 regular or special session tax bill makes changes to the underlying tax base.
- 26 Independent School District No. 761, Owatonna Public Schools; referendum revenue authorization.** Modifies the referendum allowance amount for Owatonna Public Schools originally authorized in November 2013.
- 27 Appropriations.** Appropriates money for general education programs. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>
- 28 Repealer; benefits levies.** Repeals:
- 126C.12, subd. 6 – annual report on learning and development expenditures (class size reduction revenue);
  - 126C.13, subds. 3a, 3b, and 3c – student achievement levy for taxes payable in 2018 and later;
  - 126C.41, subd. 1 – obsolete authority granting school districts the ability to levy for certain health insurance costs of employees who retired between May 15, 1992, and June 30, 1992.

## **Article 2: Education Excellence**

- 1 Directory information.** Updates a reference to federal law governing directory information. Makes this section effective immediately.
- 2 Foreign language and culture; proficiency certificates.** (a), (d) Strike language on the Minnesota world language proficiency high achievement certificates.
- 3 State bilingual and multilingual seals.** (a) Establishes voluntary bilingual and multilingual seals to recognize high school students who demonstrate an advanced-low level or an intermediate-high level of functional proficiency in listening, speaking, reading, and writing on the American Council on the Teaching of Foreign Languages' (ACTFL) language proficiency tests or on equivalent assessments in one or more languages in addition to English, including American sign language.

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- (b) Requires all students to demonstrate mastery of Minnesota's English language proficiency standards as a condition for receiving a seal.
- (c) Makes a high school student who demonstrates an intermediate-high level of functional proficiency eligible to receive the state's gold seal and a high school student who demonstrates an advanced-low level of functional proficiency eligible to receive the state's platinum seal. Makes high school students who demonstrate the requisite language proficiency in multiple languages in addition to English eligible for a state multilingual gold or platinum seal.
- (d) Allows districts and charter schools to periodically assess students' level of language proficiency, and to use trained evaluators where other assessments are unavailable.
- (f) Allows a school district or charter school to award community service credit to a student who demonstrates the requisite language proficiency in a language in addition to English.
- (g) Directs the education commissioner to list on the department Web site those assessments that are aligned to the American Council on the Teaching of Foreign Languages' (ACTFL) language proficiency tests.
- (h) Directs MnSCU institutions, by August 1, 2015, to award college credits to students who demonstrate the requisite level of language proficiency in grade 10, 11, or 12 sufficient to receive a state bilingual or multilingual seal and who request the credits within three academic years of graduating. Allows MnSCU to award credits to a student who receives a world language proficiency certificate. Encourages the University of Minnesota to award students foreign language academic credits consistent with this paragraph.

Makes this section effective immediately and applicable beginning with students graduating in the 2014-2015 school year who demonstrate the requisite language proficiency in grade 10, 11, or 12.

- 4** **Local literacy plan.** (a) Requires local literacy plans to be consistent with statutory requirements governing comprehensive, scientifically based reading instruction and describe: data on the effectiveness of an assessment for screening and identifying a student's reading proficiency; a parent involvement process; how schools will determine a student's intervention strategy leading to measurable reading progress; evidence-based interventions and progress-monitoring on the effectiveness of interventions; and programs to meet staff development needs.

**Makes this section effective for fiscal year 2016 and later.**

- 5** **Rigorous course taking information; AP; IB; and PSEO.** In the annual legislative report on rigorous course taking, directs the education commissioner to disaggregate the data by student group, school district, and postsecondary institution. Directs the commissioner to include information on participation and expenditures for career and technical education courses offered as a concurrent enrollment course.
- 6** **Reporting.** When publicly reporting data on students' test results, directs the education commissioner to include available data on student homelessness in the demographic factors that strongly correlate with student performance.

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Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.

- 7 Student performance data.** Directs the education commissioner to include available data on student homelessness in school districts' demographic profiles when organizing and reporting student performance data to state and local policy makers.

Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.

- 8 School performance reports.** Includes student homelessness among the statewide information the education commissioner must report annually.

Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.

- 9 License and rules.** (b) Directs the Board of Teaching to require teacher licensure candidates to submit a passing score on a board-adopted skills test. Allows the board to issue up to four temporary one-year teaching licenses to a qualified candidate who has not yet passed the board-adopted skills exam. Requires the Board of Teaching and the entity administering teacher content, pedagogy, and skills exams to provide testing accommodations to a qualified applicant.

(d) Allows teacher preparation programs to provide a school year-long student teaching program with clinical opportunities, academic course work, and in-depth student teaching experiences.

(o) Directs the Board of Teaching to adopt rules by January 1, 2016, to license out-of-state teacher candidates. Requires the rules to permit applicants to demonstrate their qualifications through the board's recognition of a teaching license from another state in a similar content field, completion of a state-approved teacher preparation program, teaching experience as the teacher of record in a similar licensure field, depth of content knowledge, depth of content methods or general pedagogy, professional development in and contribution to a specific content field, or classroom performance measured by student growth on normed assessments or teacher effectiveness documented on local evaluations. Requires the rules to include criteria for determining a "similar content field" and "similar licensure area."

Makes this section effective immediately and applicable to all candidates seeking initial teacher licensure, including those holding a temporary, one-year teaching license.

- 10 Teacher and administrator preparation and performance data.** (a) Directs the Board of Teaching and the Board of School Administrators, in cooperation with the Minnesota Association of Colleges for Teacher Education (MACTE) and Minnesota colleges and universities offering board-approved preparation programs, annually to collect and report summary data on teacher and school administrator preparation and performance outcomes. Requires the Board of Teaching and the Board of School Administrators annually by June 1 to update and post the reported preparation and performance summary data from the preceding school years on a Web site hosted jointly by the boards.

(b) Includes in the summary data on teachers: student entrance requirements, including enrolling students' GPA; students' average scores on board-adopted skills exams or ACT or SAT scores; summary data on faculty qualifications; the average time program graduates

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needed to complete the preparation program; the number and percent of program graduates who were licensed and hired to teach full-time in their licensure field; required credits needed to complete the program and graduate; students' pass rates on exams required for graduation in each program and licensure area; survey results measuring students' satisfaction with the program; the satisfaction of principals and teachers supervising the student teachers; and information under paragraphs (d) and (e), and consistent with teacher preparation program reporting.

(c) Includes in the summary data on school administrators: summary data on faculty qualifications; the average time program graduates needed to complete the preparation program; the number and percent of program graduates who were licensed and employed as an administrator; required credits needed to complete the graduate program; survey results measuring the satisfaction of students, graduates, and employers with the program; and information under paragraphs (f) and (g), and consistent with principal preparation program reporting.

(d) Directs school districts annually by October 1 to report information to the Board of Teaching on teachers who finished their probationary period and accepted a continuing contract with the district, including information on the teacher's effectiveness category or rating, the teacher's primary licensure area, and the program preparing the teacher.

(e) Directs school districts annually by October 1 to report information to the Board of Teaching on probationary teachers who were released or whose contracts were not renewed during their probationary period, including information on a teacher's licensure areas and the program preparing the teacher.

(f) Directs school districts annually by October 1 to report information to the Board of School Administrators on principals and assistant principals who finished their probationary period and accepted a continuing contract with the district, including information on the administrator's effectiveness category or rating and the program preparing the administrator.

(g) Directs school districts annually by October 1 to report information to the Board of School Administrators on principals and assistant principals who were released or whose contracts were not renewed during their probationary period.

