

52.21 **ARTICLE 3**52.22 **EDUCATION EXCELLENCE**

52.23 Section 1. Minnesota Statutes 2012, section 13.32, subdivision 6, is amended to read:

52.24 Subd. 6. **Admissions forms; remedial instruction.** (a) Minnesota postsecondary  
52.25 education institutions, for purposes of reporting and research, may collect on the  
52.26 1986-1987 admissions form, and disseminate to any public educational agency or  
52.27 institution the following data on individuals: student sex, ethnic background, age, and  
52.28 disabilities. The data shall not be required of any individual and shall not be used for  
52.29 purposes of determining the person's admission to an institution.

53.1 (b) A school district that receives information under subdivision 3, paragraph  
53.2 (h) from a postsecondary institution about an identifiable student shall maintain the  
53.3 data as educational data and use that data to conduct studies to improve instruction.  
53.4 Public postsecondary systems ~~annually shall provide summary data to the Department~~  
53.5 ~~of Education indicating~~ as part of their participation in the Statewide Longitudinal  
53.6 Education Data System shall provide data on the extent and content of the remedial  
53.7 instruction received ~~in each system during the prior academic year~~ by individual students,  
53.8 and the results of assessment testing and the academic performance of, students who  
53.9 graduated from a Minnesota school district within two years before receiving the remedial  
53.10 instruction. The ~~department~~ Office of Higher Education, in collaboration with the  
53.11 Department of Education, shall evaluate the data and annually report its findings to the  
53.12 education committees of the legislature.

53.13 (c) This section supersedes any inconsistent provision of law.

53.14 Sec. 2. Minnesota Statutes 2013 Supplement, section 120A.22, subdivision 5, is

53.15 amended to read:

53.16 Subd. 5. **Ages and terms.** (a) Every child between seven and 17 years of age must  
53.17 receive instruction unless the child has graduated. Every child under the age of seven who  
53.18 is enrolled in a half-day kindergarten, or a full-day kindergarten program on alternate days,  
53.19 or other kindergarten programs shall receive instruction. Except as provided in subdivision  
53.20 6, a parent may withdraw a child under the age of seven from enrollment at any time.

53.21 (b) A school district by annual board action may require children subject to this  
53.22 subdivision to receive instruction in summer school. A district that acts to require children  
53.23 to receive instruction in summer school shall establish at the time of its action the criteria  
53.24 for determining which children must receive instruction.

53.25 ~~(c) A pupil 16 years of age or older who meets the criteria of section 124D.68,~~  
53.26 ~~subdivision 2, may be assigned to an area learning center. Such assignment may be made~~  
53.27 ~~only after consultation with the principal, area learning center director, and parent or~~  
53.28 ~~guardian.~~

3.3 **ARTICLE 2**3.4 **EDUCATION EXCELLENCE**

3.5 Section 1. Minnesota Statutes 2012, section 13.32, subdivision 6, is amended to read:

3.6 Subd. 6. **Admissions forms; remedial instruction.** (a) Minnesota postsecondary  
3.7 education institutions, for purposes of reporting and research, may collect on the  
3.8 1986-1987 admissions form, and disseminate to any public educational agency or  
3.9 institution the following data on individuals: student sex, ethnic background, age, and  
3.10 disabilities. The data shall not be required of any individual and shall not be used for  
3.11 purposes of determining the person's admission to an institution.

3.12 (b) A school district that receives information under subdivision 3, paragraph  
3.13 (h) from a postsecondary institution about an identifiable student shall maintain the  
3.14 data as educational data and use that data to conduct studies to improve instruction.  
3.15 Public postsecondary systems ~~annually shall provide summary data to the Department~~  
3.16 ~~of Education indicating~~ as part of their participation in the Statewide Longitudinal  
3.17 Education Data System shall provide data on the extent and content of the remedial  
3.18 instruction received ~~in each system during the prior academic year~~ by individual students,  
3.19 and the results of assessment testing and the academic performance of, students who  
3.20 graduated from a Minnesota school district within two years before receiving the remedial  
3.21 instruction. The ~~department~~ Office of Higher Education, in collaboration with the  
3.22 Department of Education, shall evaluate the data and annually report its findings to the  
3.23 education committees of the legislature.

3.24 (c) This section supersedes any inconsistent provision of law.

53.29 Sec. 3. Minnesota Statutes 2013 Supplement, section 120B.021, subdivision 4, is  
53.30 amended to read:

53.31 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
53.32 revise and appropriately embed technology and information literacy standards consistent  
53.33 with recommendations from school media specialists into the state's academic standards  
53.34 and graduation requirements and implement a ten-year cycle to review and revise state  
54.1 academic standards and related benchmarks, consistent with this subdivision. During each  
54.2 ten-year review and revision cycle, the commissioner also must examine the alignment  
54.3 of each required academic standard and related benchmark with the knowledge and  
54.4 skills students need for career and college readiness and advanced work in the particular  
54.5 subject area. The commissioner must include the contributions of Minnesota American  
54.6 Indian tribes and communities as related to the academic standards during the review and  
54.7 revision of the required academic standards.

54.8 (b) The commissioner must ensure that the statewide mathematics assessments  
54.9 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
54.10 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph (b).  
54.11 The commissioner must implement a review of and, consistent with the review, revise the  
54.12 academic standards and related benchmarks in mathematics beginning in the 2015-2016  
54.13 school year and every ten years thereafter.

54.14 (c) The commissioner must implement a review of and, consistent with the review,  
54.15 revise the academic standards and related benchmarks in arts beginning in the 2016-2017  
54.16 school year and every ten years thereafter.

54.17 (d) The commissioner must implement a review of and, consistent with the review,  
54.18 revise the academic standards and related benchmarks in science beginning in the  
54.19 2017-2018 school year and every ten years thereafter.

54.20 (e) The commissioner must implement a review of and, consistent with the review,  
54.21 revise the academic standards and related benchmarks in language arts beginning in the  
54.22 2018-2019 school year and every ten years thereafter.

54.23 (f) The commissioner must implement a review of and, consistent with the review,  
54.24 revise the academic standards and related benchmarks in social studies beginning in the  
54.25 2019-2020 school year and every ten years thereafter.

54.26 (g) School districts and charter schools must revise and align local academic  
54.27 standards and high school graduation requirements in health, world languages, and career  
54.28 and technical education to require students to complete the revised standards beginning  
54.29 in a school year determined by the school district or charter school. School districts and  
54.30 charter schools must formally establish a periodic review cycle for the academic standards  
54.31 and related benchmarks in health, world languages, and career and technical education.

3.25 Sec. 2. Minnesota Statutes 2013 Supplement, section 120B.021, subdivision 4, is  
3.26 amended to read:

3.27 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
3.28 revise and appropriately embed technology and information literacy standards consistent  
3.29 with recommendations from school media specialists into the state's academic standards  
3.30 and graduation requirements and implement a ten-year cycle to review and revise state  
3.31 academic standards and related benchmarks, consistent with this subdivision. During each  
3.32 ten-year review and revision cycle, the commissioner also must examine the alignment  
3.33 of each required academic standard and related benchmark with the knowledge and  
3.34 skills students need for career and college readiness and advanced work in the particular  
4.1 subject area. The commissioner must include the contributions of Minnesota American  
4.2 Indian tribes and communities as related to the academic standards during the review and  
4.3 revision of the required academic standards.

4.4 (b) The commissioner must ensure that the statewide mathematics assessments  
4.5 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
4.6 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph  
4.7 (b). The commissioner must implement a review of the academic standards and related  
4.8 benchmarks in mathematics beginning in the 2015-2016 school year and every ten years  
4.9 thereafter.

4.10 (c) The commissioner must implement a review of the academic standards and related  
4.11 benchmarks in arts beginning in the 2016-2017 school year and every ten years thereafter.

4.12 (d) The commissioner must implement a review of the academic standards and  
4.13 related benchmarks in science beginning in the 2017-2018 school year and every ten  
4.14 years thereafter.

4.15 (e) The commissioner must implement a review of the academic standards and  
4.16 related benchmarks in language arts beginning in the 2018-2019 school year and every  
4.17 ten years thereafter.

4.18 (f) The commissioner must implement a review of the academic standards and  
4.19 related benchmarks in social studies beginning in the 2019-2020 school year and every  
4.20 ten years thereafter.

4.21 (g) School districts and charter schools must revise and align local academic  
4.22 standards and high school graduation requirements in health, world languages, and career  
4.23 and technical education to require students to complete the revised standards beginning  
4.24 in a school year determined by the school district or charter school. School districts and  
4.25 charter schools must formally establish a periodic review cycle for the academic standards  
4.26 and related benchmarks in health, world languages, and career and technical education.

**NOTE: SECTION 3 MOVED TO ENGLISH LEARNER ARTICLE**

54.32 Sec. 4. Minnesota Statutes 2013 Supplement, section 120B.11, subdivision 1, is  
54.33 amended to read:

54.34 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10,  
54.35 the following terms have the meanings given them.

55.1 (a) "Instruction" means methods of providing learning experiences that enable  
55.2 a student to meet state and district academic standards and graduation requirements  
55.3 including applied and experiential learning.

55.4 (b) "Curriculum" means district or school adopted programs and written plans for  
55.5 providing students with learning experiences that lead to expected knowledge and skills  
55.6 and career and college readiness.

55.7 (c) "World's best workforce" means striving to: meet school readiness goals; have  
55.8 all third grade students achieve grade-level literacy; close the academic achievement gap  
55.9 among all racial and ethnic groups of students and between students living in poverty and  
55.10 students not living in poverty; have all students attain career and college readiness before  
55.11 graduating from high school; and have all students graduate from high school.

55.12 (d) "Experiential learning" means learning for students that includes career  
55.13 exploration through a specific class or course or through work-based experiences such as  
55.14 job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships,  
55.15 other cooperative work experience, youth apprenticeship, or employment.

55.16 Sec. 5. Minnesota Statutes 2013 Supplement, section 120B.11, subdivision 1a, is  
55.17 amended to read:

55.18 Subd. 1a. **Performance measures.** Measures to determine school district and  
55.19 school site progress in striving to create the world's best workforce must include at least:

55.20 (1) student performance on the National ~~Association~~ Assessment of Education  
55.21 Progress where applicable;

55.22 (2) the size of the academic achievement gap by student subgroup;

55.23 (3) student performance on the Minnesota Comprehensive Assessments;

55.24 (4) high school graduation rates; and

55.25 (5) career and college readiness under section 120B.30, subdivision 1.

**NOTE: SECTION 4 MOVED TO ENGLISH LEARNER ARTICLE**

55.26 Sec. 6. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:

55.27 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

55.28 (a) Regional centers of excellence are established to assist and support school  
55.29 boards, school districts, school sites, and charter schools in implementing research-based  
55.30 interventions and practices to increase the students' achievement within a region.  
55.31 The centers must develop partnerships with local and regional service cooperatives,  
55.32 postsecondary institutions, integrated school districts, the department, children's mental  
55.33 health providers, or other local or regional entities interested in providing a cohesive  
55.34 and consistent regional delivery system that serves all schools equitably. Centers must  
56.1 assist school districts, school sites, and charter schools in developing similar partnerships.  
56.2 Center support may include assisting school districts, school sites, and charter schools  
56.3 with common principles of effective practice, including:

56.4 (1) defining measurable education goals under section 120B.11, subdivision 2;

56.5 (2) implementing evidence-based practices, including applied and experiential  
56.6 learning, contextualized learning, competency-based curricula and assessments, and other  
56.7 nontraditional learning opportunities, among other practices;

56.8 (3) engaging in data-driven decision-making;

56.9 (4) providing multilayered levels of support;

56.10 (5) supporting culturally responsive teaching and learning aligning state and local  
56.11 academic standards and career and college readiness benchmarks; and

56.12 (6) engaging parents, families, youth, and local community members in programs  
56.13 and activities at the school district, school site, or charter school.

56.14 Centers must work with school site leadership teams to build capacity to implement  
56.15 programs that close the achievement gap, increase students' progress and growth toward  
56.16 career and college readiness, and increase student graduation rates.

56.17 (b) The department must assist the regional centers of excellence to meet staff,  
56.18 facilities, and technical needs, provide the centers with programmatic support, and work  
56.19 with the centers to establish a coherent statewide system of regional support, including  
56.20 consulting, training, and technical support, to help school boards, school districts, school  
56.21 sites, and charter schools effectively and efficiently implement the world's best workforce  
56.22 goals under section 120B.11 and other state and federal education initiatives, including  
56.23 secondary and postsecondary career pathways and technical education.

56.24 Sec. 7. Minnesota Statutes 2013 Supplement, section 120B.125, is amended to read:

56.25 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**

56.26 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**

56.27 **~~CAREER TRACKING PROHIBITED~~ PERSONAL LEARNING PLANS.**

**NOTE: SECTION 5 MOVED TO ENGLISH LEARNER ARTICLE**

56.28 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 56.29 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, 56.30 school districts, beginning in the 2013-2014 school year, must assist all students by no 56.31 later than grade 9 to explore their educational, college, and career interests, aptitudes, and 56.32 aspirations and develop a plan for a smooth and successful transition to postsecondary 56.33 education or employment. All students' plans must ~~be designed to~~:

56.34 (1) provide a comprehensive academic plan for completing to prepare for and 56.35 complete a college and career-ready career and college-ready curriculum premised on 57.1 by meeting state and local academic standards and developing 21st-century career and 57.2 employment-related skills such as team work, collaboration, and good work habits;

57.3 (2) emphasize academic rigor and high expectations;

57.4 (3) help students identify interests, aptitudes, aspirations, and personal learning 57.5 styles that may affect their career and college-ready goals and postsecondary education 57.6 and employment choices;

57.7 (4) set appropriate career and college-ready goals with timelines that identify 57.8 effective means for achieving those goals;

57.9 (4) (5) help students ~~gain access to postsecondary~~ education and career options;

57.10 ~~(5)~~ (6) integrate strong academic content into career-focused courses and applied 57.11 and experiential learning opportunities and integrate relevant career-focused courses and 57.12 applied and experiential learning opportunities into strong academic content;

57.13 ~~(6)~~ (7) help ~~students and families~~ identify and ~~gain access to~~ appropriate counseling 57.14 and other supports and assistance that enable students to complete required coursework, 57.15 prepare for postsecondary education and careers, and obtain information about 57.16 postsecondary education costs and eligibility for financial aid and scholarship;

57.17 ~~(7)~~ (8) help ~~students and families~~ identify collaborative partnerships ~~of among~~ 57.18 kindergarten through grade 12 schools, postsecondary institutions, economic development 57.19 agencies, and local and regional employers that support students' transition to 57.20 postsecondary education and employment and provide students with applied and 57.21 experiential learning opportunities; and

57.22 ~~(8)~~ (9) be reviewed and revised at least annually by the student, the student's parent or 57.23 guardian, and the school or district to ensure that the student's course-taking schedule keeps 57.24 the student making adequate progress to meet state and local academic standards and high 57.25 school graduation requirements and with a reasonable chance to succeed with employment 57.26 or postsecondary education without the need to first complete remedial course work.

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

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

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

## NOTE: SECTION 8 MOVED INTO ENGLISH LEARNER ARTICLE

62.30 Sec. 9. Minnesota Statutes 2012, section 120B.31, is amended by adding a subdivision  
62.31 to read:

62.32 Subd. 5. **Parent information.** To ensure the effective involvement of parents and to  
62.33 support a partnership between the school and parents, each district shall provide parents  
62.34 a timely written summary, in an electronic or other format, of their student's current  
62.35 and longitudinal performance and progress on the state's academic content standards  
63.1 as measured by state assessments. Providing parents with a summary prepared by the  
63.2 Department of Education fulfills the requirements of this subdivision.

## NOTE: SECTION 10 MOVED TO ENGLISH LEARNER ARTICLE

65.4 Sec. 11. Minnesota Statutes 2012, section 120B.35, subdivision 4, is amended to read:

65.5 Subd. 4. **Improving schools.** Consistent with the requirements of this section,  
65.6 beginning June 20, 2012, the commissioner of education must annually report to the public  
65.7 and the legislature ~~the organizational and curricular~~ best practices implemented in those  
65.8 schools that demonstrate ~~medium~~ and high growth compared to the state growth target.

65.9 Sec. 12. Minnesota Statutes 2013 Supplement, section 122A.09, subdivision 4, is  
65.10 amended to read:

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

8.23 Sec. 6. Minnesota Statutes 2012, section 120B.31, is amended by adding a subdivision  
8.24 to read:

8.25 Subd. 5. **Parent information.** To ensure the effective involvement of parents and to  
8.26 support a partnership between the school and parents, each district shall annually provide  
8.27 parents a timely written summary, in an electronic or other format, of their student's  
8.28 current and longitudinal performance and progress on the state's academic content  
8.29 standards as measured by state assessments. Providing parents with a summary prepared  
8.30 by the Department of Education fulfills the requirements of this subdivision.

8.31 Sec. 7. Minnesota Statutes 2013 Supplement, section 122A.09, subdivision 4, is  
8.32 amended to read:

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

65.13 (b) The board must adopt rules requiring a person to pass a skills examination in  
 65.14 reading, writing, and mathematics or attain either a composite score composed of the  
 65.15 average of the scores in English and writing, reading, and mathematics on the ACT  
 65.16 Plus Writing recommended by the board, or an equivalent composite score composed  
 65.17 of the average of the scores in critical reading, mathematics, and writing on the SAT  
 65.18 recommended by the board, as a requirement for initial teacher licensure, except that  
 65.19 the board may issue up to two additional temporary, one-year teaching licenses to an  
 65.20 otherwise qualified candidate who has not yet passed the skills exam or attained the  
 65.21 requisite composite score on the ACT Plus Writing or SAT. Such rules must require  
 65.22 college and universities offering a board-approved teacher preparation program to  
 65.23 provide remedial assistance to persons who did not achieve a qualifying score on the  
 65.24 skills examination or attain the requisite composite score on the ACT Plus Writing or  
 65.25 SAT, including those for whom English is a second language. The requirement to pass  
 65.26 a reading, writing, and mathematics skills examination or attain the requisite composite  
 65.27 score on the ACT Plus Writing or SAT does not apply to nonnative English speakers, as  
 65.28 verified by qualified Minnesota school district personnel or Minnesota higher education  
 65.29 faculty, who, after meeting the content and pedagogy requirements under this subdivision,  
 65.30 apply for a teaching license to provide direct instruction in their native language or world  
 65.31 language instruction under section 120B.022, subdivision 1. A teacher candidate's official  
 65.32 ACT Plus Writing or SAT composite score report to the board must not be more than ten  
 65.33 years old at the time of licensure.

66.1 (c) The board must adopt rules to approve teacher preparation programs. The board,  
 66.2 upon the request of a postsecondary student preparing for teacher licensure or a licensed  
 66.3 graduate of a teacher preparation program, shall assist in resolving a dispute between the  
 66.4 person and a postsecondary institution providing a teacher preparation program when the  
 66.5 dispute involves an institution's recommendation for licensure affecting the person or the  
 66.6 person's credentials. At the board's discretion, assistance may include the application  
 66.7 of chapter 14.