Makes this section effective July 1, 2016.

**11** **Teacher preparation program reporting.** Directs the Board of Teaching, by December 31, 2018, to annually publish on its Web site at least three consecutive years of summary data on teacher preparation program outcomes. Requires the board to report data that does not reveal personally identifiable information.

**12** **Rules for continuing education requirements.** Removes an exception and makes retired school principals who serve as short-call substitute principals or assistant principals subject to continuing education requirements applicable to licensed principals generally.

Makes this section effective immediately.

**13** **Principal preparation program reporting.** Directs the Board of School Administrators, by December 31, 2018, to annually publish on its Web site at least three years of cumulative, summary data on principal preparation program outcomes.

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- 14 Teacher and support personnel qualifications.** (a) Requires the Board of Teaching to license qualified out-of-state teacher candidates.
- (b) Directs the Board of Teaching to require teacher licensure candidates to demonstrate a passing score on a board-adopted reading, writing, and math skills test. Allows the board to issue up to four temporary one-year teaching licenses to a candidate who has not passed a board-adopted reading, writing, and math skills exam. At the request of a district or charter school, allows the Board of Teaching to issue a restricted teaching license to a qualified teacher employed by the district or charter school who has not passed a board-adopted skills exam. Allows a teacher holding a restricted license to teach certain subjects in the district or charter school requesting the restricted license. Requires the board to provide an explanation if it refuses to issue a restricted license.
- 15 Limited provisional licenses.** Allows the Board of Teaching to grant two-year provisional licenses to candidates in a field in which they were not previously licensed or in a field where a shortage of licensed teachers exists.
- 16 Grounds for revocation, suspension, or denial.** Directs the Board of Teaching and the Board of School Administrators, whichever has jurisdiction, to refuse to issue or renew or to automatically revoke an individual's teaching license without the right to a hearing upon receiving a certified copy of a conviction showing that the individual was convicted of a specific crime, including first and second degree sex trafficking, engaging in hiring or agreeing to hire a minor to engage in prostitution, soliciting children to engage in sexual conduct or communicating sexually explicit materials to children, interfering with privacy, stalking a minor victim, and other offenses requiring the individual to register as a predatory offender, among other listed crimes.
- 17 Licensure via portfolio.** (d) Requires the Board of Teaching, within 90 days, to notify candidates who submit a portfolio for teacher licensure whether or not the educator licensing division at the Minnesota Department of Education approved their portfolio and to inform candidates whose portfolios are not approved how to revise their portfolio to successfully demonstrate the requisite competence. Allows a teacher candidate to resubmit a portfolio at any time and requires the department to approve or disapprove the resubmitted portfolio within 60 days.
- Makes this section effective immediately and applicable to all portfolios submitted to the educator licensing division at the Minnesota Department of Education after that date.
- 18 Applicants trained in other states.**
- Subd. 1. Preparation equivalency.** Directs the board to establish criteria and streamlined procedures by January 1, 2016, to recognize the experience and credentials of an out-of-state applicant for a Minnesota teaching license and allow the applicant to demonstrate their qualifications for licensure based on performance measures the board adopts by January 1, 2016.
- Subd. 2. Applicants licensed in other states.** (a) Directs the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who meets certain specified criteria, including either: (1) field-specific teaching methods, student teaching, or equivalent experience; or (2) at least two years of teaching experience as the teacher of record in a similar licensure field.

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- (b) Allows the Board of Teaching to issue a standard license based on an out-of-state applicant's teaching experiences and required exams.
- (c) Directs the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who either: (1) completed field-specific teaching methods, student teaching or equivalent experience; or (2) has at least two years of teaching experience as the teacher of record in a similar licensure field, among other criteria.
- (d) Directs the Board of Teaching to issue up to four temporary one-year teaching licenses to an out-of-state applicant who holds an out-of-state teaching license to teach in a similar content field and similar grade levels, among other criteria.
- (e) Directs the Board of Teaching to issue up to four one-year temporary teaching licenses to an out-of-state applicant who completed required preparation and exams and who holds an out-of-state teaching license to teach in a similar content field and similar grade levels.
- (g) Allows the Board of Teaching to issue a two-year limited provisional license to an applicant interested in teaching in a shortage area.
- (h) Allows the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who obtains qualifying scores on board-adopted content, pedagogy, and skills exams.
- (i) Directs the Board of Teaching to require an out-of-state applicant to pass the reading, writing, and math board-adopted skills examination.

**Subd. 3. Teacher licensure agreements with adjoining states.** (a) Directs the Board of Teaching to enter into a NASDTEC agreement and other interstate agreements for teacher licensure that allow fully certified teachers from adjoining states to transfer their certification to Minnesota. Directs the board to enter into these agreements only after determining that teacher licensure requirements in the adjoining state are comparable to rigorous Minnesota requirements. Allows the board to limit agreements to particular content areas or grade levels based on established priorities or identified shortages. Excludes from this paragraph those teachers holding provisional licenses.

(b) Directs the Board of Teaching to work with adjoining states to establish interstate teacher licensure agreements.

Makes this section effective July 1, 2015.

**19 Requirements.** (a) Allows a nonprofit corporation organized for an education-related purpose that partners with a college or university offering a board-approved teacher preparation program to provide teacher preparation programs that allow candidates to acquire two-year limited-term licenses in preparation for acquiring a standard teaching license.

(b) Requires a person with a limited term license, before becoming the teacher of record, to have the requisite grade point average and receive a passing score on a board-adopted skills test.

Makes this section immediately effective.

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- 20 Program approval; disapproval.** (b) For purposes of alternative teacher preparation programs, defines “nontraditional means” to include a portfolio of previous experiences, teaching experience, educator evaluations, certificates marking the completion of education training programs, and other essentially equivalent demonstrations.
- (c) Requires the Board of Teaching to use nontraditional criteria to determine the qualifications of program instructors.
- (d) Allows the board to recognize instructors holding only a bachelor’s degree.
- 21 Standard license.** Requires alternative preparation program candidates to obtain qualifying scores on board-adopted skills, pedagogy, and content exams in order to be issued a standard license.
- 22 Exemption for technical education instructors.** (a) Exempts a person who teaches in a part-time vocational or career and technical education program from licensure requirements upon school board approval. Clarifies that the section does not exclude licensed career and technical educators from the definition of teacher.
- Makes this section effective immediately and applicable to all technical education instructors hired after that date.
- 23 Development, evaluation, and peer coaching for continuing contract teachers.** Prohibits a school administrator from placing a student, for two consecutive school years, in the classroom of a teacher who is in the improvement process or has not had a summative evaluation unless no other teacher at the school teaches that grade or subject area. Causes data to retain its classification under chapter 13.
- 24 Immediate discharge.** Requires a school board to immediately discharge a continuing contract teacher whose license has been revoked due to conviction for child abuse, including child sexual abuse.
- Makes this section effective immediately.
- 25 Development, evaluation, and peer coaching for continuing contract teachers.** Prohibits a school administrator in a first class city school district from placing a student, for two consecutive school years, in the classroom of a teacher who is in the improvement process or has not had a summative evaluation unless no other teacher at the school teaches that grade or subject area. Causes data to retain its classification under chapter 13.
- 26 Grounds for discharge or demotion.** Directs a school board in a first class city school district to immediately discharge a teacher whose license has been revoked due to a conviction for child abuse, including child sexual abuse.
- Makes this section effective immediately.
- 27 Qualifying plan.** Allows a cooperative unit to develop an educational improvement plan to qualify for the alternative teacher professional pay system.
- Makes the section effective for revenue for fiscal year 2017 and later.
- 28 Plan components.** Requires a cooperative unit governing board to approve an educational improvement plan in order to qualify for the alternative teacher professional pay system.

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Makes the section effective for revenue for fiscal year 2017 and later.

- 29 Restructured pay system.** Allows cooperatives to participate in the restructured alternative teacher professional pay system.

Makes the section effective for revenue for fiscal year 2017 and later.

- 30 Transitional planning year.** Allows a cooperative, excluding an intermediate school district, to participate in the alternative teacher professional pay system if, one school year before the cooperative expects to fully implement the pay system, the board submits a letter of intent to the department and a record of a formal vote indicating at least 70 percent of the teachers employed by the cooperative agree to implement the system.

Makes the section effective for revenue for fiscal year 2017 and later.

- 31 Alternative teacher professional pay system.** (c) Allows the alternative teacher professional pay system to: (1) include a hiring bonus or other added compensation for effective or highly effective teachers who work in a hard-to-fill position or in a hard-to-staff school; and (2) include incentives for teachers to obtain a master's degree in their content field of licensure, pursue additional licensure in a locally-identified teacher shortage area, or help fund a "grow your own" teacher initiative.

Makes this section effective immediately and applicable to agreements approved or renegotiated after that date.

- 32 Cooperative applications.** Establishes application requirements for cooperative units, excluding intermediate school districts, to participate in the alternative teacher professional pay system.

Makes the section effective for revenue for fiscal year 2017 and later.

- 33 Approval process.** Allows cooperatives to participate in the alternative teacher professional pay system.

Makes the section effective for revenue for fiscal year 2017 and later.

- 34 Report; continued funding.** Subjects cooperatives to the reporting requirements for the alternative teacher professional pay system.

Makes the section effective for revenue for fiscal year 2017 and later.

- 35 Alternative Compensation Revenue.** Establishes a basic alternative teacher compensation aid formula for a cooperative, including an intermediate school district, based on the number of teachers employed by the cooperative.

Makes the section effective for revenue for fiscal year 2017 and later.

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### **36 Staff development program.**

**Subd. 1. Staff development committee.** Requires school boards to use staff development revenue for teacher and principal development and evaluation plans, in-service education programs, and other staff development needs.

**Subd. 2. Contents of plan.** Requires staff development plans to: make staff development outcomes part of districts' teacher development and evaluation agreement; and include procedures to evaluate progress toward meeting staff development outcomes at each school site.

**Subd. 3. Staff development outcomes.** Directs the advisory staff development committee to adopt a staff development plan that is consistent with: the district's teacher development and evaluation agreement for developing and evaluating teachers and improving student outcomes; and the principal evaluation process for strengthening principals' capacity related to instruction, supervision, evaluation, and teacher development.

Makes this section effective for the 2016-2017 school year and later.

### **37 Staff development revenue.** Requires school districts to reserve at least two percent of basic revenue for teacher and principal professional development and evaluation and for in-service education programs. Allows staff development revenue to be used for other specified purposes, including teacher mentoring, to the extent extra funds are available.

Makes this section effective for the 2016-2017 school year and later.

### **38 Practice or student teachers.** Requires student teachers to be placed with a cooperating licensed teacher who has at least three years of teaching experience and is not in the improvement process.

Makes this section effective for the 2015-2016 school year and later.

### **39 Authorization; notification.** Allows 9th and 10th grade students to enroll in: a concurrent enrollment course subject to the agreement of the district and the postsecondary institution providing the course; or a world languages course available to 11th and 12th grade students that is consistent with world languages standards and proficiency seals and certificates.

### **40 Authorization; career and technical education.** Allows 10<sup>th</sup> grade a student who did not take the 8th grade MCA reading test to substitute another reading assessment accepted by the MnSCU institution enrolling the student in a career and technical education course under the postsecondary enrollment options program.

### **41 Limit on participation.** Removes the limits on postsecondary enrollment options program participation for students the school district determines are not on track to graduate.

### **42 Enrollment priority.** (b) Prohibits postsecondary institutions from enrolling secondary pupils under the postsecondary enrollment options program in courses that are not college level except when a student who is enrolled in the graduation incentives program enrolls full-time in a middle or early college program having a well-defined pathway that allows the student to earn a postsecondary degree or credential.

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**43 Credits.** Requires all MnSCU institutions to give full credit to a student enrolling in any MnSCU institution who, as a high school PSEO student, completed a PSEO course or program for postsecondary credit that is part or all of a goal area or transfer curriculum at a MnSCU institution. Requires that once one MnSCU institution certifies a secondary student's postsecondary course or program as complete, whether part or all of a goal area or transfer curriculum, all MnSCU institutions must consider the student's course or program for that goal area or transfer curriculum as complete.

Makes this section effective for the 2015-2016 school year.

**44 Full-service community schools.**

**Subd. 1. Definitions.** Defines the following terms: community organization, community school consortium, community school programming, high-quality child care or early childhood programming, school site, and site coordinator.

**Subd. 2. Full-service community school program.** (a) Directs the commissioner to fund eligible school sites. An eligible school site must be a school that is on a development plan for continuous improvement or a school in a district that has an approved achievement and integration plan.

(b) School sites must receive up to \$100,000 annually and hire a site coordinator.

(c) Implementation funding is up to \$20,000 for one year for planning.

(d) Requires a school site to have a 12 to 15 member school leadership team to develop school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming at the site.

(e) Requires a school site to do a baseline analysis before beginning programming as a full-service community school.

(f) School sites must establish at least two of the following types of programming: early childhood, academic, parental involvement, mental and physical health, community involvement, positive discipline practices, and other programming designed to meet school and community needs identified in the baseline analysis.

(g) Requires the school leadership team to develop a detailed plan that includes the following: establishment and operation of the school leadership team; maintenance of attendance records; maintenance of measurable data showing participation and effects of programming on participants; collaboration between the school and community stakeholders; compliance with the district nondiscrimination policy; and school leadership team development.

**Subd. 3. Full-service community school review.** (a) Establishes a three year review for schools to report to the commissioner. Requires the report to include:

(1) an assessment of school site effectiveness in implementing the plan;

(2) problems in developing or implementing the plan;

(3) the operation of the leadership team and the team's contribution to successfully executing the plan;

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- (4) recommendations for improving to programming;
  - (5) the number and percentage of students receiving programming not previously served;
  - (6) the number and percentage of nonstudent community members receiving programming not previously served;
  - (7) improvements in student retention;
  - (8) improvements in academic achievement;
  - (9) changes in students school readiness, involvement in learning and their community, physical, social and emotional health, and relationships with school and community environment;
  - (10) an accounting of anticipated local budget savings;
  - (11) improvements in family involvement;
  - (12) assessment of community stakeholder satisfaction;
  - (13) assessment of institutional partner satisfaction;
  - (14) the ability to continue services without future full-service community school funding;
  - (15) increased in access to services; and
  - (16) increased collaboration among agencies and private partners.
- (b) Requires the commissioner to evaluate school reports using the following criteria:
- (1) school effectiveness in implementing the full-service community plan;
  - (2) how well the project helped improve student programming;
  - (3) increases in students and nonstudents receiving programming;
  - (4) improved student retention and academic achievement;
  - (5) local budget savings;
  - (6) engagement of community stakeholder and institutional partner;
  - (7) the ability to continue services without future full-service community school funding;
  - (8) increased student and family access to services; and
  - (9) increased collaboration among agencies and private partners.