66.8 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
 66.9 education programs to implement a research based, results-oriented curriculum that  
 66.10 focuses on the skills teachers need in order to be effective. The board shall implement new  
 66.11 systems of teacher preparation program evaluation to assure program effectiveness based  
 66.12 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher  
 66.13 preparation programs including alternative teacher preparation programs under section  
 66.14 122A.245, among other programs, must include a content-specific, board-approved,  
 66.15 performance-based assessment that measures teacher candidates in three areas: planning  
 66.16 for instruction and assessment; engaging students and supporting learning; and assessing  
 66.17 student learning. The board's redesign rules must include creating flexible, specialized  
 66.18 teaching licenses, credentials, and other endorsement forms to increase students'  
 66.19 participation in language immersion programs, world language instruction, career  
 66.20 development opportunities, work-based learning, early college courses and careers, career  
 66.21 and technical programs, Montessori schools, and project and place-based learning, among

9.3 (b) The board must adopt rules requiring a person to pass a skills examination in  
 9.4 reading, writing, and mathematics as a requirement for initial teacher licensure, except  
 9.5 that the board may issue up to two additional temporary, one-year teaching licenses to an  
 9.6 otherwise qualified candidate who has not yet passed the skills exam. The requirement to  
 9.7 pass a reading, writing, and mathematics skills examination does not apply to nonnative  
 9.8 English speakers, as verified by qualified Minnesota school district personnel or Minnesota  
 9.9 higher education faculty, who, after meeting the content and pedagogy requirements  
 9.10 under this subdivision, apply for a teaching license to provide direct instruction in their  
 9.11 native language in a language immersion program. Such rules must require college and  
 9.12 universities offering a board-approved teacher preparation program to provide remedial  
 9.13 assistance to persons who did not achieve a qualifying score on the skills examination,  
 9.14 including those for whom English is a second language.

9.15 (c) The board must adopt rules to approve teacher preparation programs. The board,  
 9.16 upon the request of a postsecondary student preparing for teacher licensure or a licensed  
 9.17 graduate of a teacher preparation program, shall assist in resolving a dispute between the  
 9.18 person and a postsecondary institution providing a teacher preparation program when the  
 9.19 dispute involves an institution's recommendation for licensure affecting the person or the  
 9.20 person's credentials. At the board's discretion, assistance may include the application  
 9.21 of chapter 14.

9.22 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
 9.23 education programs to implement a research based, results-oriented curriculum that  
 9.24 focuses on the skills teachers need in order to be effective. The board shall implement new  
 9.25 systems of teacher preparation program evaluation to assure program effectiveness based  
 9.26 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher  
 9.27 preparation programs including alternative teacher preparation programs under section  
 9.28 122A.245, among other programs, must include a content-specific, board-approved,  
 9.29 performance-based assessment that measures teacher candidates in three areas: planning  
 9.30 for instruction and assessment; engaging students and supporting learning; and assessing  
 9.31 student learning.

66.22 other career and college ready learning offerings.

66.23 (e) The board must adopt rules requiring candidates for initial licenses to pass an  
 66.24 examination of general pedagogical knowledge and examinations of licensure-specific  
 66.25 teaching skills. The rules shall be effective by September 1, 2001. The rules under this  
 66.26 paragraph also must require candidates for initial licenses to teach prekindergarten or  
 66.27 elementary students to pass, as part of the examination of licensure-specific teaching  
 66.28 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,  
 66.29 scientifically based reading instruction under section 122A.06, subdivision 4, and their  
 66.30 knowledge and understanding of the foundations of reading development, the development  
 66.31 of reading comprehension, and reading assessment and instruction, and their ability to  
 66.32 integrate that knowledge and understanding.

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

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

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

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

67.13 (j) The board must grant life licenses to those who qualify according to requirements  
 67.14 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and  
 67.15 214.10. The board must not establish any expiration date for application for life licenses.

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

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

9.32 (e) The board must adopt rules requiring candidates for initial licenses to pass an  
 9.33 examination of general pedagogical knowledge and examinations of licensure-specific  
 9.34 teaching skills. The rules shall be effective by September 1, 2001. The rules under this  
 9.35 paragraph also must require candidates for initial licenses to teach prekindergarten or  
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 10.1 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,  
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 10.5 integrate that knowledge and understanding.

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 10.22 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and  
 10.23 214.10. The board must not establish any expiration date for application for life licenses.

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

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

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

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

68.3 **EFFECTIVE DATE.** This section applies to persons applying to the Board of  
 68.4 Teaching for their initial teaching license July 1, 2014, or later.

68.5 Sec. 13. Minnesota Statutes 2013 Supplement, section 122A.18, subdivision 2, is  
 68.6 amended to read:

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

68.10 (b) The board must require a person to pass an examination of skills in reading,  
 68.11 writing, and mathematics or attain either a composite score composed of the average of  
 68.12 the scores in English and writing, reading, and mathematics on the ACT Plus Writing  
 68.13 recommended by the board, or an equivalent composite score composed of the average  
 68.14 of the scores in critical reading, mathematics, and writing on the SAT recommended by  
 68.15 the board, before being granted an initial teaching license to provide direct instruction to  
 68.16 pupils in prekindergarten, elementary, secondary, or special education programs, except  
 68.17 that the board may issue up to two additional temporary, one-year teaching licenses to  
 68.18 an otherwise qualified candidate who has not yet passed the skills exam or attained the  
 68.19 requisite composite score on the ACT Plus Writing or SAT. The board must require  
 68.20 colleges and universities offering a board approved teacher preparation program to make  
 68.21 available upon request remedial assistance that includes a formal diagnostic component  
 68.22 to persons enrolled in their institution who did not achieve a qualifying score on the  
 68.23 skills examination or attain the requisite composite ACT Plus Writing or SAT score,  
 68.24 including those for whom English is a second language. The colleges and universities  
 68.25 must make available assistance in the specific academic areas of candidates' deficiency  
 68.26 in which the person did not achieve a qualifying score. School districts may make  
 68.27 available upon request similar, appropriate, and timely remedial assistance that includes a

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

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

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

11.12 Sec. 8. Minnesota Statutes 2013 Supplement, section 122A.18, subdivision 2, is  
 11.13 amended to read:

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

11.17 (b) The board must require a person to pass an examination of skills in reading,  
 11.18 writing, and mathematics before being granted an initial teaching license to provide direct  
 11.19 instruction to pupils in prekindergarten, elementary, secondary, or special education  
 11.20 programs, except that the board may issue up to two additional temporary, one-year  
 11.21 teaching licenses to an otherwise qualified candidate who has not yet passed the skills  
 11.22 exam. The requirement to pass a reading, writing, and mathematics skills examination  
 11.23 does not apply to nonnative English speakers, as verified by qualified Minnesota school  
 11.24 district personnel or Minnesota higher education faculty, who, after meeting the content  
 11.25 and pedagogy requirements under this subdivision, apply for a teaching license to provide  
 11.26 direct instruction in their native language in a language immersion program. The board  
 11.27 must require colleges and universities offering a board approved teacher preparation  
 11.28 program to make available upon request remedial assistance that includes a formal  
 11.29 diagnostic component to persons enrolled in their institution who did not achieve a  
 11.30 qualifying score on the skills examination, including those for whom English is a second  
 11.31 language. The colleges and universities must make available assistance in the specific  
 11.32 academic areas of deficiency in which the person did not achieve a qualifying score.  
 11.33 School districts may make available upon request similar, appropriate, and timely remedial  
 11.34 assistance that includes a formal diagnostic component to those persons employed by the

68.28 formal diagnostic component to those persons employed by the district who completed  
 68.29 their teacher education program, who did not achieve a qualifying score on the skills  
 68.30 examination, ~~including those persons for whom English is a second language and persons~~  
 68.31 ~~under section 122A.23, subdivision 2, paragraph (h), who completed their teacher's~~  
 68.32 ~~education program outside the state of Minnesota or attain the requisite composite ACT~~  
 68.33 ~~Plus Writing or SAT score, and who received a temporary license to teach in Minnesota.~~  
 68.34 The Board of Teaching shall report annually to the education committees of the legislature  
 68.35 on the total number of teacher candidates during the most recent school year taking the  
 69.1 skills examination, the number who achieve a qualifying score on the examination, the  
 69.2 number who do not achieve a qualifying score on the examination, the distribution of all  
 69.3 candidates' scores, the number of candidates who have taken the examination at least once  
 69.4 before, and the number of candidates who have taken the examination at least once before  
 69.5 and achieve a qualifying score, and the candidates who have not attained the requisite  
 69.6 composite ACT Plus Writing or SAT score or have not passed a content or pedagogy  
 69.7 exam, disaggregated by categories of race, ethnicity, and eligibility for financial aid.

69.8 (c) The Board of Teaching must grant continuing licenses only to those persons who  
 69.9 have met board criteria for granting a continuing license, which includes passing the skills  
 69.10 examination in reading, writing, and mathematics or attaining the requisite composite  
 69.11 ACT Plus Writing or SAT score consistent with paragraph (b), and the exceptions in  
 69.12 section 122A.09, subdivision 4, paragraph (b), that are consistent with this paragraph.  
 69.13 The requirement to pass a reading, writing, and mathematics skills examination, or attain  
 69.14 the requisite composite score on the ACT Plus Writing or SAT does not apply to nonnative  
 69.15 English speakers, as verified by qualified Minnesota school district personnel or Minnesota  
 69.16 higher education faculty, who, after meeting the content and pedagogy requirements under  
 69.17 this subdivision, apply for a teaching license to provide direct instruction in their native  
 69.18 language or world language instruction under section 120B.022, subdivision 1. A teacher  
 69.19 candidate's official ACT Plus Writing or SAT composite score report to the board must not  
 69.20 be more than ten years old at the time of licensure.

69.21 (d) All colleges and universities approved by the board of teaching to prepare  
 69.22 persons for teacher licensure must include in their teacher preparation programs a common  
 69.23 core of teaching knowledge and skills to be acquired by all persons recommended  
 69.24 for teacher licensure. This common core shall meet the standards developed by the  
 69.25 interstate new teacher assessment and support consortium in its 1992 "model standards for  
 69.26 beginning teacher licensing and development." Amendments to standards adopted under  
 69.27 this paragraph are covered by chapter 14. The board of teaching shall report annually to  
 69.28 the education committees of the legislature on the performance of teacher candidates  
 69.29 on common core assessments of knowledge and skills under this paragraph during the  
 69.30 most recent school year.

69.31 **EFFECTIVE DATE.** This section applies to persons applying to the Board of  
 69.32 Teaching for their initial teaching license July 1, 2014, or later.

11.35 district who completed their teacher education program, who did not achieve a qualifying  
 12.1 score on the skills examination, including those persons for whom English is a second  
 12.2 language and persons under section 122A.23, subdivision 2, paragraph (h), who completed  
 12.3 their teacher's education program outside the state of Minnesota, and who received a  
 12.4 temporary license to teach in Minnesota. The Board of Teaching shall report annually  
 12.5 to the education committees of the legislature on the total number of teacher candidates  
 12.6 during the most recent school year taking the skills examination, the number who achieve  
 12.7 a qualifying score on the examination, the number who do not achieve a qualifying score  
 12.8 on the examination, the distribution of all candidates' scores, the number of candidates  
 12.9 who have taken the examination at least once before, and the number of candidates who  
 12.10 have taken the examination at least once before and achieve a qualifying score.

12.11 (c) The Board of Teaching must grant continuing licenses only to those persons who  
 12.12 have met board criteria for granting a continuing license, which includes passing the  
 12.13 skills examination in reading, writing, and mathematics consistent with paragraph (b) and  
 12.14 section 122A.09, subdivision 4, paragraph (b).

12.15 (d) All colleges and universities approved by the board of teaching to prepare  
 12.16 persons for teacher licensure must include in their teacher preparation programs a common  
 12.17 core of teaching knowledge and skills to be acquired by all persons recommended  
 12.18 for teacher licensure. This common core shall meet the standards developed by the  
 12.19 interstate new teacher assessment and support consortium in its 1992 "model standards for  
 12.20 beginning teacher licensing and development." Amendments to standards adopted under  
 12.21 this paragraph are covered by chapter 14. The board of teaching shall report annually to  
 12.22 the education committees of the legislature on the performance of teacher candidates  
 12.23 on common core assessments of knowledge and skills under this paragraph during the  
 12.24 most recent school year.

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

69.33 Sec. 14. Minnesota Statutes 2013 Supplement, section 122A.23, subdivision 2, is  
69.34 amended to read:

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

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

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

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

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

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

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

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

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

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

12.26 Sec. 9. Minnesota Statutes 2013 Supplement, section 122A.23, subdivision 2, is  
12.27 amended to read:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

71.8 (h) The Board of Teaching must require an applicant for a teaching license or a  
71.9 temporary teaching license under this subdivision to pass a skills examination in reading,  
71.10 writing, and mathematics or demonstrate, consistent with section 122A.09, subdivision  
71.11 4, the applicant's attainment of either the requisite composite ACT Plus Writing or SAT  
71.12 score before the board issues the license unless, notwithstanding other provisions of  
71.13 this subdivision, an applicable board-approved National Association of State Directors  
71.14 of Teacher Education interstate reciprocity agreement exists to allow fully certified  
71.15 teachers from other states to transfer their certification to Minnesota. Consistent with  
71.16 section 122A.18, subdivision 2, paragraph (b), and notwithstanding other provisions of  
71.17 this subdivision, the board may issue up to two additional temporary, one-year teaching  
71.18 licenses to an otherwise qualified applicant who has not yet passed the skills exam.

71.19 **EFFECTIVE DATE.** This section is effective July 1, 2014.

71.20 Sec. 15. Minnesota Statutes 2012, section 122A.40, subdivision 5, is amended to read:

71.21 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's  
71.22 first teaching experience in Minnesota in a single district is deemed to be a probationary  
71.23 period of employment, and, the probationary period in each district in which the teacher is  
71.24 thereafter employed shall be one year. The school board must adopt a plan for written  
71.25 evaluation of teachers during the probationary period that is consistent with subdivision 8.  
71.26 Evaluation must occur at least three times periodically throughout each school year for a  
71.27 teacher performing services during that school year; the first evaluation must occur within  
71.28 the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers'  
71.29 workshops, and other staff development opportunities and days on which a teacher is absent  
71.30 from school must not be included in determining the number of school days on which a  
71.31 teacher performs services. Except as otherwise provided in paragraph (b), during the  
71.32 probationary period any annual contract with any teacher may or may not be renewed as the  
71.33 school board shall see fit. However, the board must give any such teacher whose contract  
71.34 it declines to renew for the following school year written notice to that effect before July 1.  
71.35 If the teacher requests reasons for any nonrenewal of a teaching contract, the board must

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

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

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

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

14.1 (h) The Board of Teaching must require an applicant for a teaching license or  
14.2 a temporary teaching license under this subdivision to pass a skills examination in  
14.3 reading, writing, and mathematics before the board issues the license. Consistent with  
14.4 section 122A.18, subdivision 2, paragraph (b), and notwithstanding other provisions of  
14.5 this subdivision, the board may issue up to two additional temporary, one-year teaching  
14.6 licenses to an otherwise qualified applicant who has not yet passed the skills exam.

14.7 Sec. 10. Minnesota Statutes 2012, section 122A.40, subdivision 5, is amended to read:

14.8 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's  
14.9 first teaching experience in Minnesota in a single district is deemed to be a probationary  
14.10 period of employment, and, the probationary period in each district in which the teacher is  
14.11 thereafter employed shall be one year. The school board must adopt a plan for written  
14.12 evaluation of teachers during the probationary period that is consistent with subdivision 8.  
14.13 Evaluation must occur at least three times periodically throughout each school year for a  
14.14 teacher performing services during that school year; the first evaluation must occur within  
14.15 the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers'  
14.16 workshops, and other staff development opportunities and days on which a teacher is absent  
14.17 from school must not be included in determining the number of school days on which a  
14.18 teacher performs services. Except as otherwise provided in paragraph (b), during the  
14.19 probationary period any annual contract with any teacher may or may not be renewed as the  
14.20 school board shall see fit. However, the board must give any such teacher whose contract  
14.21 it declines to renew for the following school year written notice to that effect before July 1.  
14.22 If the teacher requests reasons for any nonrenewal of a teaching contract, the board must

72.1 give the teacher its reason in writing, including a statement that appropriate supervision  
 72.2 was furnished describing the nature and the extent of such supervision furnished the  
 72.3 teacher during the employment by the board, within ten days after receiving such request.  
 72.4 The school board may, after a hearing held upon due notice, discharge a teacher during the  
 72.5 probationary period for cause, effective immediately, under section 122A.44.

72.6 (b) A board must discharge a probationary teacher, effective immediately, upon  
 72.7 receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's  
 72.8 license has been revoked due to a conviction for child abuse or sexual abuse.

72.9 (c) A probationary teacher whose first three years of consecutive employment are  
 72.10 interrupted for active military service and who promptly resumes teaching consistent with  
 72.11 federal reemployment timelines for uniformed service personnel under United States  
 72.12 Code, title 38, section 4312(e), is considered to have a consecutive teaching experience  
 72.13 for purposes of paragraph (a).

72.14 (d) A probationary teacher whose first three years of consecutive employment are  
 72.15 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 72.16 months of when the leave began is considered to have a consecutive teaching experience  
 72.17 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 72.18 three years of teaching service immediately before and after the leave.

72.19 (e) A probationary teacher must complete at least 120 days of teaching service each  
 72.20 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 72.21 workshops, and other staff development opportunities and days on which a teacher is  
 72.22 absent from school do not count as days of teaching service under this paragraph.

72.23 **EFFECTIVE DATE.** This section is effective retroactively from July 1, 2013.

72.24 Sec. 16. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8, is  
 72.25 amended to read:

14.23 give the teacher its reason in writing, including a statement that appropriate supervision  
 14.24 was furnished describing the nature and the extent of such supervision furnished the  
 14.25 teacher during the employment by the board, within ten days after receiving such request.  
 14.26 The school board may, after a hearing held upon due notice, discharge a teacher during the  
 14.27 probationary period for cause, effective immediately, under section 122A.44.

14.28 (b) A board must discharge a probationary teacher, effective immediately, upon  
 14.29 receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's  
 14.30 license has been revoked due to a conviction for child abuse or sexual abuse.

14.31 (c) A probationary teacher whose first three years of consecutive employment are  
 14.32 interrupted for active military service and who promptly resumes teaching consistent with  
 14.33 federal reemployment timelines for uniformed service personnel under United States  
 14.34 Code, title 38, section 4312(e), is considered to have a consecutive teaching experience  
 14.35 for purposes of paragraph (a).

15.1 (d) A probationary teacher whose first three years of consecutive employment are  
 15.2 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 15.3 months of when the leave began is considered to have a consecutive teaching experience  
 15.4 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 15.5 three years of teaching service immediately before and after the leave.

15.6 (e) A probationary teacher must complete at least 120 days of teaching service each  
 15.7 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 15.8 workshops, and other staff development opportunities and days on which a teacher is  
 15.9 absent from school do not count as days of teaching service under this paragraph.