**45 Tribal Nations Education Committee.** Defines “Tribal Nations Education Committee” to mean the committee established through tribal directive that the commissioner consults with on all matters related to educating American Indian students.

**46 Participating school; American Indian school.** Defines “participating school” and “American Indian school” to mean a school eligible to receive a federal grant for educating American Indian children.

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- 47 Program described.** Strikes language requiring a specific focus on improved reading and math skills. Requires program services designed to help increase the completion and graduation rates of American Indian students, to emphasize support services for staff, and to include innovative teaching approaches, among other services.
- 48 Nonverbal courses and extracurricular activities.** Directs American Indian children to fully participate on an equal basis with their peers in predominantly nonverbal school classes such as art, music, and physical education.
- 49 American Indian language and culture education licenses.** Directs the Board of Teaching, in consultation with the Tribal Nations Education Committee, to grant teaching licenses in American Indian language and culture education. Allows the board to consider tribal resolutions as evidence of a person's qualifications for this licensure.
- 50 Resolution or letter.** Strikes language referring to the designee of an American Indian tribal government and other, obsolete language.
- 51 Affirmative efforts in hiring.** Requires school districts and participating schools to involve parent advisory committees in recruiting, screening, and selecting applicants who share the American Indian culture with enrolled children.
- 52 Community coordinators, Indian home/school liaisons, paraprofessionals.** Allows school districts and participating schools providing American Indian programs to employ paraprofessionals but not to supplant American Indian language and culture education teachers. Requires school districts and participating schools providing American Indian programs to employ one or more full- or part-time community coordinators or Indian home/school liaisons if 100 or more American Indian students are enrolled in the district.
- 53 Parent and community participation.**
- Subd. 1. Parent committee.** Requires a school board in a school district with 10 or more enrolled American Indian students and each American Indian school to establish an American Indian parent advisory committee to help develop curriculum recommendations required by the World's Best Work Force. Strikes language requiring the committee to address the need for adult education programs. Makes conforming changes.
- Subd. 2. Resolution of concurrence.** Requires the school board or school to submit to the department, before March 1, instead of December 1, the resolution adopted by the American Indian parent advisory committee regarding the committee's concurrence or nonconcurrence with educational programs provided to American Indian students, including reasons for nonconcurrence and recommendations, where applicable. Requires a school board to respond within 60 days of nonconcurrence to each recommendation and to state the reason for not implementing the recommendation.
- Subd. 3. Membership.** Includes American Indian paraprofessionals among the members of the American Indian parent advisory committee.
- Subd. 4. Alternate committee.** Allows an organizational membership or a board of directors of an American Indian school that includes the parents of children attending the school to also serve as the American Indian parent advisory committee.

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- 54 American Indian community involvement.** Requires the commissioner to fully involve the Tribal Nations Education Committee and American Indian paraprofessionals, among other American Indian stakeholders, in formulating policies and procedures affecting American Indian education.
- 55 Technical assistance.** Directs the commissioner to provide technical assistance to train teachers and paraprofessionals about culturally responsive teaching methods and culturally based curriculum, among other aspects of American Indian education programs.
- 56 Duties; powers.** Requires the Indian education director to serve as a liaison for the department with the tribal communities in Minnesota. Strikes references to the Urban Advisory Council and postsecondary preparation grants.
- 57 American Indian education aid.** (a) Changes the Indian education grant program to an aid program. Makes school districts, charter schools, and an American Indian-controlled tribal contract or grant school enrolling at least 20 American Indian students and operating an American Indian education program eligible to receive aid. Establishes a funding formula to determine the amount of an eligible school's aid. Sets the aid amount equal to the sum of \$20,000 and \$358 for the 21<sup>st</sup> and each subsequent American Indian student enrolled in the district. Ensures that the new aid amount cannot be less than the district's grant for fiscal year 2015.
- (b) Prohibits the aid from exceeding actual expenditures. Makes this section effective for fiscal year 2016 and later.
- 58 Revenue amount.** Amends the calculation for determining tribal contract or grant school aid, by raising the maximum per pupil aid cap from \$1,500 to \$3,230 for fiscal years 2016 and 2017 only.
- Makes this section effective for fiscal year 2016 and later.
- 59 Literacy Incentive Aid.** Makes technical changes. Requires a district to submit its local literacy plan to the Commissioner as a condition of receiving proficiency and growth aid.
- Makes the section effective for fiscal year 2016 and later.
- 60 Use of revenue. Allows districts to use basic skills revenue to implement local literacy plans.**
- Makes the section effective for fiscal year 2016 and later.
- 61 Minnesota transfer curriculum.** Requires all MnSCU institutions to give full credit to a PSEO student who completes a postsecondary course or program for postsecondary credit that is part or all of a goal area or transfer curriculum at a MnSCU institution and who then enrolls in a MnSCU institution after leaving secondary school. Requires that once one MnSCU institution certifies a secondary student's postsecondary course or program as complete, whether part or all of a goal area or transfer curriculum, all MnSCU institutions must consider the student's course or program for that goal area or transfer curriculum as complete.
- Makes this section effective August 1, 2015.

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- 62 Achievement and integration levy.** Clarifies the calculation of a district's achievement and integration levy.  
Makes the section effective retroactively from July 1, 2014.
- 63 Teacher development and evaluation revenue.** Makes available for fiscal year 2015 teacher development and evaluation revenue for an education cooperative, education district, and the sites of a charter school not receiving Q-Comp funding.  
Makes this section effective retroactively from July 1, 2014.
- 64 Teacher development and evaluation.** Provides an additional \$20,000 in fiscal year 2015 for teacher development and evaluation revenue to allow cooperative units to receive the revenue.  
Makes this section effective immediately.
- 65 Transfer curriculum report.** Directs the MnSCU chancellor to prepare and submit to the K-12 and higher education committees of the legislature by February 1, 2016, a report on implementing the transfer curriculum policy for PSEO students and how to standardize Advanced Placement, International Baccalaureate, and CLEP course equivalencies across all state colleges and universities.  
Makes this section effective immediately.
- 66 Examining and Developing Statewide Swimming Resources.** (a) Directs the commissioner to report on existing resources and best practices available for swimming instruction in Minnesota public schools.  
(b) Directs the commissioner to establish a work group of interested stakeholders to report to the legislature by February 1, 2016, on the curriculum, resources, personnel, and other costs needed to make swimming instruction available in all Minnesota public schools for children beginning at an early age.  
Makes the section effective immediately.
- 67 School Start Date for the 2015-2016 School Year Only.** Allows any school district to begin the 2015-2016 school year on September 1.  
Makes the section effective immediately for the 2015-2016 school year only.
- 68 Developmental Course Taking; Report.** Directs the commissioner of education, in consultation with the commissioner of the Office of Higher Education, the chancellor of the Minnesota State Colleges and Universities, and the president of the University of Minnesota, to collect and report the following information to the legislature by January 1, 2016:  
(1) the tuition costs incurred by students enrolled in noncredit-bearing college courses for developmental or remedial purposes for the 2010-2011 through 2014-2015 school years; and  
(2) the Minnesota high schools that graduated the students taking the courses in clause (1), the aggregate number of students from each high school, and the related tuition costs for students from each high school.