15.10 **EFFECTIVE DATE.** This section is effective retroactively from July 1, 2013.

## UEH3172-2

136.27 Sec. 2. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8, is  
 136.28 amended to read:

72.26 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**  
 72.27 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 72.28 representative of the teachers in the district, consistent with paragraph (b), may develop  
 72.29 a teacher evaluation and peer review process for probationary and continuing contract  
 72.30 teachers through joint agreement. If a school board and the exclusive representative of the  
 72.31 teachers do not agree to an annual teacher evaluation and peer review process, then the  
 72.32 school board and the exclusive representative of the teachers must implement the state  
 72.33 teacher evaluation plan for evaluation and review under paragraph (c). The process must  
 72.34 include having trained observers serve as peer coaches ~~or having teachers participate in~~  
 72.35 ~~professional learning communities~~, consistent with paragraph (b).

73.1 (b) To develop, improve, and support qualified teachers and effective teaching  
 73.2 practices and improve student learning and success, the annual evaluation process for  
 73.3 teachers:

73.4 (1) must, for probationary teachers, provide for all evaluations required under  
 73.5 subdivision 5;

73.6 (2) must establish a three-year professional review cycle for each teacher that  
 73.7 includes an individual growth and development plan, a peer review process, ~~the~~  
 73.8 ~~opportunity to participate in a professional learning community under paragraph (a); and~~  
 73.9 at least one summative evaluation performed by a qualified and trained evaluator such as a  
 73.10 school administrator. For the years when a tenured teacher is not evaluated by a qualified  
 73.11 and trained evaluator, the teacher must be evaluated by a peer review;

73.12 (3) must be based on professional teaching standards established in rule;

73.13 (4) must coordinate staff development activities under sections 122A.60 and  
 73.14 122A.61 with this evaluation process and teachers' evaluation outcomes;

73.15 (5) may provide time during the school day and school year for peer coaching and  
 73.16 teacher collaboration;

73.17 (6) may include job-embedded learning opportunities such as professional learning  
 73.18 communities;

73.19 (7) may include mentoring and induction programs;

73.20 ~~(7)~~ (8) must include an option for teachers to develop and present a portfolio  
 73.21 demonstrating evidence of reflection and professional growth, consistent with section  
 73.22 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 73.23 based on student work samples and examples of teachers' work, which may include video  
 73.24 among other activities for the summative evaluation;

73.25 ~~(8)~~ (9) must use data from valid and reliable assessments aligned to state and local  
 73.26 academic standards and must use state and local measures of student growth that may  
 73.27 include value-added models or student learning goals to determine 35 percent of teacher  
 73.28 evaluation results;

136.29 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**  
 136.30 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 136.31 representative of the teachers in the district, consistent with paragraph (b), may develop  
 136.32 a teacher evaluation and peer review process for probationary and continuing contract  
 136.33 teachers through joint agreement. If a school board and the exclusive representative of the  
 137.1 teachers do not agree to an annual teacher evaluation and peer review process, then the  
 137.2 school board and the exclusive representative of the teachers must implement the state  
 137.3 teacher evaluation plan for evaluation and review under paragraph (c). The process must  
 137.4 include having trained observers serve as peer coaches ~~or having teachers participate in~~  
 137.5 ~~professional learning communities~~, consistent with paragraph (b).

137.6 (b) To develop, improve, and support qualified teachers and effective teaching  
 137.7 practices and improve student learning and success, the annual evaluation process for  
 137.8 teachers:

137.9 (1) must, for probationary teachers, provide for all evaluations required under  
 137.10 subdivision 5;

137.11 (2) must establish a three-year professional review cycle for each teacher that  
 137.12 includes an individual growth and development plan, a peer review process, ~~the~~  
 137.13 ~~opportunity to participate in a professional learning community under paragraph (a); and~~  
 137.14 at least one summative evaluation performed by a qualified and trained evaluator such as a  
 137.15 school administrator. For the years when a tenured teacher is not evaluated by a qualified  
 137.16 and trained evaluator, the teacher must be evaluated by a peer review;

137.17 (3) must be based on professional teaching standards established in rule;

137.18 (4) must coordinate staff development activities under sections 122A.60 and  
 137.19 122A.61 with this evaluation process and teachers' evaluation outcomes;

137.20 (5) may provide time during the school day and school year for peer coaching and  
 137.21 teacher collaboration;

137.22 (6) may include job-embedded learning opportunities such as professional learning  
 137.23 communities;

137.24 (7) may include mentoring and induction programs;

137.25 ~~(7)~~ (8) must include an option for teachers to develop and present a portfolio  
 137.26 demonstrating evidence of reflection and professional growth, consistent with section  
 137.27 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 137.28 based on student work samples and examples of teachers' work, which may include video  
 137.29 among other activities for the summative evaluation;

137.30 ~~(8)~~ (9) must use data from valid and reliable assessments aligned to state and local  
 137.31 academic standards and must use state and local measures of student growth that may  
 137.32 include value-added models or student learning goals to determine 35 percent of teacher  
 137.33 evaluation results;

## House Language H3172-2

73.29 ~~(9)~~ (10) must use longitudinal data on student engagement and connection, and  
 73.30 other student outcome measures explicitly aligned with the elements of curriculum for  
 73.31 which teachers are responsible;

73.32 ~~(40)~~ (11) must require qualified and trained evaluators such as school administrators  
 73.33 to perform summative evaluations and ensure school districts and charter schools provide  
 73.34 for effective evaluator training specific to teacher development and evaluation;

74.1 ~~(11)~~ (12) must give teachers not meeting professional teaching standards under  
 74.2 clauses (3) through ~~(40)~~ (11) support to improve through a teacher improvement process  
 74.3 that includes established goals and timelines; and

74.4 ~~(12)~~ (13) must discipline a teacher for not making adequate progress in the teacher  
 74.5 improvement process under clause ~~(11)~~ (12) that may include a last chance warning,  
 74.6 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or  
 74.7 other discipline a school administrator determines is appropriate.

74.8 Data on individual teachers generated under this subdivision are personnel data  
 74.9 under section 13.43. The observation and interview notes of peer coaches may only be  
 74.10 disclosed to other school officials with the consent of the teacher being coached.

74.11 (c) The department, in consultation with parents who may represent parent  
 74.12 organizations and teacher and administrator representatives appointed by their respective  
 74.13 organizations, representing the Board of Teaching, the Minnesota Association of School  
 74.14 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 74.15 and Secondary Principals Associations, Education Minnesota, and representatives of  
 74.16 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 74.17 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 74.18 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 74.19 with the requirements in paragraph (b) and applies to all teachers under this section and  
 74.20 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher  
 74.21 evaluation and peer review process. The teacher evaluation process created under this  
 74.22 subdivision does not create additional due process rights for probationary teachers under  
 74.23 subdivision 5.

74.24 **EFFECTIVE DATE.** This section is effective for revenue for the 2014-2015 school  
 74.25 year and later.

**H3172-2**

165.17 Section 1. Minnesota Statutes 2012, section 122A.40, subdivision 13, is amended to  
 165.18 read:

## Senate Language UEH2397-1

137.34 ~~(9)~~ (10) must use longitudinal data on student engagement and connection, and  
 137.35 other student outcome measures explicitly aligned with the elements of curriculum for  
 137.36 which teachers are responsible;

138.1 ~~(40)~~ (11) must require qualified and trained evaluators such as school administrators  
 138.2 to perform summative evaluations and ensure school districts and charter schools provide  
 138.3 for effective evaluator training specific to teacher development and evaluation;

138.4 ~~(11)~~ (12) must give teachers not meeting professional teaching standards under  
 138.5 clauses (3) through ~~(40)~~ (11) support to improve through a teacher improvement process  
 138.6 that includes established goals and timelines; and

138.7 ~~(12)~~ (13) must discipline a teacher for not making adequate progress in the teacher  
 138.8 improvement process under clause ~~(11)~~ (12) that may include a last chance warning,  
 138.9 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or  
 138.10 other discipline a school administrator determines is appropriate.

138.11 Data on individual teachers generated under this subdivision are personnel data  
 138.12 under section 13.43. The observation and interview notes of peer coaches may only be  
 138.13 disclosed to other school officials with the consent of the teacher being coached.

138.14 (c) The department, in consultation with parents who may represent parent  
 138.15 organizations and teacher and administrator representatives appointed by their respective  
 138.16 organizations, representing the Board of Teaching, the Minnesota Association of School  
 138.17 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 138.18 and Secondary Principals Associations, Education Minnesota, and representatives of  
 138.19 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 138.20 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 138.21 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 138.22 with the requirements in paragraph (b) and applies to all teachers under this section and  
 138.23 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher  
 138.24 evaluation and peer review process. The teacher evaluation process created under this  
 138.25 subdivision does not create additional due process rights for probationary teachers under  
 138.26 subdivision 5.

138.27 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year.

**UEH2397-1**

15.11 Sec. 11. Minnesota Statutes 2012, section 122A.40, subdivision 13, is amended to read:

165.19 Subd. 13. **Immediate discharge.** (a) Except as otherwise provided in paragraph 165.20 (b), a board may discharge a continuing-contract teacher, effective immediately, upon any 165.21 of the following grounds:

165.22 (1) immoral conduct, insubordination, or conviction of a felony;

165.23 (2) conduct unbecoming a teacher which requires the immediate removal of the 165.24 teacher from classroom or other duties;

165.25 (3) failure without justifiable cause to teach without first securing the written release 165.26 of the school board;

165.27 (4) gross inefficiency which the teacher has failed to correct after reasonable written 165.28 notice;

165.29 (5) willful neglect of duty; or

165.30 (6) continuing physical or mental disability subsequent to a 12 months leave of 165.31 absence and inability to qualify for reinstatement in accordance with subdivision 12.

166.1 For purposes of this paragraph, conduct unbecoming a teacher includes an unfair 166.2 discriminatory practice described in section 363A.13.

166.3 Prior to discharging a teacher under this paragraph, the board must notify the teacher 166.4 in writing and state its ground for the proposed discharge in reasonable detail. Within 166.5 ten days after receipt of this notification the teacher may make a written request for a 166.6 hearing before the board and it shall be granted before final action is taken. The board 166.7 may suspend a teacher with pay pending the conclusion of the hearing and determination 166.8 of the issues raised in the hearing after charges have been filed which constitute ground for 166.9 discharge. If a teacher has been charged with a felony and the underlying conduct that 166.10 is the subject of the felony charge is a ground for a proposed immediate discharge, the 166.11 suspension pending the conclusion of the hearing and determination of the issues may be 166.12 without pay. If a hearing under this paragraph is held, the board must reimburse the teacher 166.13 for any salary or compensation withheld if the final decision of the board or the arbitrator 166.14 does not result in a penalty to or suspension, termination, or discharge of the teacher.

166.15 (b) A board must discharge a continuing-contract teacher, effective immediately, 166.16 upon receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the 166.17 teacher's license has been revoked due to a conviction for child abuse or sexual abuse.

15.12 Subd. 13. **Immediate discharge.** (a) Except as otherwise provided in paragraph 15.13 (b), a board may discharge a continuing-contract teacher, effective immediately, upon any 15.14 of the following grounds:

15.15 (1) immoral conduct, insubordination, or conviction of a felony;

15.16 (2) conduct unbecoming a teacher which requires the immediate removal of the 15.17 teacher from classroom or other duties;

15.18 (3) failure without justifiable cause to teach without first securing the written release 15.19 of the school board;

15.20 (4) gross inefficiency which the teacher has failed to correct after reasonable written 15.21 notice;

15.22 (5) willful neglect of duty; or

15.23 (6) continuing physical or mental disability subsequent to a 12 months leave of 15.24 absence and inability to qualify for reinstatement in accordance with subdivision 12.

15.25 For purposes of this paragraph, conduct unbecoming a teacher includes an unfair 15.26 discriminatory practice described in section 363A.13.

15.27 Prior to discharging a teacher under this paragraph, the board must notify the teacher 15.28 in writing and state its ground for the proposed discharge in reasonable detail. Within 15.29 ten days after receipt of this notification the teacher may make a written request for a 15.30 hearing before the board and it shall be granted before final action is taken. The board 15.31 may suspend a teacher with pay pending the conclusion of the hearing and determination 15.32 of the issues raised in the hearing after charges have been filed which constitute ground for 15.33 discharge. If a teacher has been charged with a felony and the underlying conduct that 15.34 is the subject of the felony charge is a ground for a proposed immediate discharge, the 15.35 suspension pending the conclusion of the hearing and determination of the issues may be 16.1 without pay. If a hearing under this paragraph is held, the board must reimburse the teacher 16.2 for any salary or compensation withheld if the final decision of the board or the arbitrator 16.3 does not result in a penalty to or suspension, termination, or discharge of the teacher.

16.4 (b) A board must discharge a continuing-contract teacher, effective immediately, 16.5 upon receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the 16.6 teacher's license has been revoked due to a conviction for child abuse or sexual abuse.

166.18 (c) When a teacher is discharged under paragraph (b) or when the commissioner  
 166.19 makes a final determination of child maltreatment involving a teacher under section  
 166.20 626.556, subdivision 11, the school principal or other person having administrative  
 166.21 control of the school must include in the teacher's employment record the information  
 166.22 contained in the record of the disciplinary action or the final maltreatment determination,  
 166.23 consistent with the definition of public data under section 13.41, subdivision 5, and must  
 166.24 provide the Board of Teaching and the licensing division at the department with the  
 166.25 necessary and relevant information to enable the Board of Teaching and the department's  
 166.26 licensing division to fulfill their statutory and administrative duties related to issuing,  
 166.27 renewing, suspending, or revoking a teacher's license. Information received by the Board  
 166.28 of Teaching or the licensing division at the department under this paragraph is governed  
 166.29 by section 13.41 or other applicable law governing data of the receiving entity. In addition  
 166.30 to the background check required under section 123B.03, a school board or other school  
 166.31 hiring authority must contact the Board of Teaching and the department to determine  
 166.32 whether the teacher's license has been suspended or revoked, consistent with the discharge  
 166.33 and final maltreatment determinations identified in this paragraph. Unless restricted by  
 166.34 federal or state data practices law or by the terms of a collective bargaining agreement,  
 166.35 the responsible authority for a school district must disseminate to another school district  
 166.36 private personnel data on a current or former teacher employee or contractor of the district,  
 167.1 including the results of background investigations, if the requesting school district seeks  
 167.2 the information because the subject of the data has applied for employment with the  
 167.3 requesting school district.

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

### H2397-3

74.26 Sec. 17. Minnesota Statutes 2012, section 122A.41, subdivision 2, is amended to read:

74.27 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in  
 74.28 the public schools in cities of the first class during the first three years of consecutive  
 74.29 employment shall be deemed to be in a probationary period of employment during which  
 74.30 period any annual contract with any teacher may, or may not, be renewed as the school  
 74.31 board, after consulting with the peer review committee charged with evaluating the  
 74.32 probationary teachers under subdivision 3, shall see fit. The school site management team  
 74.33 or the school board if there is no school site management team, shall adopt a plan for a  
 74.34 written evaluation of teachers during the probationary period according to subdivisions 3  
 74.35 and 5. Evaluation by the peer review committee charged with evaluating probationary  
 75.1 teachers under subdivision 3 shall occur at least three times periodically throughout each  
 75.2 school year for a teacher performing services during that school year; the first evaluation  
 75.3 must occur within the first 90 days of teaching service. Days devoted to parent-teacher  
 75.4 conferences, teachers' workshops, and other staff development opportunities and days on

16.7 (c) When a teacher is discharged under paragraph (b) or when the commissioner  
 16.8 makes a final determination of child maltreatment involving a teacher under section  
 16.9 626.556, subdivision 11, the school principal or other person having administrative  
 16.10 control of the school must include in the teacher's employment record the information  
 16.11 contained in the record of the disciplinary action or the final maltreatment determination,  
 16.12 consistent with the definition of public data under section 13.41, subdivision 5, and must  
 16.13 provide the Board of Teaching and the licensing division at the department with the  
 16.14 necessary and relevant information to enable the Board of Teaching and the department's  
 16.15 licensing division to fulfill their statutory and administrative duties related to issuing,  
 16.16 renewing, suspending, or revoking a teacher's license. Information received by the Board  
 16.17 of Teaching or the licensing division at the department under this paragraph is governed  
 16.18 by section 13.41 or other applicable law governing data of the receiving entity. In addition  
 16.19 to the background check required under section 123B.03, a school board or other school  
 16.20 hiring authority must contact the Board of Teaching and the department to determine  
 16.21 whether the teacher's license has been suspended or revoked, consistent with the discharge  
 16.22 and final maltreatment determinations identified in this paragraph.

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

16.24 Sec. 12. Minnesota Statutes 2012, section 122A.41, subdivision 2, is amended to read:

16.25 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in  
 16.26 the public schools in cities of the first class during the first three years of consecutive  
 16.27 employment shall be deemed to be in a probationary period of employment during which  
 16.28 period any annual contract with any teacher may, or may not, be renewed as the school  
 16.29 board, after consulting with the peer review committee charged with evaluating the  
 16.30 probationary teachers under subdivision 3, shall see fit. The school site management team  
 16.31 or the school board if there is no school site management team, shall adopt a plan for a  
 16.32 written evaluation of teachers during the probationary period according to subdivisions 3  
 16.33 and 5. Evaluation by the peer review committee charged with evaluating probationary  
 16.34 teachers under subdivision 3 shall occur at least three times periodically throughout each  
 16.35 school year for a teacher performing services during that school year; the first evaluation  
 17.1 must occur within the first 90 days of teaching service. Days devoted to parent-teacher  
 17.2 conferences, teachers' workshops, and other staff development opportunities and days on

75.5 which a teacher is absent from school shall not be included in determining the number of  
 75.6 school days on which a teacher performs services. The school board may, during such  
 75.7 probationary period, discharge or demote a teacher for any of the causes as specified in  
 75.8 this code. A written statement of the cause of such discharge or demotion shall be given to  
 75.9 the teacher by the school board at least 30 days before such removal or demotion shall  
 75.10 become effective, and the teacher so notified shall have no right of appeal therefrom.

75.11 (b) A probationary teacher whose first three years of consecutive employment are  
 75.12 interrupted for active military service and who promptly resumes teaching consistent with  
 75.13 federal reemployment timelines for uniformed service personnel under United States  
 75.14 Code, title 38, section 4312(e), is considered to have a consecutive teaching experience  
 75.15 for purposes of paragraph (a).

75.16 (c) A probationary teacher whose first three years of consecutive employment are  
 75.17 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 75.18 months of when the leave began is considered to have a consecutive teaching experience  
 75.19 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 75.20 three years of teaching service immediately before and after the leave.

75.21 (d) A probationary teacher must complete at least 120 days of teaching service each  
 75.22 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 75.23 workshops, and other staff development opportunities and days on which a teacher is  
 75.24 absent from school do not count as days of teaching service under this paragraph.

75.25 **EFFECTIVE DATE.** This section is effective retroactively from July 1, 2013.