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- 69 Recommendations on Service-Learning.** Allows the Board of Teaching to make recommendations to the legislature on teacher preparation and licensure requirements in the area of service-learning and submit the recommendations to the legislature by February 16, 2016. Requires the board to consult with representatives of teacher preparation programs and institutions, school-based and community-based service-learning practitioners and experts, licensed teachers, students with service-learning experience, and other interested stakeholders.
- 70 Appropriations.** Makes general fund appropriations to the education department in the designated fiscal years. See the House Fiscal Analysis worksheet for details:  
<http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

### **Article 3: Standards and Assessments**

- 1 Graduation requirements.** (a) Strikes the requirement that high school students take a nationally normed college entrance exam as a condition of graduating from high school.  
(b) Allows students ages 19 to 21 who have not yet graduated and, but for their age, are eligible to participate in an adult basic education program to be admitted to an adult high school diploma program.  
Makes paragraph (a) apply to students entering grade 8 in the 2012-2013 school year and later.
- 2 Revisions and reviews required.** Postpones until the 2020-2021 school year the education commissioner's statutorily prescribed review and revision of the state's math standards.  
Makes this section immediately effective.
- 3 Elective standards.** Directs school districts to use the world language standards developed by the American Council on the Teaching of Foreign Languages when offering world language electives.
- 4 Credit Equivalencies.** Subject to district approval, allows: agricultural science and career and technical education credits to fulfill graduation requirements in science; a computer science credit to fulfill a mathematics graduation requirement; and a Project Lead the Way credit to fulfill a science or mathematics credit.  
Makes this section effective for the 2015-2016 school year and later.
- 5 Annual evaluations.** Directs the education commissioner to annually report to the legislature those districts that have not submitted reports or met performance goals under the World's Best Work Force law.
- 6 Planning for students' successful transition to postsecondary education and employment; personal learning plans.** Strikes a cross reference to the statutory section allowing school districts and charter schools to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT.

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- 7**      **Statewide testing.** (a) Requires the education commissioner to annually administer computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7.
- (c) Requires students enrolled in grade 8 in the 2012-2013 school year and later to have an opportunity to take a nationally normed college entrance exam in grade 11 or 12.
- (d) Strikes language: directing the education commissioner to contract for a series of assessments aligned with state academic standards that include college and career readiness benchmarks; and requiring grade 8 and 10 statewide math, reading, and writing assessments to be predictive of a nationally normed assessment for career and college readiness.
- (e) Encourages students to participate in a nationally recognized college entrance exam. with state funding, requires a district to pay, one-time, the cost for an interested student in grade 11 or 12 to take a nationally recognized college entrance exam. Strikes language requiring that the statewide series of assessments include a college placement diagnostic exam and contain career exploration elements. Requires a student to be able to take the college entrance exam at the student's high school during the school day and at any one of the multiple exam administrations available to students in the district.
- (g) Strikes language requiring students in grade 10 or 11 who are not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 to take a college placement diagnostic exam before taking the college entrance exam so students, their families, the school, and the district can use the exam results for targeted instruction, intervention, or remediation sufficient for the student to graduate and have a reasonable chance to succeed in a career or college without remediation.
- (i) Strikes language directing the education commissioner to determine the alignment between statewide assessments and state academic standards and, where alignment exists, to seek federal approval to replace federally required assessments with the statewide assessments being stricken in this section.
- (m), (n), (o) Require the education commissioner to annually administer computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7.
- Makes this section effective for the 2015-2016 school year and later.
- 8**      **Statewide and local assessments; results.** Makes conforming changes to reflect other changes to the statewide testing system related to administering: computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7; and the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math.
- 9**      **Special and extenuating circumstances.** Directs the Department to develop a list of circumstances when a student may not be able to take a statewide test. Prevents those students who missed the opportunity to test from being penalized for missing the test.
- 10**     **Access to tests.** Makes technical and conforming changes.

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- 11** **Commissioner-ordered suspension of assessments.** Requires the commissioner to notify the legislature if it becomes necessary to suspend statewide assessments due to service disruptions, technical interruptions, or any other reason beyond the control of school districts.
- 12** **Limit on local testing.** (a) Limits the amount of time students spend on locally adopted assessments to 10 hours per school year for grades 1 through 6, and to 11 hours for grades 7 through 12. Excludes IB and AP exams from the time limit.
- (b) Exempts a district from the limits if, after consulting with teachers, it reports the reasons for exceeding the limits in the World's Best Workforce report.
- 13** **Interrupted tests; test data.** Directs the education commissioner to contract with a qualified contractor to determine whether the assessment results for students whose scheduled assessments were delayed or cancelled as a result of system interruptions during the 2014-2015 school year should be excluded from school performance reports or teacher evaluation data.
- Makes this section effective immediately.
- 14** **Report on MCA contract performance.** Directs the commissioner of education to report to the legislature on the performance of the contractor providing the MCAs to the state.
- 15** **Appropriations.** Makes general fund appropriations to the education department in the designated fiscal years. See the House Fiscal Analysis worksheet for details:  
<http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>
- 16** **Repealer.** Repeals Minnesota Statutes 2014, section 120B.128, governing the educational planning and assessment system (EPAS) program offered by ACT.

## **Article 4: Charter Schools**

- 1** **Purposes.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 1, to prepare for the renumbering instruction in section 11.
- 2** **Authorizer.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 3, to prepare for the renumbering instruction in section 11.
- (g) Requires a charter school authorizer that intends to withdraw as an authorizer for reasons unrelated to the statutory causes for nonrenewal or termination of a charter school contract, to provide written notice to all its charter schools and the commissioner by July 15 of its intent to withdraw on June 30 in the next calendar year, regardless of when the authorizer's five-year term of approval ends.
- 3** **Formation of school.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 4, and makes grammatical changes to prepare for the renumbering instruction in section 11. Removes duplicate language about the composition of charter school boards.
- (d) Requires an authorizer to file an affidavit to charter a new school at least 14 months before July 1 of the year in which the new charter school plans to begin serving students.

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(g) Requires charter school operators to establish a board of directors before contracting for goods, services, or facilities.

- 4** **Federal, state, and local requirements.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 8, and makes grammatical changes to prepare for the renumbering instruction in section 11.

(g) Allows a charter school to offer a fee-based preschool or prekindergarten program. Prevents the hours a student is enrolled in a fee-based prekindergarten program from generating pupil units or being used to calculate general education revenue. Allows charter schools where at least 90 percent of enrolled students have a primary disability of deaf or hard-of-hearing to also enroll prekindergarten students with a disability.

(h) Prohibits charter schools from charging tuition except for fee-based preschool or prekindergarten programs.

Makes this section effective immediately except paragraph (g) is effective only if the commissioner of education determines there is no added cost attributable to the prekindergarten pupil with a disability.

- 5** **Pupils with a disability.** Requires a charter school to comply with the statutory section governing approval and payment of special education programs and costs for educating pupils with a disability as though the charter school were a school district. Requires charter schools enrolling prekindergarten deaf and hard-of-hearing children to comply with interagency early childhood intervention system requirements.

Makes this section effective for fiscal year 2016 and later.

- 6** **Annual public reports.** Allows a charter school to combine its required annual report on school enrollment, student attrition, governance and management, staffing and finances, academic performance, innovative practices and implementation, and future plans with the required World's Best Work Force report.

- 7** **Merger.** (a) Allows charter schools to merge under the statutory chapter governing nonprofit corporations. Requires a merger to be effective on July 1. Requires the merged school to continue under the identity of one of the schools participating in the merger. Requires a new charter school contract to be executed by July 1. Requires the authorizer of the newly merged school to submit a new signed charter school contract to the commissioner within 10 business days of executing the contract.

(b) Requires each school participating in the merger to submit a separate year-end report for the previous school year for that school only. Transfers the fund balances and debts of the schools participating in the merger to the newly merged school after the final fiscal year of the schools participating in the merger is closed out.

(c) For the first year of operation, makes the merged school eligible to receive aid from programs requiring approved applications equal to the sum of the aid of all the merging schools. For aids based on prior year data, makes the merged school eligible to receive aid for its first year of operation based on the combined data of all the schools participating in the merger.

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- 8 Payment of aids to charter schools.** Reletters paragraphs in Minnesota Statutes, section 124D.11, subdivision 9, to prepare for the renumbering instruction in section 10. Removes an obsolete provision regarding charter school start up aid.
- 9 Appropriation.** Makes general fund appropriations to the education department in the designated fiscal years. See the House Fiscal Analysis worksheet for details:  
<http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>
- 10 Revisor instruction.** Directs the revisor of statutes to renumber the listed statutory references and create a new chapter 124E on charter schools.

## **Article 5: Special Education**

- 1 Requirements for American sign language/English interpreters.** Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a K-12 deaf and hard of hearing state specialist on the committee charged with developing a plan and time line for persons who hold a provisional certificate to provide American sign language/English interpreting or sign transliterating services and who seek a one-time limited extension of their provisional certificate.
- 2 Oral or cued speech transliterators.** Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a K-12 deaf and hard of hearing state specialist on the committee charged with developing a plan and time line for persons who hold a provisional certificate to provide oral transliterating or cued speech transliterating services and who seek a one-time limited extension of their provisional certificate.
- 3 Providing transportation.** Clarifies a school board's responsibility to provide transportation for a child with a disability not yet enrolled in kindergarten in order for the child to receive special instruction and services. Clarifies that transportation is required for special instruction for a child placed in an early childhood program to address the child's level of functioning and needs.
- 4 General education revenue.** (b) Modifies the calculation of general education revenue for an eligible special education charter school to include the unreimbursed cost for educating students no eligible for special education services.
- 5 Special education aid.** Makes technical change.  
Makes this section effective for fiscal year 2016 and later.
- 6 Definitions.** Defines "unreimbursed costs" and "eligible special education charter school" for the purposes of calculating aid.  
Makes this section effective for fiscal year 2016 and later.
- 7 Special education aid for eligible special education charter schools.** Modifies the calculation of special education aid for an eligible charter school. Requires the commissioner to review budget data and notify the eligible school of the approved unreimbursed cost. Accelerates the special education aid payment for an eligible school.  
Makes this section effective for fiscal year 2016 and later.

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- 8**        **Definitions; dyslexia.** Defines “dyslexia” as a specific learning disability with characteristic difficulties and identified consequences. Requires students who have a diagnosis of dyslexia to meet state and federal eligibility criteria in order to qualify for special education services.
- 9**        **Definitions.** Amends the definition of “interagency intervention service system” to include additional appropriate services local agencies and counties provide to eligible children ages 3 to 21 based, in part, on a request from a school board or county board, instead of the interagency early intervention committee.
- 10**       **State interagency committee.** (c) Directs the state interagency committee to consult with the state special education advisory panel and the governor’s interagency coordinating council in assisting school boards and county boards, instead of the interagency early intervention committee.
- 11**       **Local agency coordination responsibilities.** Reorganizes the statute outlining local agency responsibilities to coordinate services and payment. Reassigns the responsibilities and duties of the interagency early intervention committee to member school boards and county boards.
- 12**       **Individualized education programs.** (c) Directs school boards to ensure that: the paraprofessionals they hire partly to provide direct support to students with disabilities have sufficient knowledge and skills to begin meeting the disability-specific and behavioral needs of the students they work with; and training is provided to enable the paraprofessionals to understand how each student’s unique and individual needs and disability affect the student’s education and behavior.
- 13**       **Student information systems; transferring records.** Requires school districts using an online case management reporting system to contract only with a vendor employing a universal filing system that is compliant and compatible with the state system for online compliance reporting beginning in the 2018-2019 school year. Requires a district’s online system to facilitate the seamless transfer of student due process records for a student with disabilities who transfers between school districts, regardless of what filing system any one district uses.
- Makes this section effective immediately and applicable to all district contracts with a student information system vendor entered into or modified after that date.
- 14**       **Online reporting of required data.** Allows rather than requires districts to use the state online system for compliance reporting in the 2016-2017 school year and later. Allows districts to contract with an outside vendor employing a compatible universal filing system as an alternative to using the state online system.
- 15**       **Physical holding or seclusion.** Allows rather than requires stakeholders to recommend to the education commissioner implementation and outcome goals for reducing use of restrictive procedures.
- Makes this section immediately effective.
- 16**       **Nonresident tuition rate; other costs.** (b) Makes a conforming change to reduce special education aid paid to a resident district when a resident pupil generates special education aid at an eligible charter school.
- Makes this section effective for fiscal year 2016 and later.

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- 17 Third-party payment.** Clarifies that school district obligations to pay or reimburse copayments, coinsurance deductibles, and other enrollee cost-sharing amounts apply to individualized family service plans as well as individual education plans. Clarifies that the notification requirements are the same for students with individualized family services plans as they are for students with individual education plans.
- 18 State interagency coordinating council.** Requires the state interagency coordinating council to submit recommendations to the governor and various commissioners for a comprehensive and coordinated system of services within 30 days of receiving the federal government's determination on the Minnesota Part C Annual Report.
- 19 Programs.** (a) Makes the education department (instead of the resource centers) responsible for offering training programs for deaf or hard-of-hearing, blind or visually impaired, or multiply disabled pupils and for workshops for teachers.  
(b) Requires the programs to help support local programs.
- 20 Programs by nonprofits.** Requires the Department of Education (and not resource centers) to contract with nonprofit organizations to provide training and workshop programs.
- 21 Advisory committees.** Directs the commissioner to establish advisory committees for the deaf and hard-of-hearing and for the visually impaired instead of an advisory committee for each resource center. Makes technical and conforming changes.
- 22 Statewide hearing loss early education intervention coordinator.** Directs the statewide hearing loss early education intervention coordinator to collaborate with the deaf and hard of hearing state specialist. Makes a technical change affecting the advisory council for the deaf and hard-of-hearing.
- 23 Definitions; special education.** Clarifies that school districts, charter schools, and cooperative units are all eligible for direct payments of special education aid.  
Makes this section effective for fiscal year 2016 and later.
- 24 Special education aid.** (f) Clarifies that special education revenue for a charter school or cooperative unit that is in its first year of service is based on current year data.
- 25 Definitions.** Makes technical change to correct a drafting error.
- 26 Excess cost Adjustment.** Adjusts excess cost aid to account for increases in the general education basic formula allowance.
- 27 Payment dates and percentages.** Accelerates the final aid payments for an eligible charter school.
- 28 Alternative attendance programs.** Makes a conforming change to reduce special education aid paid to a resident district for special education students at an eligible charter school.
- 29 Special education evaluation.**  
**Subd. 1. Special education teachers' compliance with federal requirements.**  
Directs the education department to identify ways to help special education teachers make informed decisions about effectively complying with legal requirements related to providing special education and related services. Directs the department to work collaboratively with school and district staff and representatives of affected

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organizations to identify obstacles to and solutions for complying with special education laws. Directs the department to work with schools and districts to provide staff development training to comply with special education law and meet the educational needs and improve the educational progress of students with disabilities.