75.26 Sec. 18. Minnesota Statutes 2013 Supplement, section 122A.41, subdivision 5, is  
 75.27 amended to read:

75.28 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**  
 75.29 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 75.30 representative of the teachers in the district, consistent with paragraph (b), may develop an  
 75.31 annual teacher evaluation and peer review process for probationary and nonprobationary  
 75.32 teachers through joint agreement. If a school board and the exclusive representative of the  
 75.33 teachers in the district do not agree to an annual teacher evaluation and peer review process,  
 75.34 then the school board and the exclusive representative of the teachers must implement  
 75.35 the state teacher evaluation plan ~~for evaluation and review~~ developed under paragraph  
 76.1 (c). The process must include having trained observers serve as peer coaches or having  
 76.2 teachers participate in professional learning communities, consistent with paragraph (b).

17.3 which a teacher is absent from school shall not be included in determining the number of  
 17.4 school days on which a teacher performs services. The school board may, during such  
 17.5 probationary period, discharge or demote a teacher for any of the causes as specified in  
 17.6 this code. A written statement of the cause of such discharge or demotion shall be given to  
 17.7 the teacher by the school board at least 30 days before such removal or demotion shall  
 17.8 become effective, and the teacher so notified shall have no right of appeal therefrom.

17.9 (b) A probationary teacher whose first three years of consecutive employment are  
 17.10 interrupted for active military service and who promptly resumes teaching consistent with  
 17.11 federal reemployment timelines for uniformed service personnel under United States  
 17.12 Code, title 38, section 4312(e), is considered to have a consecutive teaching experience  
 17.13 for purposes of paragraph (a).

17.14 (c) A probationary teacher whose first three years of consecutive employment are  
 17.15 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 17.16 months of when the leave began is considered to have a consecutive teaching experience  
 17.17 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 17.18 three years of teaching service immediately before and after the leave.

17.19 (d) A probationary teacher must complete at least 120 days of teaching service each  
 17.20 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 17.21 workshops, and other staff development opportunities and days on which a teacher is  
 17.22 absent from school do not count as days of teaching service under this paragraph.

17.23 **EFFECTIVE DATE.** This section is effective retroactively from July 1, 2013.

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138.28 Sec. 3. Minnesota Statutes 2013 Supplement, section 122A.41, subdivision 5, is  
 138.29 amended to read:

138.30 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**  
 138.31 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 138.32 representative of the teachers in the district, consistent with paragraph (b), may develop an  
 138.33 annual teacher evaluation and peer review process for probationary and nonprobationary  
 138.34 teachers through joint agreement. If a school board and the exclusive representative of the  
 138.35 teachers in the district do not agree to an annual teacher evaluation and peer review process,  
 139.1 then the school board and the exclusive representative of the teachers must implement  
 139.2 the state teacher evaluation plan ~~for evaluation and review~~ developed under paragraph  
 139.3 (c). The process must include having trained observers serve as peer coaches or having  
 139.4 teachers participate in professional learning communities, consistent with paragraph (b).

76.3 (b) To develop, improve, and support qualified teachers and effective teaching  
 76.4 practices and improve student learning and success, the annual evaluation process for  
 76.5 teachers:

76.6 (1) must, for probationary teachers, provide for all evaluations required under  
 76.7 subdivision 2;

76.8 (2) must establish a three-year professional review cycle for each teacher that  
 76.9 includes an individual growth and development plan, a peer review process, ~~the~~  
 76.10 ~~opportunity to participate in a professional learning community under paragraph (a); and~~  
 76.11 at least one summative evaluation performed by a qualified and trained evaluator such  
 76.12 as a school administrator;

76.13 (3) must be based on professional teaching standards established in rule;

76.14 (4) must coordinate staff development activities under sections 122A.60 and  
 76.15 122A.61 with this evaluation process and teachers' evaluation outcomes;

76.16 (5) may provide time during the school day and school year for peer coaching and  
 76.17 teacher collaboration;

76.18 (6) may include job-embedded learning opportunities such as professional learning  
 76.19 communities;

76.20 (7) may include mentoring and induction programs;

76.21 ~~(7)~~ (8) must include an option for teachers to develop and present a portfolio  
 76.22 demonstrating evidence of reflection and professional growth, consistent with section  
 76.23 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 76.24 based on student work samples and examples of teachers' work, which may include video  
 76.25 among other activities for the summative evaluation;

76.26 ~~(8)~~ (9) must use data from valid and reliable assessments aligned to state and local  
 76.27 academic standards and must use state and local measures of student growth that may  
 76.28 include value-added models or student learning goals to determine 35 percent of teacher  
 76.29 evaluation results;

76.30 ~~(9)~~ (10) must use longitudinal data on student engagement and connection and  
 76.31 other student outcome measures explicitly aligned with the elements of curriculum for  
 76.32 which teachers are responsible;

76.33 ~~(10)~~ (11) must require qualified and trained evaluators such as school administrators  
 76.34 to perform summative evaluations and ensure school districts and charter schools provide  
 76.35 for effective evaluator training specific to teacher development and evaluation;

77.1 ~~(11)~~ (12) must give teachers not meeting professional teaching standards under  
 77.2 clauses (3) through ~~(10)~~ (11) support to improve through a teacher improvement process  
 77.3 that includes established goals and timelines; and

139.5 (b) To develop, improve, and support qualified teachers and effective teaching  
 139.6 practices and improve student learning and success, the annual evaluation process for  
 139.7 teachers:

139.8 (1) must, for probationary teachers, provide for all evaluations required under  
 139.9 subdivision 2;

139.10 (2) must establish a three-year professional review cycle for each teacher that  
 139.11 includes an individual growth and development plan, a peer review process, ~~the~~  
 139.12 ~~opportunity to participate in a professional learning community under paragraph (a); and~~  
 139.13 at least one summative evaluation performed by a qualified and trained evaluator such  
 139.14 as a school administrator;

139.15 (3) must be based on professional teaching standards established in rule;

139.16 (4) must coordinate staff development activities under sections 122A.60 and  
 139.17 122A.61 with this evaluation process and teachers' evaluation outcomes;

139.18 (5) may provide time during the school day and school year for peer coaching and  
 139.19 teacher collaboration;

139.20 (6) may include job-embedded learning opportunities such as professional learning  
 139.21 communities;

139.22 (7) may include mentoring and induction programs;

139.23 ~~(7)~~ (8) must include an option for teachers to develop and present a portfolio  
 139.24 demonstrating evidence of reflection and professional growth, consistent with section  
 139.25 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 139.26 based on student work samples and examples of teachers' work, which may include video  
 139.27 among other activities for the summative evaluation;

139.28 ~~(8)~~ (9) must use data from valid and reliable assessments aligned to state and local  
 139.29 academic standards and must use state and local measures of student growth that may  
 139.30 include value-added models or student learning goals to determine 35 percent of teacher  
 139.31 evaluation results;

139.32 ~~(9)~~ (10) must use longitudinal data on student engagement and connection and  
 139.33 other student outcome measures explicitly aligned with the elements of curriculum for  
 139.34 which teachers are responsible;

140.1 ~~(10)~~ (11) must require qualified and trained evaluators such as school administrators  
 140.2 to perform summative evaluations and ensure school districts and charter schools provide  
 140.3 for effective evaluator training specific to teacher development and evaluation;

140.4 ~~(11)~~ (12) must give teachers not meeting professional teaching standards under  
 140.5 clauses (3) through ~~(10)~~ (11) support to improve through a teacher improvement process  
 140.6 that includes established goals and timelines; and

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77.4 ~~(12)~~ (13) must discipline a teacher for not making adequate progress in the teacher  
 77.5 improvement process under clause ~~(11)~~ (12) that may include a last chance warning,  
 77.6 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or  
 77.7 other discipline a school administrator determines is appropriate.

77.8 Data on individual teachers generated under this subdivision are personnel data  
 77.9 under section 13.43. The observation and interview notes of peer coaches may only be  
 77.10 disclosed to other school officials with the consent of the teacher being coached.

77.11 (c) The department, in consultation with parents who may represent parent  
 77.12 organizations and teacher and administrator representatives appointed by their respective  
 77.13 organizations, representing the Board of Teaching, the Minnesota Association of School  
 77.14 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 77.15 and Secondary Principals Associations, Education Minnesota, and representatives of  
 77.16 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 77.17 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 77.18 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 77.19 with the requirements in paragraph (b) and applies to all teachers under this section and  
 77.20 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher  
 77.21 evaluation and peer review process. The teacher evaluation process created under this  
 77.22 subdivision does not create additional due process rights for probationary teachers under  
 77.23 subdivision 2.

77.24 **EFFECTIVE DATE.** This section is effective for revenue for the 2014-2015 school  
 77.25 year and later.

**H3172-2**

167.5 Sec. 2. Minnesota Statutes 2012, section 122A.41, subdivision 6, is amended to read:

167.6 Subd. 6. **Grounds for discharge or demotion.** (a) Except as otherwise provided  
 167.7 in paragraph (b), causes for the discharge or demotion of a teacher either during or after  
 167.8 the probationary period must be:

167.9 (1) immoral character, conduct unbecoming a teacher, or insubordination;

167.10 (2) failure without justifiable cause to teach without first securing the written release  
 167.11 of the school board having the care, management, or control of the school in which the  
 167.12 teacher is employed;

167.13 (3) inefficiency in teaching or in the management of a school, consistent with  
 167.14 subdivision 5, paragraph (b);

140.7 ~~(12)~~ (13) must discipline a teacher for not making adequate progress in the teacher  
 140.8 improvement process under clause ~~(11)~~ (12) that may include a last chance warning,  
 140.9 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or  
 140.10 other discipline a school administrator determines is appropriate.

140.11 Data on individual teachers generated under this subdivision are personnel data  
 140.12 under section 13.43. The observation and interview notes of peer coaches may only be  
 140.13 disclosed to other school officials with the consent of the teacher being coached.

140.14 (c) The department, in consultation with parents who may represent parent  
 140.15 organizations and teacher and administrator representatives appointed by their respective  
 140.16 organizations, representing the Board of Teaching, the Minnesota Association of School  
 140.17 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 140.18 and Secondary Principals Associations, Education Minnesota, and representatives of  
 140.19 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 140.20 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 140.21 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 140.22 with the requirements in paragraph (b) and applies to all teachers under this section and  
 140.23 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher  
 140.24 evaluation and peer review process. The teacher evaluation process created under this  
 140.25 subdivision does not create additional due process rights for probationary teachers under  
 140.26 subdivision 2.

140.27 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year.

**UEH2397-1**

17.24 Sec. 13. Minnesota Statutes 2012, section 122A.41, subdivision 6, is amended to read:

17.25 Subd. 6. **Grounds for discharge or demotion.** (a) Except as otherwise provided  
 17.26 in paragraph (b), causes for the discharge or demotion of a teacher either during or after  
 17.27 the probationary period must be:

17.28 (1) immoral character, conduct unbecoming a teacher, or insubordination;

17.29 (2) failure without justifiable cause to teach without first securing the written release  
 17.30 of the school board having the care, management, or control of the school in which the  
 17.31 teacher is employed;

17.32 (3) inefficiency in teaching or in the management of a school, consistent with  
 17.33 subdivision 5, paragraph (b);

## House Language H2397-3

## Senate Language UEH3172-2

167.15 (4) affliction with active tuberculosis or other communicable disease must be  
 167.16 considered as cause for removal or suspension while the teacher is suffering from such  
 167.17 disability; or

167.18 (5) discontinuance of position or lack of pupils.

167.19 For purposes of this paragraph, conduct unbecoming a teacher includes an unfair  
 167.20 discriminatory practice described in section 363A.13.

167.21 (b) A probationary or continuing-contract teacher must be discharged immediately  
 167.22 upon receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the  
 167.23 teacher's license has been revoked due to a conviction for child abuse or sexual abuse.

167.24 (c) When a teacher is discharged under paragraph (b) or when the commissioner  
 167.25 makes a final determination of child maltreatment involving a teacher under section  
 167.26 626.556, subdivision 11, the school principal or other person having administrative  
 167.27 control of the school must include in the teacher's employment record the information  
 167.28 contained in the record of the disciplinary action or the final maltreatment determination,  
 167.29 consistent with the definition of public data under section 13.41, subdivision 5, and must  
 167.30 provide the Board of Teaching and the licensing division at the department with the  
 167.31 necessary and relevant information to enable the Board of Teaching and the department's  
 167.32 licensing division to fulfill their statutory and administrative duties related to issuing,  
 167.33 renewing, suspending, or revoking a teacher's license. Information received by the Board  
 167.34 of Teaching or the licensing division at the department under this paragraph is governed  
 167.35 by section 13.41 or other applicable law governing data of the receiving entity. In addition  
 168.1 to the background check required under section 123B.03, a school board or other school  
 168.2 hiring authority must contact the Board of Teaching and the department to determine  
 168.3 whether the teacher's license has been suspended or revoked, consistent with the discharge  
 168.4 and final maltreatment determinations identified in this paragraph. Unless restricted by  
 168.5 federal or state data practices law or by the terms of a collective bargaining agreement,  
 168.6 the responsible authority for a school district must disseminate to another school district  
 168.7 private personnel data on a current or former teacher employee or contractor of the district,  
 168.8 including the results of background investigations, if the requesting school district seeks  
 168.9 the information because the subject of the data has applied for employment with the  
 168.10 requesting school district.

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

**H2397-3**

77.26 Sec. 19. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

18.1 (4) affliction with active tuberculosis or other communicable disease must be  
 18.2 considered as cause for removal or suspension while the teacher is suffering from such  
 18.3 disability; or

18.4 (5) discontinuance of position or lack of pupils.

18.5 For purposes of this paragraph, conduct unbecoming a teacher includes an unfair  
 18.6 discriminatory practice described in section 363A.13.

18.7 (b) A probationary or continuing-contract teacher must be discharged immediately  
 18.8 upon receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the  
 18.9 teacher's license has been revoked due to a conviction for child abuse or sexual abuse.

18.10 (c) When a teacher is discharged under paragraph (b) or when the commissioner  
 18.11 makes a final determination of child maltreatment involving a teacher under section  
 18.12 626.556, subdivision 11, the school principal or other person having administrative  
 18.13 control of the school must include in the teacher's employment record the information  
 18.14 contained in the record of the disciplinary action or the final maltreatment determination,  
 18.15 consistent with the definition of public data under section 13.41, subdivision 5, and must  
 18.16 provide the Board of Teaching and the licensing division at the department with the  
 18.17 necessary and relevant information to enable the Board of Teaching and the department's  
 18.18 licensing division to fulfill their statutory and administrative duties related to issuing,  
 18.19 renewing, suspending, or revoking a teacher's license. Information received by the Board  
 18.20 of Teaching or the licensing division at the department under this paragraph is governed  
 18.21 by section 13.41 or other applicable law governing data of the receiving entity. In addition  
 18.22 to the background check required under section 123B.03, a school board or other school  
 18.23 hiring authority must contact the Board of Teaching and the department to determine  
 18.24 whether the teacher's license has been suspended or revoked, consistent with the discharge  
 18.25 and final maltreatment determinations identified in this paragraph.

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

**UEH3172-2**

140.28 Sec. 4. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

77.27 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this  
 77.28 program, a school district, intermediate school district, school site, or charter school must  
 77.29 have an educational improvement plan under section 122A.413 and an alternative teacher  
 77.30 professional pay system agreement under paragraph (b). A charter school participant also  
 77.31 must comply with subdivision 2a.

77.32 (b) The alternative teacher professional pay system agreement must:

77.33 (1) describe how teachers can achieve career advancement and additional  
 77.34 compensation;

78.1 (2) describe how the school district, intermediate school district, school site, or  
 78.2 charter school will provide teachers with career advancement options that allow teachers  
 78.3 to retain primary roles in student instruction and facilitate site-focused professional  
 78.4 development that helps other teachers improve their skills;

78.5 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation  
 78.6 paid before implementing the pay system from being reduced as a result of participating  
 78.7 in this system, and base at least 60 percent of any compensation increase on teacher  
 78.8 performance using:

78.9 (i) schoolwide student achievement gains under section 120B.35 or locally selected  
 78.10 standardized assessment outcomes, or both;

78.11 (ii) measures of student ~~achievement~~ growth that may include value-added models  
 78.12 or student learning goals, consistent with section 122A.40, subdivision 8, clause (9), or  
 78.13 122A.41, subdivision 5, clause (9); and

78.14 (iii) an objective evaluation program ~~that includes:~~ under section 122A.40,  
 78.15 subdivision 8, paragraph (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2)

78.16 ~~(A) individual teacher evaluations aligned with the educational improvement plan~~  
 78.17 ~~under section 122A.413 and the staff development plan under section 122A.60; and~~

78.18 ~~(B) objective evaluations using multiple criteria conducted by a locally selected and~~  
 78.19 ~~periodically trained evaluation team that understands teaching and learning;~~

78.20 (4) provide ~~integrated ongoing site-based professional development activities for~~  
 78.21 ~~participation in job-embedded learning opportunities such as professional learning~~  
 78.22 ~~communities to improve instructional skills and learning that are aligned with student needs~~  
 78.23 ~~under section 122A.413, consistent with the staff development plan under section 122A.60~~  
 78.24 ~~and led during the school day by trained teacher leaders such as master or mentor teachers;~~

78.25 (5) allow any teacher in a participating school district, intermediate school district,  
 78.26 school site, or charter school that implements an alternative pay system to participate in  
 78.27 that system without any quota or other limit; and

78.28 (6) encourage collaboration rather than competition among teachers.

140.29 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this  
 140.30 program, a school district, intermediate school district, school site, or charter school must  
 140.31 have an educational improvement plan under section 122A.413 and an alternative teacher  
 140.32 professional pay system agreement under paragraph (b). A charter school participant also  
 140.33 must comply with subdivision 2a.

140.34 (b) The alternative teacher professional pay system agreement must:

141.1 (1) describe how teachers can achieve career advancement and additional  
 141.2 compensation;

141.3 (2) describe how the school district, intermediate school district, school site, or  
 141.4 charter school will provide teachers with career advancement options that allow teachers  
 141.5 to retain primary roles in student instruction and facilitate site-focused professional  
 141.6 development that helps other teachers improve their skills;

141.7 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation  
 141.8 paid before implementing the pay system from being reduced as a result of participating  
 141.9 in this system, and base at least 60 percent of any compensation increase on teacher  
 141.10 performance using:

141.11 (i) schoolwide student achievement gains under section 120B.35 or locally selected  
 141.12 standardized assessment outcomes, or both;

141.13 (ii) measures of student ~~achievement~~ growth that may include value-added models  
 141.14 or student learning goals, consistent with section 122A.40, subdivision 8, clause (9), or  
 141.15 122A.41, subdivision 5, clause (9); and

141.16 (iii) an objective evaluation program ~~that includes:~~ under section 122A.40,  
 141.17 subdivision 8, paragraph (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2)

141.18 ~~(A) individual teacher evaluations aligned with the educational improvement plan~~  
 141.19 ~~under section 122A.413 and the staff development plan under section 122A.60; and~~

141.20 ~~(B) objective evaluations using multiple criteria conducted by a locally selected and~~  
 141.21 ~~periodically trained evaluation team that understands teaching and learning;~~

141.22 (4) provide ~~integrated ongoing site-based professional development activities for~~  
 141.23 ~~participation in job-embedded learning opportunities such as professional learning~~  
 141.24 ~~communities to improve instructional skills and learning that are aligned with student needs~~  
 141.25 ~~under section 122A.413, consistent with the staff development plan under section 122A.60~~  
 141.26 ~~and led during the school day by trained teacher leaders such as master or mentor teachers;~~

141.27 (5) allow any teacher in a participating school district, intermediate school district,  
 141.28 school site, or charter school that implements an alternative pay system to participate in  
 141.29 that system without any quota or other limit; and

141.30 (6) encourage collaboration rather than competition among teachers.