**Subd. 2. Efficiencies to reduce paperwork.** Directs the education department, in collaboration with special education teachers and administrators in schools and districts to identify strategies to reduce the time spent completing paperwork, evaluate whether the strategies are cost effective, and determine whether other districts and schools can also use these strategies. Directs the department to disseminate successful strategies to other districts and schools.

**Subd. 3. Special education forms; reading level.** Directs the department to determine the reading level of its special education forms and whether alternative forms are needed to accommodate form users and readers. Directs the department to work with stakeholders and experts in making the determination.

Makes this section immediately effective.

- 30 Appropriations.** Appropriates money for special education programs. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>
- 31 Repealer.** Repeals Minnesota Statutes 2014, section 125A.63, subdivision 1 – obsolete language transferring the resource center duties to the Department of Education.

## **Article 6: Facilities and Technology**

- 1 Definitions.** Amends the definition of eligible debt service revenue for a district to exclude long-term facilities maintenance levies.

Makes the section effective for revenue in fiscal year 2017 and later.

- 2 Debt service equalization revenue.** Strikes a reference to the alternative facilities levy.

Makes the section effective for revenue in fiscal year 2017 and late.

- 3 Capital expenditure; health and safety.** Repeals subdivisions related to a district's health and safety revenue application and information required for audits, health and safety revenue/levy/aid, restrictions on allowed uses, appeals process, and aid proration. Preserves the list of allowed expenditures for health and safety revenue under current law and the authority of the department to contract for optional project management assistance for districts.

Makes this section effective for revenue in fiscal year 2017 and later.

- 4 Long-term facilities maintenance revenue.**

**Subd. 1. Long-term facilities maintenance revenue.** Beginning in fiscal year 2017, establishes long-term facilities maintenance revenue. In fiscal years 2017, 2018, and 2019, provides that the maximum revenue per pupil is the greater of \$193, \$292, and \$380, respectively, or the amount the district would have received in that year under the old law.

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**Subd. 2. Long-term facilities maintenance revenue for a charter school.** In fiscal years 2017, 2018, and 2019, provides that the revenue per pupil is \$34, \$85, and \$132, respectively.

**Subd. 3. Intermediate districts and other cooperative units.** Authorizes a district that is a member of an intermediate district or other cooperative unit to levy for its proportionate share of the costs of long-term facilities maintenance costs of the intermediate districts or cooperative unit. Requires approval of each member board and the commissioner of education.

**Subd. 4. Facilities plans.** Requires that a district or intermediate district have a ten-year facilities maintenance plan adopted by its board and approved by the commissioner in order to generate revenue. Requires certain elements in the plan and that the plan be updated annually.

**Subd. 5. Bond authorization.** Authorizes districts to issue bonds to finance facilities plans under this section.

**Subd. 6. Levy authorization.** Authorizes districts to make a levy to service outstanding bonds or to pay project costs on an annual basis.

**Subd. 7. Long-term facilities maintenance equalization revenue.** Specifies the portion of revenue eligible for equalization in fiscal years 2017, 2018, and 2019, and later.

**Subd. 8. Long-term facilities maintenance equalized levy.** Establishes the long-term facilities maintenance equalization levy. Provides that the equalizing factor is 123 percent of the state average adjusted net tax capacity per adjusted pupil unit in the third prior year. Grandfathers the equalization aid for districts that received alternative facilities aid in fiscal year 2015.

**Subd. 9. Long-term facilities maintenance equalized aid.** Provides that a district's long-term facilities maintenance equalization aid equals the difference between its long-term facilities maintenance revenue and its long-term facilities maintenance equalization levy.

**Subd. 10. Allowed uses for long-term facilities maintenance revenue.** Specifies the allowed uses for long-term facilities maintenance revenue.

**Subd. 11. Restrictions on long-term facilities maintenance revenue.** Specifies the restrictions on uses of long-term facilities maintenance revenue.

**Subd. 12. Reserve account.** Requires that revenue used for projects on a pay-as-you-go basis be maintained in a reserve account in the general fund.

Makes this section effective for revenue in fiscal year 2017 and later (taxes payable 2016).

5

**E-rates.** Eliminates the requirement for a school district, charter school, or intermediate school district to file a technology plan with the Department of Education for purposes of claiming e-rate revenue.

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- 6 Adjusted net tax capacity.** For the purposes of the long-term facilities maintenance equalized levy only, provides an alternative calculation for adjusted net tax capacity that is reduced by 50 percent of the class 2a agricultural land before the application of the ANTC growth limits.
- 7 Sale tax; sales to governments.** Delays the date on which the sales tax exemption for government purchases will apply to special districts; instrumentalities of cities, counties, and townships, and all joint powers boards and organizations by one year, from January 1, 2016, to January 1, 2017.
- Makes this section effective immediately.
- 8 Commissioner of Education; 1:1 device program guidelines.** Directs the commissioner to research 1:1 device programs, determine best practices, and report to the legislature.
- 9 FAIR School Crystal transition.**
- Subd. 1. Student enrollment.** Allows a student enrolled in the FAIR School Crystal during the 2014-2015 school year and a student accepted for enrollment during the 2015-2016 school year to continue to enroll in the FAIR School Crystal in any year through the 2019-2020 school year. For the 2015-2016 school year and later, allows other students to enroll through the standard open enrollment process.
- Subd. 2. Compensatory revenue; literacy aid; alternative compensation revenue.** For the 2015-2016 school year only, bases compensatory revenue, literacy aid, and alternative compensation revenue for the FAIR School Crystal on the October 1, 2014, enrollment counts.
- Subd. 3. Pupil transportation.** Allows the district to transport a pupil enrolled in the 2014-2015 school year and a pupil accepted for enrollment during the 2015-2016 school year to and from the FAIR School downtown in succeeding school years regardless of the pupil's district of residence. Makes transportation expenses under this section reimbursable with interdistrict integration transportation aid.
- Makes this section effective the day following the date on which the real and personal property of the FAIR School Crystal in Crystal is conveyed to Independent School District No. 281, Robbinsdale.
- 10 FAIR School Downtown transition.**
- Subd. 1. Student enrollment.** Allows a student enrolled in the FAIR School downtown during the 2014-2015 school year and a student accepted for enrollment during the 2015-2016 school year to continue to enroll in the FAIR School downtown in any year through the 2018-2019 school year. For the 2015-2016 school year and later, allows other students to enroll through the standard open enrollment process.
- Subd. 2. Compensatory revenue; literacy aid; alternative compensation revenue.** For the 2015-2016 school year only, bases compensatory revenue, literacy aid, and alternative compensation revenue for the FAIR School downtown on the October 1, 2014, enrollment counts.
- Subd. 3. Pupil transportation.** Allows the district to transport a pupil enrolled in the 2014-2015 school year and a pupil accepted for enrollment during the 2015-2016

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school year to and from the FAIR School downtown in succeeding school years regardless of the pupil's district of residence. Makes transportation expenses under this section reimbursable with interdistrict integration transportation aid.

Makes this section effective the day following the date on which the real and personal property of the FAIR School downtown in Minneapolis is conveyed to Special School District No. 1, Minneapolis.

### **11 Information technology certification partnership.**

**Subd. 1. Request for proposals.** Directs the commissioner to issue a request for proposals and award a contract.

**Subd. 2. Eligible schools.** Makes school districts, intermediate districts, and charter schools eligible to participate in the program.