141.31 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015 and  
141.32 later. Paragraph (b), clause (3), is effective for agreements under this section approved  
141.33 after August 1, 2015.

78.29 Sec. 20. Minnesota Statutes 2012, section 122A.48, subdivision 3, is amended to read:

78.30 Subd. 3. **Employment as substitute exemptions for retired teachers.**

78.31 Notwithstanding the provisions of subdivision 2, a teacher who has entered into an  
78.32 agreement for termination of services and withdrawal from active teaching service with  
78.33 an early retirement incentive may be employed as a substitute teacher, behind-the-wheel  
78.34 instructor, or coach after retirement.

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

79.1 Sec. 21. Minnesota Statutes 2012, section 122A.60, subdivision 1a, is amended to read:

79.2 Subd. 1a. **Effective staff development activities.** (a) Staff development activities  
79.3 must:

79.4 (1) focus on the school classroom and research-based strategies that improve student  
79.5 learning;

79.6 (2) provide opportunities for teachers to practice and improve their instructional  
79.7 skills over time;

79.8 (3) provide opportunities for teachers to use student data as part of their daily work  
79.9 to increase student achievement;

79.10 (4) enhance teacher content knowledge and instructional skills, including to  
79.11 accommodate the delivery of digital and blended learning and curriculum and engage  
79.12 students with technology;

79.13 (5) align with state and local academic standards;

79.14 (6) provide opportunities to build professional relationships, foster collaboration  
79.15 among principals and staff who provide instruction, and provide opportunities for  
79.16 teacher-to-teacher mentoring; ~~and~~

79.17 (7) align with the plan of the district or site for an alternative teacher professional  
79.18 pay system; and

79.19 (8) provide opportunities for staff to learn about current workforce trends, the  
79.20 connections between workforce trends and postsecondary education, and training options,  
79.21 including career and technical education options.

79.22 Staff development activities may include curriculum development and curriculum training  
79.23 programs, and activities that provide teachers and other members of site-based teams  
79.24 training to enhance team performance. The school district also may implement other  
79.25 staff development activities required by law and activities associated with professional  
79.26 teacher compensation models.

79.27 (b) Release time provided for teachers to supervise students on field trips and school  
79.28 activities, or independent tasks not associated with enhancing the teacher's knowledge  
79.29 and instructional skills, such as preparing report cards, calculating grades, or organizing  
79.30 classroom materials, may not be counted as staff development time that is financed with  
79.31 staff development reserved revenue under section 122A.61.

79.32 Sec. 22. Minnesota Statutes 2012, section 122A.60, subdivision 2, is amended to read:

79.33 Subd. 2. **Contents of plan.** The plan must include the staff development outcomes  
79.34 under subdivision 3, the means to achieve the outcomes, and procedures for evaluating  
80.1 progress at each school site toward meeting education outcomes, consistent with  
80.2 relicensure requirements under section 122A.18, subdivision 4. The plan also must:

80.3 (1) support stable and productive professional communities achieved through  
80.4 ongoing and schoolwide progress and growth in teaching practice;

80.5 (2) emphasize coaching, professional learning communities, classroom action  
80.6 research, and other job-embedded models;

80.7 (3) maintain a strong subject matter focus premised on students' learning goals,  
80.8 consistent with section 120B.125;

80.9 (4) ensure specialized preparation and learning about issues related to teaching  
80.10 English learners and students with special needs; and

80.11 (5) reinforce national and state standards of effective teaching practice.

80.12 Sec. 23. Minnesota Statutes 2012, section 122A.60, subdivision 3, is amended to read:

80.13 Subd. 3. **Staff development outcomes.** The advisory staff development committee  
80.14 must adopt a staff development plan for improving student achievement. The plan must  
80.15 be consistent with education outcomes that the school board determines. The plan  
80.16 must include ongoing staff development activities that contribute toward continuous  
80.17 improvement in achievement of the following goals:

80.18 (1) improve student achievement of state and local education standards in all areas of  
80.19 the curriculum, including areas of regular academic and applied and experiential learning,  
80.20 by using best practices methods;

80.21 (2) effectively meet the needs of a diverse student population, including at-risk  
80.22 children, children with disabilities, and gifted children, within the regular classroom,  
80.23 applied and experiential learning settings, and other settings;

80.24 (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse  
 80.25 student population that is consistent with the state education diversity rule and the district's  
 80.26 education diversity plan;

80.27 (4) improve staff collaboration and develop mentoring and peer coaching programs  
 80.28 for teachers new to the school or district;

80.29 (5) effectively teach and model violence prevention policy and curriculum that  
 80.30 address early intervention alternatives, issues of harassment, and teach nonviolent  
 80.31 alternatives for conflict resolution;

80.32 (6) effectively deliver digital and blended learning and curriculum and engage  
 80.33 students with technology; and

80.34 (7) provide teachers and other members of site-based management teams with  
 80.35 appropriate management and financial management skills.

### UEH2397-1

18.27 Sec. 14. Minnesota Statutes 2012, section 123A.06, subdivision 4, is amended to read:

18.28 Subd. 4. **Granting a diploma.** Upon successful completion of the area learning  
 18.29 center program, a pupil is entitled to receive a high school diploma. The pupil may elect  
 18.30 to receive a diploma from either the district of residence or the district in which the  
 18.31 area learning center is located or the intermediate district or educational cooperative  
 18.32 responsible for the area learning center program.

### S2470-2

81.1 Sec. 24. **[123A.215] INNOVATIVE TECHNOLOGY COOPERATIVE.**

81.2 Subdivision 1. **Establishment and organization.** (a) Two or more independent  
 81.3 school districts may enter into an agreement to establish an innovative cooperative center  
 81.4 to provide for technology and other educational services upon the vote of a majority of the  
 81.5 full membership of each of the boards of the districts entering into the agreement. The  
 81.6 agreement may also provide for membership by a Minnesota state college or university  
 81.7 under section 136F.01. When a resolution approving this action has been adopted by  
 81.8 the board of a district, the resolution shall be published once in a newspaper of general  
 81.9 circulation in the district.

81.10 (b) The agreement may provide for the center to be organized into up to four regions.  
 81.11 A region may consist of only school districts, only higher education institutions, or a  
 81.12 combination of both.

1.6 Section 1. **[123A.215] INNOVATIVE TECHNOLOGY COOPERATIVE.**

1.7 Subdivision 1. **Establishment and organization.** (a) Two or more independent  
 1.8 school districts may enter into an agreement to establish an innovative cooperative center  
 1.9 to provide for technology and other educational services upon the vote of a majority of the  
 1.10 full membership of each of the boards of the districts entering into the agreement. The  
 1.11 agreement may also provide for membership by a Minnesota state college or university  
 1.12 under section 136F.01. When a resolution approving this action has been adopted by  
 1.13 the board of a district, the resolution shall be published once in a newspaper of general  
 1.14 circulation in the district.

1.15 (b) The agreement may provide for the center to be organized into up to four regions.  
 1.16 A region may consist of only school districts, only higher education institutions, or a  
 1.17 combination of both.

81.13 Subd. 2. **Name.** A public corporation so created shall be known as ....(insert  
 81.14 name).... Cooperative Center No. .... and shall have an identification number assigned  
 81.15 according to section 123A.56.

81.16 Subd. 3. **Governing board.** (a) The center must be operated by a center board  
 81.17 consisting of 12 members. Membership on the center board must be established under  
 81.18 the agreement in subdivision 1, paragraph (a), consistent with the requirements of this  
 81.19 paragraph. If organized into regions, each region shall have equal representation on the  
 81.20 center board. No more than four board members of the center board may represent higher  
 81.21 education institutions. Center board membership for individual school districts or a region  
 81.22 including school districts must include one superintendent with the remaining school  
 81.23 district positions filled by school board members. When possible, no school district may  
 81.24 have more than one representative.

81.25 (b) The terms of office of the first members of the center board must be determined  
 81.26 by lot as follows: one-third of the members for one year, one-third of the members for two  
 81.27 years, and the remainder of the members for three years, all terms to expire on June 30 of  
 81.28 the appropriate year. Thereafter, the terms shall be for three years commencing on July 1  
 81.29 of each year. If a vacancy occurs on the center board, it must be filled by the district, by  
 81.30 the members of the appropriate region, or by the higher education members, within 90  
 81.31 days. A person appointed to the center board shall qualify as a center board member by  
 81.32 filing with the chair a written certificate of appointment from the appointing school board.

81.33 (c) The first meeting of a center board must be at a time mutually agreed upon by  
 81.34 center board members. At this meeting, the center board must choose its officers and  
 81.35 conduct any other necessary organizational business. Thereafter, the center board must  
 82.1 meet on July 1 of each year or as soon thereafter as practicable pursuant to notice sent to  
 82.2 all center board members by the chief executive officer of the center.

82.3 (d) The officers of the center board shall be a chair, vice-chair, clerk, and treasurer,  
 82.4 no two of whom when possible shall be from the same school district. The chair shall  
 82.5 preside at all meetings of the center board, except that in the chair's absence the vice-chair  
 82.6 shall preside. The clerk shall keep a complete record of the minutes of each meeting  
 82.7 and the treasurer shall be the custodian of the funds of the center. Insofar as applicable,  
 82.8 sections 123B.09, 123B.14, 123B.143, and 123B.147, shall apply to the board and officers  
 82.9 of the center.

82.10 (e) A majority of the center board shall be a quorum. Any motion other than  
 82.11 adjournment shall pass only upon receiving a majority of the votes of the entire center  
 82.12 board.

82.13 Subd. 4. **Center powers and duties.** (a) The center board shall have the general  
 82.14 charge of the business of the center. Where applicable, sections 123B.51 and 123B.52,  
 82.15 subdivision 4, shall apply. The center board may not issue bonds on its behalf.

1.18 Subd. 2. **Name.** A public corporation so created shall be known as the Education  
 1.19 Innovation Partners Cooperative Center No. 1 and shall have an identification number  
 1.20 assigned according to section 123A.56.

1.21 Subd. 3. **Governing board.** (a) The center must be operated by a center board  
 1.22 consisting of 12 members. Membership on the center board must be established according  
 1.23 to the bylaws and approved by every member of the cooperative.

2.1 (b) The terms of office of the first members of the center board must be determined  
 2.2 by lot as follows: one-third of the members for one year, one-third of the members for two  
 2.3 years, and the remainder of the members for three years, all terms to expire on June 30 of  
 2.4 the appropriate year. Thereafter the terms shall be for three years commencing on July 1  
 2.5 of each year. If a vacancy occurs on the center board, it must be filled by the district, by  
 2.6 the members of the appropriate region, or by the higher education members, within 90  
 2.7 days. A person appointed to the center board shall qualify as a center board member by  
 2.8 filing with the chair a written certificate of appointment from the appointing school board.

2.9 (c) The first meeting of a center board must be at a time mutually agreed upon by  
 2.10 center board members. At this meeting, the center board must choose its officers and  
 2.11 conduct any other necessary organizational business. Thereafter, the center board must  
 2.12 meet on July 1 of each year or as soon thereafter as practicable pursuant to notice sent to  
 2.13 all center board members by the chief executive officer of the center.

2.14 (d) The officers of the center board shall be a chair, vice-chair, clerk, and treasurer,  
 2.15 no two of whom when possible shall be from the same school district. The chair shall  
 2.16 preside at all meetings of the center board, except that in the chair's absence the vice-chair  
 2.17 shall preside. The clerk shall keep a complete record of the minutes of each meeting  
 2.18 and the treasurer shall be the custodian of the funds of the center. Insofar as applicable,  
 2.19 sections 123B.09, 123B.14, 123B.143, and 123B.147, shall apply to the board and officers  
 2.20 of the center.

2.21 (e) A majority of the center board shall be a quorum. Any motion other than  
 2.22 adjournment shall pass only upon receiving a majority of the votes of the entire center  
 2.23 board.

2.24 Subd. 4. **Center powers and duties.** (a) The center board shall have the general  
 2.25 charge of the business of the center. Where applicable, sections 123B.51 and 123B.52,  
 2.26 subdivision 4, shall apply. The center board may not issue bonds on its behalf.

82.16 (b) The center board may furnish technology offerings to any eligible person residing  
 82.17 in any participating district and may provide any other educational programs or services  
 82.18 agreed upon by the participating members. Academic offerings shall be provided only  
 82.19 under the direction of properly licensed academic supervisory personnel.

82.20 (c) The center board must employ an executive director, contract with necessary  
 82.21 qualified teachers and administrators, and may discharge the same for cause pursuant to  
 82.22 section 122A.40. The authority for selection and employment of a director shall be vested  
 82.23 in the center board. Notwithstanding the provisions of section 122A.40, subdivision 10 or  
 82.24 11, no individual shall have a right to employment as a director based on seniority or order  
 82.25 of employment by the center. The center board may employ and discharge other necessary  
 82.26 employees and may contract for other services deemed necessary.

82.27 (d) The center board may prescribe rates of tuition for services provided to  
 82.28 nonmember students.

82.29 Subd. 5. **Finances.** (a) The center board established under this section is a public  
 82.30 corporation and agency and may receive and disburse federal, state, and local funds made  
 82.31 available to it. A participating school district or member must not have any additional  
 82.32 individual liability for the debts or obligations of the center except that assessment  
 82.33 which has been certified as its proportionate share in accordance with paragraph (b) and  
 82.34 subdivision 4. A member of the center board shall have the liability that is applicable to a  
 82.35 member of an independent school district board. Any property, real or personal, acquired  
 83.1 or owned by the center board for its purposes shall be exempt from taxation by the state or  
 83.2 any of its political subdivisions.

83.3 (b) The center board may, in each year, for the purpose of paying any administrative,  
 83.4 planning, operating, or capital expenses incurred or to be incurred, assess and certify  
 83.5 to each participating school district its proportionate share of any and all expenses.  
 83.6 This share must be based upon an equitable distribution formula agreed upon by the  
 83.7 participating districts. Each participating district shall remit its assessment to the center  
 83.8 board within 30 days after receipt.

83.9 Subd. 6. **Laws governing independent school districts apply.** As of the effective  
 83.10 date of the creation of any center as contained in the agreement establishing the center,  
 83.11 the organization, operation, maintenance, and conduct of the affairs of the center shall be  
 83.12 governed by the general laws relating to independent school districts of the state unless  
 83.13 provided otherwise in statute. The center does not have the authority to issue bonds or  
 83.14 impose a property tax levy.

2.27 (b) The center board may furnish technology offerings to any eligible person residing  
 2.28 in any participating district and may provide any other educational programs or services  
 2.29 agreed upon by the participating members. Academic offerings shall be provided only  
 2.30 under the direction of properly licensed academic supervisory personnel.

2.31 (c) The center board must employ an executive director, contract with necessary  
 2.32 qualified teachers and administrators, and may discharge the same for cause pursuant to  
 2.33 section 122A.40. The authority for selection and employment of a director shall be vested  
 2.34 in the center board. Notwithstanding the provisions of section 122A.40, subdivision 10 or  
 2.35 11, no individual shall have a right to employment as a director based on seniority or order  
 3.1 of employment by the center. The center board may employ and discharge other necessary  
 3.2 employees and may contract for other services deemed necessary.

3.3 (d) The center board may prescribe rates of tuition for services provided to  
 3.4 nonmember students.

3.5 Subd. 5. **Finances.** (a) The center board established under this section is a public  
 3.6 corporation and agency and may receive and disburse federal, state, and local funds made  
 3.7 available to it. A participating school district or member must not have any additional  
 3.8 individual liability for the debts or obligations of the center except that assessment  
 3.9 which has been certified as its proportionate share in accordance with paragraph (b) and  
 3.10 subdivision 4. A member of the center board shall have the liability that is applicable to a  
 3.11 member of an independent school district board. Any property, real or personal, acquired  
 3.12 or owned by the center board for its purposes shall be exempt from taxation by the state or  
 3.13 any of its political subdivisions.

3.14 (b) The center board may, in each year, for the purpose of paying any administrative,  
 3.15 planning, operating, or capital expenses incurred or to be incurred, assess and certify  
 3.16 to each participating school district its proportionate share of any and all expenses.  
 3.17 This share must be based upon an equitable distribution formula agreed upon by the  
 3.18 participating districts. Each participating district shall remit its assessment to the center  
 3.19 board within 30 days after receipt.

3.20 Subd. 6. **Laws governing independent school districts apply.** As of the effective  
 3.21 date of the creation of any center as contained in the agreement establishing the center,  
 3.22 the organization, operation, maintenance, and conduct of the affairs of the center shall be  
 3.23 governed by the general laws relating to independent school districts of the state unless  
 3.24 provided otherwise in statute. The center does not have the authority to issue bonds or  
 3.25 impose a property tax levy.

83.15 Subd. 7. **Addition and withdrawal of districts.** Upon approval by majority vote of  
 83.16 a school board and of the center board, an adjoining district may become a member in  
 83.17 the center and be governed by the provisions of this section and the agreement in effect.  
 83.18 Any participating district may withdraw from the center and from the agreement in effect  
 83.19 by a majority vote of the full board membership of the participating district desiring  
 83.20 withdrawal and upon compliance with provisions in the agreement establishing the center.  
 83.21 Upon receipt of the withdrawal resolution reciting the necessary facts, the center board  
 83.22 must file a certified copy with the county auditors of the counties affected. The withdrawal  
 83.23 shall become effective at the end of the next following school year, but the withdrawal  
 83.24 shall not affect the continued liability of the withdrawing district for liabilities incurred  
 83.25 prior to the effective withdrawal date.

83.26 Subd. 8. **Dissolution.** The boards of each participating district may agree to dissolve  
 83.27 the center effective at the end of any school year or at an earlier time as they may mutually  
 83.28 agree. A dissolution must be accomplished in accordance with any applicable provisions  
 83.29 of the agreement establishing the center. Upon receipt of the dissolution resolutions from  
 83.30 the boards of the participating districts, the center board shall file a certified copy with the  
 83.31 county auditors of the counties affected. The dissolution must not affect the continuing  
 83.32 liability of the previously participating districts for any continuing obligations, including  
 83.33 unemployment benefits.

83.34 **EFFECTIVE DATE.** This section is effective July 1, 2014.

83.35 Sec. 25. Minnesota Statutes 2012, section 124D.03, subdivision 3, is amended to read:

84.1 Subd. 3. **Pupil application procedures.** In order that a pupil may attend a school or  
 84.2 program in a nonresident district, the pupil's parent or guardian must submit an application  
 84.3 to the nonresident district. ~~Before submitting an application, the pupil and the pupil's~~  
 84.4 ~~parent or guardian must explore with a school guidance counselor, or other appropriate~~  
 84.5 ~~staff member employed by the district the pupil is currently attending, the pupil's academic~~  
 84.6 ~~or other reason for applying to enroll in a nonresident district.~~ The pupil's application must  
 84.7 identify ~~the a~~ reason for enrolling in the nonresident district. The parent or guardian of a  
 84.8 pupil must submit ~~an a~~ signed application by January 15 for initial enrollment beginning  
 84.9 the following school year. The application must be on a form provided by the Department  
 84.10 of Education. A particular school or program may be requested by the parent. Once  
 84.11 enrolled in a nonresident district, the pupil may remain enrolled and is not required to  
 84.12 submit annual or periodic applications. If the student moves to a new resident district,  
 84.13 the student retains the seat in the nonresident district, but must submit a new enrollment  
 84.14 options form to update the student's information. To return to the resident district or to  
 84.15 transfer to a different nonresident district, the parent or guardian of the pupil must provide  
 84.16 notice to the resident district or apply to a different nonresident district by January 15 for

3.26 Subd. 7. **Addition and withdrawal of districts.** Upon approval by majority vote of  
 3.27 a school board and of the center board, an adjoining district may become a member in  
 3.28 the center and be governed by the provisions of this section and the agreement in effect.  
 3.29 Any participating district may withdraw from the center and from the agreement in effect  
 3.30 by a majority vote of the full board membership of the participating district desiring  
 3.31 withdrawal and upon compliance with provisions in the agreement establishing the center.  
 3.32 Upon receipt of the withdrawal resolution reciting the necessary facts, the center board  
 3.33 must file a certified copy with the county auditors of the counties affected. The withdrawal  
 3.34 shall become effective at the end of the next following school year, but the withdrawal  
 3.35 shall not affect the continued liability of the withdrawing district for liabilities incurred  
 3.36 prior to the effective withdrawal date.

4.1 Subd. 8. **Dissolution.** The boards of each participating district may agree to dissolve  
 4.2 the center effective at the end of any school year or at an earlier time as they may mutually  
 4.3 agree. A dissolution must be accomplished in accordance with any applicable provisions  
 4.4 of the agreement establishing the center. Upon receipt of the dissolution resolutions from  
 4.5 the boards of the participating districts, the center board shall file a certified copy with the  
 4.6 county auditors of the counties affected. The dissolution must not affect the continuing  
 4.7 liability of the previously participating districts for any continuing obligations, including  
 4.8 unemployment benefits.

4.9 **EFFECTIVE DATE.** This section is effective July 1, 2014.

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18.33 Sec. 15. Minnesota Statutes 2012, section 124D.03, subdivision 3, is amended to read:

19.1 Subd. 3. **Pupil application procedures.** In order that a pupil may attend a school or  
 19.2 program in a nonresident district, the pupil's parent or guardian must submit an application  
 19.3 to the nonresident district. ~~Before submitting an application, the pupil and the pupil's~~  
 19.4 ~~parent or guardian must explore with a school guidance counselor, or other appropriate~~  
 19.5 ~~staff member employed by the district the pupil is currently attending, the pupil's academic~~  
 19.6 ~~or other reason for applying to enroll in a nonresident district.~~ The pupil's application must  
 19.7 identify ~~the a~~ reason for enrolling in the nonresident district. The parent or guardian of a  
 19.8 pupil must submit ~~an a~~ signed application by January 15 for initial enrollment beginning  
 19.9 the following school year. The application must be on a form provided by the Department  
 19.10 of Education. A particular school or program may be requested by the parent. Once  
 19.11 enrolled in a nonresident district, the pupil may remain enrolled and is not required to  
 19.12 submit annual or periodic applications. If the student moves to a new resident district,  
 19.13 the student retains the seat in the nonresident district, but must submit a new enrollment  
 19.14 options form to update the student's information. To return to the resident district or to  
 19.15 transfer to a different nonresident district, the parent or guardian of the pupil must provide  
 19.16 notice to the resident district or apply to a different nonresident district by January 15 for

84.17 enrollment beginning the following school year.

84.18 Sec. 26. Minnesota Statutes 2012, section 124D.03, subdivision 4, is amended to read:

84.19 Subd. 4. ~~Desegregation~~ **Achievement and integration district transfers.** (a)

84.20 This subdivision applies to a transfer into or out of a district that has ~~a desegregation~~ an

84.21 achievement and integration plan approved by the commissioner of education under

84.22 sections 124D.861 and 124D.862.

84.23 (b) An application to transfer may be submitted at any time for enrollment beginning

84.24 at any time.

84.25 (c) A pupil enrolled in a nonresident district under ~~a desegregation~~ an achievement

84.26 and integration plan approved by the commissioner of education is not required to make

84.27 annual or periodic application for enrollment but may remain enrolled in the same district.

84.28 A pupil may transfer to the resident district at any time.

84.29 (d) Subdivision 2 applies to a transfer into or out of a district with ~~a desegregation~~ an

84.30 achievement and integration plan.

84.31 Sec. 27. Minnesota Statutes 2012, section 124D.03, subdivision 5, is amended to read:

84.32 Subd. 5. **Nonresident district procedures.** A district shall notify the parent or

84.33 guardian in writing by February 15 or within 90 days for applications submitted after

84.34 January 15 in the case of achievement and integration district transfers whether the

85.1 application has been accepted or rejected. If an application is rejected, the district must

85.2 state in the notification the reason for rejection. The parent or guardian must notify the

85.3 nonresident district by March 1 or within 45 days whether the pupil intends to enroll in the

85.4 nonresident district. Notice of intent to enroll in the nonresident district obligates the pupil

85.5 to attend the nonresident district during the following school year, unless the boards of

85.6 the resident and the nonresident districts agree in writing to allow the pupil to transfer

85.7 back to the resident district, ~~or. If the pupil's parents or guardians change residence to~~

85.8 another district, the student does not lose the seat in the nonresident district but the parent

85.9 or guardian must complete an updated enrollment options form. If a parent or guardian

85.10 does not notify the nonresident district by the January 15 deadline, if it applies, the pupil

85.11 may not enroll in that nonresident district during the following school year, unless the

85.12 boards of the resident and nonresident district agree otherwise. The nonresident district

85.13 must notify the resident district by March 15 or 30 days later of the pupil's intent to enroll

85.14 in the nonresident district. The same procedures apply to a pupil who applies to transfer

85.15 from one participating nonresident district to another participating nonresident district.

85.16 Sec. 28. Minnesota Statutes 2012, section 124D.03, is amended by adding a

85.17 subdivision to read:

19.17 enrollment beginning the following school year.

19.18 Sec. 16. Minnesota Statutes 2012, section 124D.03, subdivision 4, is amended to read:

19.19 Subd. 4. ~~Desegregation~~ **Achievement and integration district transfers.** (a)

19.20 This subdivision applies to a transfer into or out of a district that has ~~a desegregation~~ an

19.21 achievement and integration plan approved by the commissioner of education.

19.22 (b) An application to transfer may be submitted at any time for enrollment beginning

19.23 at any time.

19.24 (c) A pupil enrolled in a nonresident district under ~~a desegregation~~ an achievement

19.25 and integration plan approved by the commissioner of education is not required to make

19.26 annual or periodic application for enrollment but may remain enrolled in the same district.

19.27 A pupil may transfer to the resident district at any time.

19.28 (d) Subdivision 2 applies to a transfer into or out of a district with ~~a desegregation~~ an

19.29 achievement and integration plan.

19.30 Sec. 17. Minnesota Statutes 2012, section 124D.03, subdivision 5, is amended to read:

19.31 Subd. 5. **Nonresident district procedures.** A district shall notify the parent or

19.32 guardian in writing by February 15 or within 90 days for applications submitted after

19.33 January 15 in the case of achievement and integration district transfers whether the

19.34 application has been accepted or rejected. If an application is rejected, the district must

20.1 state in the notification the reason for rejection. The parent or guardian must notify the

20.2 nonresident district by March 1 or within 45 days whether the pupil intends to enroll in the

20.3 nonresident district. Notice of intent to enroll in the nonresident district obligates the pupil

20.4 to attend the nonresident district during the following school year, unless the boards of

20.5 the resident and the nonresident districts agree in writing to allow the pupil to transfer

20.6 back to the resident district, ~~or. If the pupil's parents or guardians change residence to~~

20.7 another district, the student does not lose the seat in the nonresident district but the parent

20.8 or guardian must complete an updated enrollment options form. If a parent or guardian

20.9 does not notify the nonresident district by the January 15 deadline, if it applies, the pupil

20.10 may not enroll in that nonresident district during the following school year, unless the

20.11 boards of the resident and nonresident district agree otherwise. The nonresident district

20.12 must notify the resident district by March 15 or 30 days later of the pupil's intent to enroll

20.13 in the nonresident district. The same procedures apply to a pupil who applies to transfer

20.14 from one participating nonresident district to another participating nonresident district.

20.15 Sec. 18. Minnesota Statutes 2012, section 124D.03, is amended by adding a

20.16 subdivision to read:

85.18 Subd. 5a. **Lotteries.** If a school district has more applications than available seats at  
 85.19 a specific grade level, it must hold an impartial lottery following the January 15 deadline  
 85.20 to determine which students will receive seats. Siblings of currently enrolled students and  
 85.21 applications related to an approved integration and achievement plan must receive priority  
 85.22 in the lottery. The process for the school district lottery must be established in school  
 85.23 district policy, approved by the school board, and be posted on the school district's Web site.

85.24 Sec. 29. Minnesota Statutes 2012, section 124D.03, subdivision 6, is amended to read:

85.25 Subd. 6. **Basis for decisions.** The board must adopt, by resolution, specific  
 85.26 standards for acceptance and rejection of applications. Standards may include the capacity  
 85.27 of a program, excluding special education services; class; or school building. The  
 85.28 school board may not reject applications for enrollment in a particular grade level if the  
 85.29 nonresident enrollment at that grade level does not exceed the limit set by the board under  
 85.30 subdivision 2. Standards may not include previous academic achievement, athletic or  
 85.31 other extracurricular ability, disabling conditions, proficiency in the English language,  
 85.32 previous disciplinary proceedings, or the student's district of residence, except where the  
 85.33 district of residence is directly included in an enrollment options strategy included in an  
 85.34 approved achievement and integration program.

86.1 Sec. 30. **[124D.085] EXPERIENTIAL AND APPLIED LEARNING**

86.2 **OPPORTUNITIES FOR STUDENTS.**

86.3 (a) To strengthen the alignment between career and college ready curriculum and  
 86.4 state and local academic standards and increase students' opportunities for participating in  
 86.5 applied and experiential learning in a nontraditional setting, school districts are encouraged  
 86.6 to provide programs such as magnet schools, language immersion programs, project-based  
 86.7 learning, accelerated learning, college prep schools, career and technical education,  
 86.8 Montessori schools, military schools, work-based schools, and place-based learning.  
 86.9 Districts may provide such programs independently or in cooperation with other districts,  
 86.10 at a school single site, for particular grades, or throughout the district. In addition to  
 86.11 meeting the other accountability measures under chapter 120B, districts may declare that a  
 86.12 student meets or exceeds specific academic standards required for graduation under the  
 86.13 rigorous course of study waiver in section 120B.021, subdivision 1a, where appropriate.

86.14 (b) The board of a district that chooses to participate must publicly adopt and review  
 86.15 a plan for providing a program under this section. The plan must: define the program  
 86.16 and its structure; describe the enrollment process; identify measures and processes for  
 86.17 regularly assessing, evaluating, and publicly reporting on program efficacy and use  
 86.18 summary data to show student progress and outcomes; and establish a data-informed  
 86.19 public process for modifying and revising the plan as needed. A district must publish its  
 86.20 plan contents and evaluation outcomes on the district Web site.

20.17 Subd. 5a. **Lotteries.** If a school district has more applications than available seats at  
 20.18 a specific grade level, it must hold an impartial lottery following the January 15 deadline  
 20.19 to determine which students will receive seats. Siblings of currently enrolled students and  
 20.20 applications related to an approved integration and achievement plan must receive priority  
 20.21 in the lottery. The process for the school district lottery must be established in school  
 20.22 district policy, approved by the school board, and be posted on the school district's Web site.

20.23 Sec. 19. Minnesota Statutes 2012, section 124D.03, subdivision 6, is amended to read:

20.24 Subd. 6. **Basis for decisions.** The board must adopt, by resolution, specific  
 20.25 standards for acceptance and rejection of applications. Standards may include the capacity  
 20.26 of a program, excluding special education services; class; or school building. The  
 20.27 school board may not reject applications for enrollment in a particular grade level if the  
 20.28 nonresident enrollment at that grade level does not exceed the limit set by the board under  
 20.29 subdivision 2. Standards may not include previous academic achievement, athletic or  
 20.30 other extracurricular ability, disabling conditions, proficiency in the English language,  
 20.31 previous disciplinary proceedings, or the student's district of residence, except where the  
 20.32 district of residence is directly included in an enrollment options strategy included in an  
 20.33 approved achievement and integration program.

86.21 (c) For purposes of further integrating experiential and applied learning into career  
 86.22 and college ready curricula, the commissioner may request program information from  
 86.23 providing districts under this section.

86.24 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and  
 86.25 later.

21.1 Sec. 20. Minnesota Statutes 2012, section 124D.09, subdivision 6, is amended to read:

21.2 Subd. 6. **Counseling.** ~~To the extent possible,~~ The school or school district must  
 21.3 provide counseling services to pupils and their parents or guardian before the pupils enroll  
 21.4 in courses under this section to ensure that the pupils and their parents or guardian are  
 21.5 fully aware of the risks and possible consequences of enrolling in postsecondary courses.  
 21.6 The school or school district must provide information on the program including who may  
 21.7 enroll, what institutions and courses are eligible for participation, the decision-making  
 21.8 process for granting academic credits, financial arrangements for tuition, books and  
 21.9 materials, eligibility criteria for transportation aid, available support services, the need  
 21.10 to arrange an appropriate schedule, consequences of failing or not completing a course  
 21.11 in which the pupil enrolls, the effect of enrolling in this program on the pupil's ability to  
 21.12 complete the required high school graduation requirements, and the academic and social  
 21.13 responsibilities that must be assumed by the pupils and their parents or guardian. The  
 21.14 person providing counseling shall encourage pupils and their parents or guardian to also  
 21.15 use available counseling services at the postsecondary institutions before the quarter or  
 21.16 semester of enrollment to ensure that anticipated plans are appropriate.

21.17 Prior to enrolling in a course, the pupil and the pupil's parents or guardian must sign  
 21.18 a form that must be provided by the school or school district and may be obtained from a  
 21.19 postsecondary institution stating that they have received the information specified in this  
 21.20 subdivision and that they understand the responsibilities that must be assumed in enrolling  
 21.21 in this program. The department must, upon request, provide technical assistance to a  
 21.22 school or school district in developing appropriate forms and counseling guidelines.

21.23 Sec. 21. Minnesota Statutes 2012, section 124D.09, subdivision 7, is amended to read:

21.24 Subd. 7. **Dissemination of information; notification of intent to enroll.** By March  
 21.25 1 of each year, a district must provide ~~general~~ up-to-date information on the district's Web  
 21.26 site about the program, including information about enrollment requirements and the  
 21.27 ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the  
 21.28 district in planning, a pupil shall inform the district by May 30 of each year of the pupil's  
 21.29 intent to enroll in postsecondary courses during the following school year. A pupil is  
 21.30 bound by notifying or not notifying the district by May 30.

86.26 Sec. 31. Minnesota Statutes 2012, section 124D.09, subdivision 9, is amended to read:

86.27 Subd. 9. **Enrollment priority.** (a) A postsecondary institution shall give priority  
86.28 to its postsecondary students when enrolling 10th, 11th, and 12th grade pupils in its  
86.29 courses. A postsecondary institution may provide information about its programs to a  
86.30 secondary school or to a pupil or parent and it may advertise or otherwise recruit or solicit  
86.31 a secondary pupil to enroll in its programs on educational and programmatic grounds only.  
86.32 An institution must not enroll secondary pupils, for postsecondary enrollment options  
86.33 purposes, in remedial, developmental, or other courses that are not college level. Once  
86.34 a any pupil has been enrolled in a postsecondary course under this section, the pupil  
86.35 shall not be displaced by another student.

87.1 (b) If a postsecondary institution enrolls a secondary school pupil in a course  
87.2 under this section, the postsecondary institution also must enroll in the same course an  
87.3 otherwise enrolled and qualified postsecondary student who qualifies as a veteran under  
87.4 section 197.447, and demonstrates to the postsecondary institution's satisfaction that the  
87.5 institution's established enrollment timelines were not practicable for that student.

87.6 **EFFECTIVE DATE.** This section is effective July 1, 2014.

87.7 Sec. 32. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 1, is  
87.8 amended to read:

87.9 Subdivision 1. **Purposes.** (a) The primary purpose of this section is to improve all  
87.10 pupil learning and all student achievement. Additional purposes include to:

87.11 (1) increase learning opportunities for all pupils;

87.12 (2) encourage the use of different and innovative teaching methods;

87.13 (3) measure learning outcomes and create different and innovative forms of  
87.14 measuring outcomes;

87.15 (4) establish new forms of accountability for schools; or

87.16 (5) create new professional opportunities for teachers, including the opportunity to  
87.17 be responsible for the learning program at the school site.

87.18 (b) This section does not provide a means to keep open a school that a school board  
 87.19 decides to close. However, a school board may endorse or authorize the establishing of  
 87.20 a charter school to replace the school the board decided to close. Applicants seeking a  
 87.21 charter under this circumstance must demonstrate to the authorizer that the charter sought  
 87.22 is substantially different in purpose and program from the school the board closed and  
 87.23 that the proposed charter satisfies the requirements of this subdivision. If the school  
 87.24 board that closed the school authorizes the charter, it must document in its affidavit to the  
 87.25 commissioner that the charter is substantially different in program and purpose from  
 87.26 the school it closed.

87.27 An authorizer shall not approve an application submitted by a charter school  
 87.28 developer under subdivision 4, paragraph (a), if the application does not comply with this  
 87.29 subdivision. The commissioner shall not approve an affidavit submitted by an authorizer  
 87.30 under subdivision 4, paragraph (b), if the affidavit does not comply with this subdivision.