**Subd. 3. Program description; provider duties.** Outlines the duties of the provider, including contacting eligible schools, recruiting of up to 200 participating sites for the 2016-2017 school year, and delivering program offerings and project management.

**Subd. 4. Department support.** Requires the department of education to support the program provider.

**Subd. 5. Report required.** Requires the provider and commissioner to jointly develop and deliver to the legislature a summary report on program activities.

### **12 Cancellation of previous biennium appropriation.** Cancels the \$300,000 appropriated in Laws 2014 for fiscal year 2015 for the IT certifications partnership.

Makes this section effective immediately.

### **13 Appropriations.** See fiscal tracking sheets.

### **14 Repealer.** Repeals sections 123B.59 (Alternative Facilities Program) and 123B.591 (Deferred Maintenance Revenue Program).

Makes section effective for revenue in fiscal year 2017 and later (taxes payable 2016).

## **Article 7: Nutrition and Accounting**

### **1 Distribution of assets and liabilities.** (c) If a dispute arises as a result of a district withdrawing from a cooperative unit and the dispute requires the commissioner to involve an administrative law judge, requires the fees due to the Office of Administrative Hearings to be equally split between the district and the cooperative unit (fees are currently paid by MDE).

Makes this section effective immediately.

### **2 Statement for comparison and correction.** (b) Changes from February 15 to February 1 the date by which the commissioner must convert the audited financial data under paragraph (a) into the required consolidated financial statement format and publish the information.

## Section

- 3**      **Litigation costs; annual report.** Changes from January 15 to February 1 the date by which the commissioner must annually report to the legislature on school district special education litigation costs.
- 4**      **Survey of districts.** Changes from January 15 to February 1 the date by which the commissioner must report to the legislature in the odd-numbered year on teacher employment matters, including retirements and shortages.
- 5**      **Omissions.** Precludes adjusting aid payments due to omissions in school district reports after December 15 instead of December 30 of the next school year.
- 6**      **Fund transfer; fiscal year 2014 through fiscal year 2017.** Authorizes a school district to transfer money among accounts and funds (other than the community service or food service fund) if the transfer doesn't change the district's state aid or local levy authority. Continues the prohibition of transfers from the community service fund to another fund but allows transfers among accounts within the community service fund.
- Makes this section effective immediately.
- 7**      **Appropriations.** Appropriates money for nutrition and accounting. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

## **Article 8: Libraries**

- 1**      **Eligibility.** Authorizes a regional public library system to apply for regional library telecommunications aid on behalf of itself and its member districts. Requires a system to use the aid for e-rate program category one services before using the aid for program category two services.
- 2**      **Telecommunications aid; libraries.** Requires regional library systems and their member districts to file e-rate applications either individually or jointly.
- 3**      **Award of funds.** Awards regional library telecommunications aid based on the actual costs of connections, among other factors, as documented in the library's e-rate funding commitment decision letter.
- 4**      **Appropriation.** Appropriates money for libraries. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

## **Article 9: Early Childhood Education**

- 1**      **Developmental screening program information.** (b) Allows a Minnesota school district that enrolls students from an adjoining state to inform the family of a child who has a Minnesota postal address about Minnesota's developmental screening program and to screen the child.
- Makes this section effective for revenue for fiscal year 2016.

## Section

- 2**      **Agreements; Tuition Reciprocity with neighboring states.** Allows the commissioner of education to negotiate K-12 tuition reciprocity agreements with other states to allow eligible students to enroll before kindergarten and receive early childhood special educational services.
- Makes this section effective July 1, 2015.
- 3**      **Pupil accounting.** (c) Considers a prekindergarten child from another state whose family resides in a home with a Minnesota postal address and who receives early childhood special education services from a Minnesota school district as enrolled in a Minnesota school district.
- Makes this section effective July 1, 2015.
- 4**      **Services with new or existing providers.** Eliminates the requirement that school readiness program providers submit to the commissioner their contracts for delivering services to eligible children.
- Makes this section effective for fiscal year 2017 and later.
- 5**      **School readiness aid; Amount of aid.** Increases the total amount of the school readiness aid entitlement to \$23,558,000 for fiscal year 2016 and \$33,683,000 for fiscal year 2017 and later.
- 6**      **Family eligibility.** (f) Makes a child from an adjoining state whose family resides at a Minnesota address assigned by the US Postal Service, who received developmental screening, who intends to enroll in a Minnesota school district, and whose family meets the eligibility criteria eligible for an early learning scholarship.
- Makes this section effective July 1, 2015.
- 7**      **Special instruction for children with a disability.** (c) Authorizes a Minnesota school board that participates in the K-12 tuition reciprocity program to enroll and provide special instruction and services to a child from an adjoining state whose family resides at a Minnesota postal address. Requires these children to participate in Minnesota's developmental screening program and to participate in special education child identification procedures.
- Makes this section effective July 1, 2015.
- 8**      **Appropriations.** Appropriates general fund sums to the education department for the designated fiscal years. See the House Fiscal Analysis worksheet for details:  
<http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

## **Article 10: Prevention**

- 1**      **Screening program.** (a) Requires an early childhood developmental screening program to record the date of the child's most recent comprehensive vision exam, if any.
- (b) Defines "comprehensive vision examination" as an examination performed by an optometrist or ophthalmologist.

## Section

- 2 **Comprehensive vision examination report.** Directs the commissioner to report disaggregated data to the legislature on the number and proportion of children who, at the time of early childhood developmental screening, indicate they received a comprehensive vision examination.
- 3 **Appropriation.** Appropriates money for prevention. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

### **Article 11: Self-Sufficiency and Lifelong Learning**

- 1 **Working family credit; nonresidents.** Makes full-year nonresidents ineligible for the Minnesota working family credit. Prevents residents of other states with earned income from claiming the Minnesota working family credit.  
Makes this section effective for tax year 2015.
- 2 **TANF appropriation for working family credit expansion.** Clarifies that the TANF appropriation for the working family credit expansion only applies to the 2000 expansion and not the 2014 expansion.
- 3 **Appropriation.** Appropriates general fund sums to the Department of Education for adult basic education aid and for the costs of GED tests. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

### **Article 12: State Agencies**

- 1 **Placing high school students in Minnesota.** Requires annual reporting by school districts and charter schools with enrolled students who participate in a foreign exchange or study or other travel abroad program. Encourages districts and charter schools to adopt policies to help ensure students' health and safety. Requires program providers to register with the secretary of state to be eligible to offer a program under this statute.  
Makes this section effective for the 2015-2016 school year and later.
- 2 **Qualifications.** Adjusts the four-year term for the school trust lands director to first expire in 2020.
- 3 **P-20 establishment; membership.** Designates the commissioner as the compact commissioner responsible for administering and managing the state's participation in the Interstate Compact for Military Children.
- 4 **Appropriations; Department of Education.** Appropriates general fund money and special revenue fund money to the Department of Education. See the House Fiscal Analysis worksheet for details: <http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>
- 5 **Appropriations; Minnesota State Academies.** Appropriates money for the Minnesota State Academies. See the House Fiscal Analysis worksheet for details:  
<http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

## **Section**

- 6 Appropriations; Perpich Center for Arts Education.** Appropriates money for the Perpich Center for Arts Academy. See the House Fiscal Analysis worksheet for details:  
<http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf>

### **Article 13: Forecast Adjustments**

#### **Overview**

Adjusts the fiscal year 2015 appropriations to match the expected expenditures for each program.