87.31 Sec. 33. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 3, is  
 87.32 amended to read:

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

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

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

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

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

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

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

21.31 Sec. 22. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 3, is  
 21.32 amended to read:

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

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

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

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

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

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

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

88.22 (i) is a member of the Minnesota Council of Nonprofits or the Minnesota Council on  
88.23 Foundations;

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

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

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

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

89.1 (5) single-purpose authorizers ~~that are~~ formed as charitable, nonsectarian  
89.2 organizations ~~formed~~ under section 501(c)(3) of the Internal Revenue Code of 1986 and  
89.3 incorporated in the state of Minnesota under chapter 317A as a corporation with no  
89.4 members ~~whose~~ or under section 322B.975 as a nonprofit limited liability company for  
89.5 the sole purpose ~~is to charter~~ of chartering schools. Eligible organizations interested  
89.6 in being approved as an authorizer under this paragraph must submit a proposal to the  
89.7 commissioner that includes the provisions of paragraph (c) and a five-year financial plan.  
89.8 Such authorizers shall consider and approve charter school applications using the criteria  
89.9 provided in subdivision 4 and shall not limit the applications it solicits, considers, or  
89.10 approves to any single curriculum, learning program, or method.

89.11 (c) An eligible authorizer under this subdivision must apply to the commissioner for  
89.12 approval as an authorizer before submitting any affidavit to the commissioner to charter  
89.13 a school. The application for approval as a charter school authorizer must demonstrate  
89.14 the applicant's ability to implement the procedures and satisfy the criteria for chartering a  
89.15 school under this section. The commissioner must approve or disapprove an application  
89.16 within 45 business days of the application deadline. If the commissioner disapproves  
89.17 the application, the commissioner must notify the applicant of the specific deficiencies  
89.18 in writing and the applicant then has 20 business days to address the deficiencies to the  
89.19 commissioner's satisfaction. After the 20 business days expire, the commissioner has 15  
89.20 business days to make a final decision to approve or disapprove the application. Failing to  
89.21 address the deficiencies to the commissioner's satisfaction makes an applicant ineligible to  
89.22 be an authorizer. The commissioner, in establishing criteria for approval, must consider  
89.23 the applicant's:

89.24 (1) capacity and infrastructure;

22.22 (i) is a member of the Minnesota Council of Nonprofits or the Minnesota Council on  
22.23 Foundations;

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

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

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

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

23.1 (5) single-purpose authorizers ~~that are~~ formed as charitable, nonsectarian  
23.2 organizations ~~formed~~ under section 501(c)(3) of the Internal Revenue Code of 1986 and  
23.3 incorporated in the state of Minnesota under chapter 317A as a corporation with no  
23.4 members ~~whose~~ or under section 322B.975 as a nonprofit limited liability company for  
23.5 the sole purpose ~~is to charter~~ of chartering schools. Eligible organizations interested  
23.6 in being approved as an authorizer under this paragraph must submit a proposal to the  
23.7 commissioner that includes the provisions of paragraph (c) and a five-year financial plan.  
23.8 Such authorizers shall consider and approve charter school applications using the criteria  
23.9 provided in subdivision 4 and shall not limit the applications it solicits, considers, or  
23.10 approves to any single curriculum, learning program, or method.

23.11 (c) An eligible authorizer under this subdivision must apply to the commissioner for  
23.12 approval as an authorizer before submitting any affidavit to the commissioner to charter  
23.13 a school. The application for approval as a charter school authorizer must demonstrate  
23.14 the applicant's ability to implement the procedures and satisfy the criteria for chartering a  
23.15 school under this section. The commissioner must approve or disapprove an application  
23.16 within 45 business days of the application deadline. If the commissioner disapproves  
23.17 the application, the commissioner must notify the applicant of the specific deficiencies  
23.18 in writing and the applicant then has 20 business days to address the deficiencies to the  
23.19 commissioner's satisfaction. After the 20 business days expire, the commissioner has 15  
23.20 business days to make a final decision to approve or disapprove the application. Failing to  
23.21 address the deficiencies to the commissioner's satisfaction makes an applicant ineligible to  
23.22 be an authorizer. The commissioner, in establishing criteria for approval, must consider  
23.23 the applicant's:

23.24 (1) capacity and infrastructure;

89.25 (2) application criteria and process;

89.26 (3) contracting process;

89.27 (4) ongoing oversight and evaluation processes; and

89.28 (5) renewal criteria and processes.

89.29 (d) An applicant must include in its application to the commissioner to be an

89.30 approved authorizer at least the following:

89.31 (1) how chartering schools is a way for the organization to carry out its mission;

89.32 (2) a description of the capacity of the organization to serve as an authorizer,

89.33 including the personnel who will perform the authorizing duties, their qualifications, the

89.34 amount of time they will be assigned to this responsibility, and the financial resources

89.35 allocated by the organization to this responsibility;

90.1 (3) a description of the application and review process the authorizer will use to

90.2 make decisions regarding the granting of charters;

90.3 (4) a description of the type of contract it will arrange with the schools it charters

90.4 that meets the provisions of subdivision 6;

90.5 (5) the process to be used for providing ongoing oversight of the school consistent

90.6 with the contract expectations specified in clause (4) that assures that the schools chartered

90.7 are complying with both the provisions of applicable law and rules, and with the contract;

90.8 (6) a description of the criteria and process the authorizer will use to grant expanded

90.9 applications under subdivision 4, paragraph (j);

90.10 (7) the process for making decisions regarding the renewal or termination of

90.11 the school's charter based on evidence that demonstrates the academic, organizational,

90.12 and financial competency of the school, including its success in increasing student

90.13 achievement and meeting the goals of the charter school agreement; and

90.14 (8) an assurance specifying that the organization is committed to serving as an

90.15 authorizer for the full five-year term.

90.16 (e) A disapproved applicant under this section may resubmit an application during a

90.17 future application period.

90.18 (f) If the governing board of an approved authorizer votes to withdraw as an

90.19 approved authorizer for a reason unrelated to any cause under subdivision 23, the

90.20 authorizer must notify all its chartered schools and the commissioner in writing by July

90.21 15 of its intent to withdraw as an authorizer on June 30 in the next calendar year. The

90.22 commissioner may approve the transfer of a charter school to a new authorizer under this

90.23 paragraph after the new authorizer submits an affidavit to the commissioner.

90.24 (g) The authorizer must participate in department-approved training.

23.25 (2) application criteria and process;

23.26 (3) contracting process;

23.27 (4) ongoing oversight and evaluation processes; and

23.28 (5) renewal criteria and processes.

23.29 (d) An applicant must include in its application to the commissioner to be an

23.30 approved authorizer at least the following:

23.31 (1) how chartering schools is a way for the organization to carry out its mission;

23.32 (2) a description of the capacity of the organization to serve as an authorizer,

23.33 including the personnel who will perform the authorizing duties, their qualifications, the

23.34 amount of time they will be assigned to this responsibility, and the financial resources

23.35 allocated by the organization to this responsibility;

24.1 (3) a description of the application and review process the authorizer will use to

24.2 make decisions regarding the granting of charters;

24.3 (4) a description of the type of contract it will arrange with the schools it charters

24.4 that meets the provisions of subdivision 6;

24.5 (5) the process to be used for providing ongoing oversight of the school consistent

24.6 with the contract expectations specified in clause (4) that assures that the schools chartered

24.7 are complying with both the provisions of applicable law and rules, and with the contract;

24.8 (6) a description of the criteria and process the authorizer will use to grant expanded

24.9 applications under subdivision 4, paragraph (j);

24.10 (7) the process for making decisions regarding the renewal or termination of

24.11 the school's charter based on evidence that demonstrates the academic, organizational,

24.12 and financial competency of the school, including its success in increasing student

24.13 achievement and meeting the goals of the charter school agreement; and

24.14 (8) an assurance specifying that the organization is committed to serving as an

24.15 authorizer for the full five-year term.

24.16 (e) A disapproved applicant under this section may resubmit an application during a

24.17 future application period.

24.18 (f) If the governing board of an approved authorizer votes to withdraw as an

24.19 approved authorizer for a reason unrelated to any cause under subdivision 23, the

24.20 authorizer must notify all its chartered schools and the commissioner in writing by July

24.21 15 of its intent to withdraw as an authorizer on June 30 in the next calendar year. The

24.22 commissioner may approve the transfer of a charter school to a new authorizer under this

24.23 paragraph after the new authorizer submits an affidavit to the commissioner.

24.24 (g) The authorizer must participate in department-approved training.

90.25 (h) The commissioner shall review an authorizer's performance every five years in  
 90.26 a manner and form determined by the commissioner and may review an authorizer's  
 90.27 performance more frequently at the commissioner's own initiative or at the request of a  
 90.28 charter school operator, charter school board member, or other interested party. The  
 90.29 commissioner, after completing the review, shall transmit a report with findings to the  
 90.30 authorizer. If, consistent with this section, the commissioner finds that an authorizer has  
 90.31 not fulfilled the requirements of this section, the commissioner may subject the authorizer  
 90.32 to corrective action, which may include terminating the contract with the charter school  
 90.33 board of directors of a school it chartered. The commissioner must notify the authorizer  
 90.34 in writing of any findings that may subject the authorizer to corrective action and  
 90.35 the authorizer then has 15 business days to request an informal hearing before the  
 90.36 commissioner takes corrective action. If the commissioner terminates a contract between  
 91.1 an authorizer and a charter school under this paragraph, the commissioner may assist the  
 91.2 charter school in acquiring a new authorizer.

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

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

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

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

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

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

91.13 Sec. 34. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 4, is  
 91.14 amended to read:

91.15 Subd. 4. **Formation of school.** (a) An authorizer, after receiving an application from  
 91.16 a school developer, may charter a licensed teacher under section 122A.18, subdivision  
 91.17 1, or a group of individuals that includes one or more licensed teachers under section  
 91.18 122A.18, subdivision 1, to operate a school subject to the commissioner's approval of the  
 91.19 authorizer's affidavit under paragraph (b). The school must be organized and operated as a  
 91.20 nonprofit corporation under chapter 317A and the provisions under the applicable chapter  
 91.21 shall apply to the school except as provided in this section.

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

24.25 (h) The commissioner shall review an authorizer's performance every five years in  
 24.26 a manner and form determined by the commissioner and may review an authorizer's  
 24.27 performance more frequently at the commissioner's own initiative or at the request of a  
 24.28 charter school operator, charter school board member, or other interested party. The  
 24.29 commissioner, after completing the review, shall transmit a report with findings to the  
 24.30 authorizer. If, consistent with this section, the commissioner finds that an authorizer has  
 24.31 not fulfilled the requirements of this section, the commissioner may subject the authorizer  
 24.32 to corrective action, which may include terminating the contract with the charter school  
 24.33 board of directors of a school it chartered. The commissioner must notify the authorizer  
 24.34 in writing of any findings that may subject the authorizer to corrective action and  
 24.35 the authorizer then has 15 business days to request an informal hearing before the  
 24.36 commissioner takes corrective action. If the commissioner terminates a contract between  
 25.1 an authorizer and a charter school under this paragraph, the commissioner may assist the  
 25.2 charter school in acquiring a new authorizer.

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

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

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

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

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

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

91.25 (b) Before the operators may establish and operate a school, the authorizer must file  
91.26 an affidavit with the commissioner stating its intent to charter a school. An authorizer  
91.27 must file a separate affidavit for each school it intends to charter. An authorizer must file  
91.28 an affidavit by May 1 to be able to charter a new school in the next school year after the  
91.29 commissioner approves the authorizer's affidavit. The affidavit must state the terms and  
91.30 conditions under which the authorizer would charter a school and how the authorizer  
91.31 intends to oversee the fiscal and student performance of the charter school and to comply  
91.32 with the terms of the written contract between the authorizer and the charter school  
91.33 board of directors under subdivision 6. The commissioner must approve or disapprove  
91.34 the authorizer's affidavit within 60 business days of receipt of the affidavit. If the  
91.35 commissioner disapproves the affidavit, the commissioner shall notify the authorizer of  
92.1 the deficiencies in the affidavit and the authorizer then has 20 business days to address the  
92.2 deficiencies. The commissioner must notify the authorizer of final approval or disapproval  
92.3 within 15 business days after receiving the authorizer's response to the deficiencies in the  
92.4 affidavit. If the authorizer does not address deficiencies to the commissioner's satisfaction,  
92.5 the commissioner's disapproval is final. Failure to obtain commissioner approval precludes  
92.6 an authorizer from chartering the school that is the subject of this affidavit.

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

92.11 (d) The operators authorized to organize and operate a school, before entering into  
92.12 a contract or other agreement for professional or other services, goods, or facilities,  
92.13 must incorporate as a nonprofit corporation under chapter 317A and must establish a  
92.14 board of directors composed of at least five members who are not related parties until a  
92.15 timely election for members of the ongoing charter school board of directors is held  
92.16 according to the school's articles and bylaws under paragraph (f). A charter school board  
92.17 of directors must be composed of at least five members who are not related parties.  
92.18 Staff members employed at the school, including teachers providing instruction under a  
92.19 contract with a cooperative, members of the board of directors, and all parents or legal  
92.20 guardians of children enrolled in the school are the voters eligible to elect the members  
92.21 of the school's board of directors. A charter school must notify eligible voters of the  
92.22 school board election dates at least 30 days before the election. Board of director meetings  
92.23 must comply with chapter 13D.

92.24 (e) A charter school shall publish and maintain on the school's official Web site: (1)  
92.25 the minutes of meetings of the board of directors, and of members and committees having  
92.26 any board-delegated authority, for at least one calendar year from the date of publication;  
92.27 (2) directory information for members of the board of directors and committees having  
92.28 board-delegated authority; and (3) identifying and contact information for the school's  
92.29 authorizer. Identifying and contact information for the school's authorizer must be  
92.30 included in other school materials made available to the public. Upon request of an  
92.31 individual, the charter school must also make available in a timely fashion financial  
92.32 statements showing all operations and transactions affecting income, surplus, and deficit  
92.33 during the school's last annual accounting period; and a balance sheet summarizing assets  
92.34 and liabilities on the closing date of the accounting period. A charter school also must  
92.35 include that same information about its authorizer in other school materials that it makes  
92.36 available to the public.

93.1 (f) Every charter school board member shall attend annual training throughout the  
93.2 member's term on the board. All new board members shall attend initial training on  
93.3 the board's role and responsibilities, employment policies and practices, and financial  
93.4 management. A new board member who does not begin the required initial training within  
93.5 six months after being seated and complete that training within 12 months of being seated  
93.6 on the board is automatically ineligible to continue to serve as a board member. The  
93.7 school shall include in its annual report the training attended by each board member  
93.8 during the previous year.

93.9 (g) The ongoing board must be elected before the school completes its third year of  
93.10 operation. Board elections must be held during the school year but may not be conducted  
93.11 on days when the school is closed for holidays, breaks, or vacations. The charter school  
93.12 board of directors shall be composed of at least five nonrelated members and include: (i)  
93.13 at least one licensed teacher employed as a teacher at the school or providing instruction  
93.14 under contract between the charter school and a cooperative; (ii) at least one parent or  
93.15 legal guardian of a student enrolled in the charter school who is not an employee of  
93.16 the charter school; and (iii) at least one interested community member who resides in  
93.17 Minnesota and is not employed by the charter school and does not have a child enrolled  
93.18 in the school. The board may include a majority of teachers described in this paragraph  
93.19 or parents or community members, or it may have no clear majority. The chief financial  
93.20 officer and the chief administrator may only serve as ex-officio nonvoting board members.  
93.21 No charter school employees shall serve on the board other than teachers under item (i).  
93.22 Contractors providing facilities, goods, or services to a charter school shall not serve on  
93.23 the board of directors of the charter school. Board bylaws shall outline the process and  
93.24 procedures for changing the board's governance structure, consistent with chapter 317A.  
93.25 A board may change its governance structure only:

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

93.29 (2) with the authorizer's approval.

93.30 Any change in board governance structure must conform with the composition of

93.31 the board established under this paragraph.

93.32 (h) The granting or renewal of a charter by an authorizer must not be conditioned

93.33 upon the bargaining unit status of the employees of the school.

93.34 (i) The granting or renewal of a charter school by an authorizer must not be

93.35 contingent on the charter school being required to contract, lease, or purchase services

93.36 from the authorizer. Any potential contract, lease, or purchase of service from an

94.1 authorizer must be disclosed to the commissioner, accepted through an open bidding

94.2 process, and be a separate contract from the charter contract. The school must document

94.3 the open bidding process. An authorizer must not enter into a contract to provide

94.4 management and financial services for a school that it authorizes, unless the school

94.5 documents that it received at least two competitive bids.

94.6 (j) ~~An authorizer may permit the board of directors of a charter school to expand the~~

94.7 ~~operation of the charter school to additional sites or grades at the school beyond those~~

94.8 ~~described in the authorizer's original affidavit as approved by the commissioner only~~

94.9 ~~after submitting a supplemental affidavit for approval to the commissioner in a form and~~

94.10 ~~manner prescribed by the commissioner. The supplemental affidavit must document that:~~

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

94.12 ~~(2) the expansion is warranted, at a minimum, by longitudinal data demonstrating~~

94.13 ~~students' improved academic performance and growth on statewide assessments under~~

94.14 ~~chapter 120B;~~

94.15 ~~(3) the charter school is financially sound and the financing it needs to implement~~

94.16 ~~the proposed expansion exists; and~~

94.17 ~~(4) the charter school has the governance structure and management capacity to~~

94.18 ~~carry out its expansion.~~

94.19 (j) A charter school may apply to the authorizer to amend the school charter to

94.20 expand the operation of the school to additional grades or sites that would be students'

94.21 primary enrollment site beyond those defined in the original affidavit approved by the

94.22 commissioner. After approving the school's application, the authorizer shall submit a

94.23 supplementary affidavit in the form and manner prescribed by the commissioner. The

94.24 authorizer must file a supplement affidavit by October 1 to be eligible to expand in the next

94.25 school year. The supplementary affidavit must document that the school has demonstrated

94.26 to the satisfaction of the authorizer the following:

94.27 (1) the need for the expansion with supporting long-range enrollment projections;

94.28 (2) a longitudinal record of demonstrated student academic performance and growth  
94.29 on statewide assessments under chapter 120B or on other academic assessments that  
94.30 measure longitudinal student performance and growth approved by the charter school's  
94.31 board of directors and agreed upon with the authorizer;

94.32 (3) a history of sound school finances and a finance plan to implement the expansion  
94.33 in a manner to promote the school's financial sustainability; and

94.34 (4) board capacity and an administrative and management plan to implement its  
94.35 expansion.

95.1 (k) The commissioner shall have 30 business days to review and comment on the  
95.2 supplemental affidavit. The commissioner shall notify the authorizer in writing of any  
95.3 deficiencies in the supplemental affidavit and the authorizer then has 20 business days to  
95.4 address, to the commissioner's satisfaction, any deficiencies in the supplemental affidavit.  
95.5 The commissioner must notify the authorizer of final approval or disapproval with 15  
95.6 business days after receiving the authorizer's response to the deficiencies in the affidavit.  
95.7 The school may not expand grades or add sites until the commissioner has approved the  
95.8 supplemental affidavit. The commissioner's approval or disapproval of a supplemental  
95.9 affidavit is final.

95.10 Sec. 35. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 6, is  
95.11 amended to read:

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

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

95.20 (2) a declaration of the additional purpose or purposes in subdivision 1 that the school  
95.21 intends to carry out and how the school will report its implementation of those purposes;

95.22 (3) a description of the school program and the specific academic and nonacademic  
95.23 outcomes that pupils must achieve;

95.24 (4) a statement of admission policies and procedures;

95.25 (5) a governance, management, and administration plan for the school;

95.26 (6) signed agreements from charter school board members to comply with all  
95.27 federal and state laws governing organizational, programmatic, and financial requirements  
95.28 applicable to charter schools;

95.29 (7) the criteria, processes, and procedures that the authorizer will use to monitor and  
95.30 evaluate the fiscal, operational, and academic performance consistent with subdivision  
95.31 15, paragraphs (a) and (b);

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

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

96.1 (10) consistent with subdivision 25, paragraph (d), a provision to indemnify and  
96.2 hold harmless the authorizer and its officers, agents, and employees from any suit, claim,  
96.3 or liability arising from any operation of the charter school, and the commissioner and  
96.4 department officers, agents, and employees notwithstanding section 3.736;

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

96.9 (12) how the board of directors or the operators of the charter school will provide  
96.10 special instruction and services for children with a disability under sections 125A.03  
96.11 to 125A.24, and 125A.65, a description of the financial parameters within which the  
96.12 charter school will operate to provide the special instruction and services to children  
96.13 with a disability;

96.14 (13) the specific conditions for contract renewal that identify performance of all  
96.15 students under the primary purpose of subdivision 1 as the most important factor in  
96.16 determining contract renewal;

96.17 (14) the additional purposes under subdivision 1, paragraph (a), and related  
96.18 performance obligations under clause (7) contained in the charter contract as additional  
96.19 factors in determining contract renewal; and

96.20 (15) the plan for an orderly closing of the school under chapter 317A, whether  
96.21 the closure is a termination for cause, a voluntary termination, or a nonrenewal of the  
96.22 contract, that includes establishing the responsibilities of the school board of directors  
96.23 and the authorizer and notifying the commissioner, authorizer, school district in which the  
96.24 charter school is located, and parents of enrolled students about the closure, information  
96.25 and assistance sufficient to enable the student to re-enroll in another school, the transfer of  
96.26 student records under subdivision 8, paragraph (p), and procedures for closing financial  
96.27 operations.

96.28 Sec. 36. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 6a,  
96.29 is amended to read:

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

96.32 (b) The charter school, with the assistance of the auditor conducting the audit,  
96.33 must include with the report, as supplemental information, a copy of ~~all charter school~~  
96.34 ~~agreements for corporate management services, including parent company or other~~  
96.35 ~~administrative, financial, and staffing services~~ management agreements with a charter  
97.1 management organization or an educational management organization and service  
97.2 agreements or contracts over the lesser of \$100,000 or ten percent of the school's  
97.3 most recent annual audited expenditures. The agreements must detail the terms of the  
97.4 agreement, including the services provided and the annual costs for those services. If the  
97.5 entity that provides the professional services to the charter school is exempt from taxation  
97.6 under section 501 of the Internal Revenue Code of 1986, that entity must file with the  
97.7 commissioner by February 15 a copy of the annual return required under section 6033 of  
97.8 the Internal Revenue Code of 1986.

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

97.11 (d) If the audit report finds that a material weakness exists in the financial reporting  
97.12 systems of a charter school, the charter school must submit a written report to the  
97.13 commissioner explaining how the material weakness will be resolved. An auditor, as a  
97.14 condition of providing financial services to a charter school, must agree to make available  
97.15 information about a charter school's financial audit to the commissioner and authorizer  
97.16 upon request.

97.17 Sec. 37. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 8, is  
97.18 amended to read:

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

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

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

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

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

97.33 (f) The primary focus of a charter school must be to provide a comprehensive  
97.34 program of instruction for at least one grade or age group from five through 18 years of  
97.35 age. Instruction may be provided to people ~~younger than five years and~~ older than 18 years  
98.1 of age. A charter school may offer a free preschool or prekindergarten that meets high  
98.2 quality early learning instructional program standards that are aligned with Minnesota's  
98.3 early learning standards for children.

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

98.5 (h) A charter school is subject to and must comply with chapter 363A and section  
98.6 121A.04.

98.7 (i) Once a student is enrolled in the school, the student is considered enrolled in the  
98.8 school until the student formally withdraws or is expelled under the Pupil Fair Dismissal  
98.9 Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with  
98.10 the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56, and the Minnesota Public  
98.11 School Fee Law, sections 123B.34 to 123B.39.

98.12 (j) A charter school is subject to the same financial audits, audit procedures, and  
98.13 audit requirements as a district, except as required under subdivision 6a. Audits must be  
98.14 conducted in compliance with generally accepted governmental auditing standards, the  
98.15 federal Single Audit Act, if applicable, and section 6.65. A charter school is subject  
98.16 to and must comply with sections 15.054; 118A.01; 118A.02; 118A.03; 118A.04;  
98.17 118A.05; 118A.06; 471.38; 471.391; 471.392; and 471.425. The audit must comply with  
98.18 the requirements of sections 123B.75 to 123B.83, except to the extent deviations are  
98.19 necessary because of the program at the school. Deviations must be approved by the  
98.20 commissioner and authorizer. The Department of Education, state auditor, legislative  
98.21 auditor, or authorizer may conduct financial, program, or compliance audits. A charter  
98.22 school determined to be in statutory operating debt under sections 123B.81 to 123B.83  
98.23 must submit a plan under section 123B.81, subdivision 4.

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

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

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

98.29 (n) A charter school offering online courses or programs must comply with section  
98.30 124D.095.

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

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

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

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

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

99.5 (t) A charter school must develop and implement a teacher evaluation and peer  
99.6 review process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to  
99.7 (12). The teacher evaluation process in this paragraph does not create any additional  
99.8 employment rights for teachers.

99.9 (u) A charter school must adopt a policy, plan, budget, and process, consistent with  
99.10 section 120B.11, to review curriculum, instruction, and student achievement and strive  
99.11 for the world's best workforce.

99.12 (v) A charter school must comply with all pupil transportation requirements in  
99.13 section 123B.88, subdivision 1. A charter school must not require parents to surrender  
99.14 their rights to pupil transportation under section 123B.88, subdivision 2.

99.15 Sec. 38. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 9, is  
99.16 amended to read:

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

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

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

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

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

99.28 (c) A charter school shall give enrollment preference to a sibling of an enrolled  
99.29 pupil and to a foster child of that pupil's parents and may give preference for enrolling  
99.30 children of the school's staff before accepting other pupils by lot. A charter school that  
99.31 is located in Duluth township in St. Louis County and admits students in kindergarten  
99.32 through grade 6 must give enrollment preference to students residing within a five-mile  
99.33 radius of the school and to the siblings of enrolled children. A charter school may give  
99.34 enrollment preference to children currently enrolled in the school's free preschool or  
100.1 prekindergarten program under subdivision 8, paragraph (f), who are eligible to enroll in  
100.2 kindergarten in the next school year.

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

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

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

100.18 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and  
100.19 later.

100.20 Sec. 39. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 17a,  
100.21 is amended to read:

100.22 Subd. 17a. **Affiliated nonprofit building corporation.** (a) ~~Before~~ A charter school  
100.23 may organize an affiliated nonprofit building corporation (i) ~~(1) to renovate or purchase,~~  
100.24 ~~expand, or renovate an existing facility to serve as a school or~~ (ii) ~~(2) to expand an existing~~  
100.25 ~~building or construct a new school facility; an authorizer must submit an affidavit to the~~  
100.26 ~~commissioner for approval in the form and manner the commissioner prescribes, and~~  
100.27 ~~consistent with paragraphs (b) and (c) or (d).~~ if the charter school:

100.28 (i) has been in operation for at least six consecutive years;

100.29 (ii) as of June 30 has a net positive unreserved general fund balance in the preceding  
100.30 three fiscal years;

100.31 (iii) has long-range strategic and financial plans that include enrollment projections  
100.32 for at least five years;

100.33 (iv) completes a feasibility study of facility options that outlines the benefits and  
100.34 costs of the options; and

101.1 (v) has a plan for purchase, renovation, or new construction which describes project  
101.2 parameters and budget.

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

101.4 (1) be incorporated under section 317A;

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

101.7 (3) post on the school Web site the name, mailing address, bylaws, minutes of board  
101.8 meetings, and the names of the current board of directors of the affiliated nonprofit  
101.9 building corporation;

101.10 ~~(3)~~ (4) submit to the commissioner ~~each fiscal year a list of current board members~~  
101.11 ~~and a copy of its annual audit by December 31 of each year; and~~

101.12 ~~(4)~~ (5) comply with government data practices law under chapter 13.

101.13 (c) An affiliated nonprofit building corporation must not serve as the leasing agent  
101.14 for property or facilities it does not own. A charter school that leases a facility from an  
101.15 affiliated nonprofit building corporation that does not own the leased facility is ineligible  
101.16 to receive charter school lease aid. The state is immune from liability resulting from a  
101.17 contract between a charter school and an affiliated nonprofit building corporation.

101.18 (e) ~~A charter school may organize an affiliated nonprofit building corporation to~~  
101.19 ~~renovate or purchase an existing facility to serve as a school if the charter school:~~

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

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

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

101.24 ~~(4) completes a feasibility study of available buildings;~~

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

101.27 ~~(6) has a plan for the renovation or purchase, which describes the parameters and~~  
101.28 ~~budget for the project.~~

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

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

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

101.33 ~~(3) has had a net positive unreserved general fund balance as of June 30 in the~~

101.34 ~~preceding five fiscal years;~~

101.35 ~~(4) completes a feasibility study of facility options;~~

102.1 ~~(5) has a long-range strategic and financial plan that includes enrollment projections~~

102.2 ~~and demonstrates the need for constructing a new school facility; and~~

102.3 ~~(6) has a plan for the expansion or new school facility, which describes the~~

102.4 ~~parameters and budget for the project.~~

102.5 ~~(d) Once an affiliated nonprofit building corporation is incorporated under this~~

102.6 ~~subdivision, the authorizer of the school must oversee the efforts of the school's board~~

102.7 ~~of directors to ensure the affiliated nonprofit building corporation complies with all legal~~

102.8 ~~requirements governing the affiliated nonprofit building corporation. A school's board~~

102.9 ~~of directors that fails to ensure the affiliated nonprofit building corporation's compliance~~

102.10 ~~violates its responsibilities and an authorizer must factor the failure into the authorizer's~~

102.11 ~~evaluation of the school.~~

102.12 Sec. 40. Minnesota Statutes 2013 Supplement, section 124D.10, subdivision 17b,

102.13 is amended to read:

102.14 Subd. 17b. **Positive review and comment.** ~~A charter school or an affiliated~~

102.15 ~~nonprofit building corporation organized by a charter school must not initiate an~~

102.16 ~~installment contract for purchase, or a lease agreement, or solicit bids for new construction,~~

102.17 ~~expansion, or remodeling of an educational facility that requires an expenditure in~~

102.18 ~~excess of \$1,400,000, unless it meets the criteria in subdivision 17a, paragraph (b) and~~

102.19 ~~paragraph (c) or (d), as applicable, and receives a positive review and comment from the~~

102.20 ~~commissioner under section 123B.71. A charter school or its affiliated nonprofit building~~

102.21 ~~corporation must receive a positive review and comment from the commissioner before~~

102.22 ~~initiating any purchase agreement or construction contract that requires an expenditure in~~

102.23 ~~excess of the threshold specified in section 123B.71, subdivision 8, for school districts that~~

102.24 ~~do not have a capital loan outstanding. A purchase agreement or construction contract~~

102.25 ~~finalized before a positive review and comment is null and void.~~

102.26 Sec. 41. Minnesota Statutes 2013 Supplement, section 124D.11, subdivision 4, is

102.27 amended to read:

102.28 Subd. 4. **Building lease aid.** (a) When a charter school finds it economically  
 102.29 advantageous to rent or lease a building or land for any instructional purposes and it  
 102.30 determines that the total operating capital revenue under section 126C.10, subdivision 13,  
 102.31 is insufficient for this purpose, it may apply to the commissioner for building lease aid  
 102.32 for this purpose. The commissioner must review and either approve or deny a lease aid  
 102.33 application using the following criteria:

102.34 (1) the reasonableness of the price based on current market values;

103.1 (2) the extent to which the lease conforms to applicable state laws and rules; and

103.2 (3) the appropriateness of the proposed lease in the context of the space needs and  
 103.3 financial circumstances of the charter school. The commissioner must approve aid only for  
 103.4 a facility lease that has (i) a sum certain annual cost and (ii) ~~an escape clause the charter~~  
 103.5 ~~school may exercise if its charter contract is terminated or not renewed a closure clause~~  
 103.6 that relieves the school from its lease obligations if the charter contract is terminated or  
 103.7 not renewed. Nothing in this clause exempts the charter school from any lease obligations  
 103.8 before the effective date on which the charter contract is terminated or not renewed.

103.9 A charter school must not use the building lease aid it receives for custodial, maintenance  
 103.10 service, utility, or other operating costs.

103.11 (b) The amount of annual building lease aid for a charter school shall not exceed the  
 103.12 lesser of (1) 90 percent of the approved cost or (2) the product of the pupil units served  
 103.13 for the current school year times \$1,314.

103.14 Sec. 42. Minnesota Statutes 2013 Supplement, section 124D.4531, subdivision 1,  
 103.15 is amended to read:

103.16 Subdivision 1. **Career and technical revenue.** (a) A district with a career and  
 103.17 technical program approved under this section for the fiscal year in which the levy is  
 103.18 certified is eligible for career and technical revenue equal to 35 percent of approved  
 103.19 expenditures in the fiscal year in which the levy is certified for the following:

103.20 (1) salaries paid to essential, licensed personnel providing direct instructional  
 103.21 services to students in that fiscal year, including extended contracts, for services rendered  
 103.22 in the district's approved career and technical education programs, excluding salaries  
 103.23 reimbursed by another school district under clause (2);

103.24 (2) amounts paid to another Minnesota school district for salaries of essential,  
 103.25 licensed personnel providing direct instructional services to students in that fiscal year for  
 103.26 services rendered in the district's approved career and technical education programs;

103.27 (3) contracted services provided by a public or private agency other than a Minnesota  
 103.28 school district or cooperative center under ~~subdivision 7~~ chapter 123A or 136D;

103.29 (4) necessary travel between instructional sites by licensed career and technical  
 103.30 education personnel;

25.13 Sec. 23. Minnesota Statutes 2013 Supplement, section 124D.4531, subdivision 1,  
 25.14 is amended to read:

25.15 Subdivision 1. **Career and technical revenue.** (a) A district with a career and  
 25.16 technical program approved under this section for the fiscal year in which the levy is  
 25.17 certified is eligible for career and technical revenue equal to 35 percent of approved  
 25.18 expenditures in the fiscal year in which the levy is certified for the following:

25.19 (1) salaries paid to essential, licensed personnel providing direct instructional  
 25.20 services to students in that fiscal year, including extended contracts, for services rendered  
 25.21 in the district's approved career and technical education programs, excluding salaries  
 25.22 reimbursed by another school district under clause (2);

25.23 (2) amounts paid to another Minnesota school district for salaries of essential,  
 25.24 licensed personnel providing direct instructional services to students in that fiscal year for  
 25.25 services rendered in the district's approved career and technical education programs;

25.26 (3) contracted services provided by a public or private agency other than a Minnesota  
 25.27 school district or cooperative center under ~~subdivision 7~~ chapter 123A or 136D;

25.28 (4) necessary travel between instructional sites by licensed career and technical  
 25.29 education personnel;

103.31 (5) necessary travel by licensed career and technical education personnel for  
 103.32 vocational student organization activities held within the state for instructional purposes;  
 103.33 (6) curriculum development activities that are part of a five-year plan for  
 103.34 improvement based on program assessment;  
 104.1 (7) necessary travel by licensed career and technical education personnel for  
 104.2 noncollegiate credit-bearing professional development; and  
 104.3 (8) specialized vocational instructional supplies.  
 104.4 ~~(b)~~ Up to ten percent of a district's career and technical revenue may be spent on  
 104.5 equipment purchases. Districts using the career and technical revenue for equipment  
 104.6 purchases must report to the department on the improved learning opportunities for  
 104.7 students that result from the investment in equipment.  
 104.8 ~~(e)~~ (b) The district must recognize the full amount of this levy as revenue for the  
 104.9 fiscal year in which it is certified.  
 104.10 ~~(d)~~ (c) The amount of the revenue calculated under this subdivision may not exceed  
 104.11 \$17,850,000 for taxes payable in 2012, \$15,520,000 for taxes payable in 2013, and  
 104.12 \$20,657,000 for taxes payable in 2014.  
 104.13 ~~(e)~~ (d) If the estimated revenue exceeds the amount in paragraph ~~(d)~~ (c), the  
 104.14 commissioner must reduce the percentage in paragraph (a) until the estimated revenue no  
 104.15 longer exceeds the limit in paragraph ~~(d)~~ (c).  
 104.16 Sec. 43. Minnesota Statutes 2013 Supplement, section 124D.4531, subdivision 3,  
 104.17 is amended to read:  
 104.18 Subd. 3. **Revenue guarantee.** Notwithstanding subdivision 1, paragraph (a), the  
 104.19 career and technical education revenue for a district is not less than the lesser of:  
 104.20 (1) the district's career and technical education revenue for the previous fiscal year; or  
 104.21 (2) 100 percent of the approved expenditures for career and technical programs  
 104.22 included in subdivision 1, paragraph ~~(b)~~ (a), for the fiscal year in which the levy is certified.  
 104.23 Sec. 44. Minnesota Statutes 2013 Supplement, section 124D.4531, subdivision 3a,  
 104.24 is amended to read:  
 104.25 Subd. 3a. **Revenue adjustments.** Notwithstanding subdivisions 1, 1a, and 3, for  
 104.26 taxes payable in 2012 to 2014 only, the department must calculate the career and technical  
 104.27 revenue for each district according to Minnesota Statutes 2010, section 124D.4531, and  
 104.28 adjust the revenue for each district proportionately to meet the statewide revenue target  
 104.29 under subdivision 1, paragraph ~~(d)~~ (c). For purposes of calculating the revenue guarantee  
 104.30 under subdivision 3, the career and technical education revenue for the previous fiscal  
 104.31 year is the revenue according to Minnesota Statutes 2010, section 124D.4531, before  
 104.32 adjustments to meet the statewide revenue target.

25.30 (5) necessary travel by licensed career and technical education personnel for  
 25.31 vocational student organization activities held within the state for instructional purposes;  
 25.32 (6) curriculum development activities that are part of a five-year plan for  
 25.33 improvement based on program assessment;  
 25.34 (7) necessary travel by licensed career and technical education personnel for  
 25.35 noncollegiate credit-bearing professional development; and  
 26.1 (8) specialized vocational instructional supplies.  
 26.2 ~~(b)~~ Up to ten percent of a district's career and technical revenue may be spent on  
 26.3 equipment purchases. Districts using the career and technical revenue for equipment  
 26.4 purchases must report to the department on the improved learning opportunities for  
 26.5 students that result from the investment in equipment.  
 26.6 ~~(e)~~ (b) The district must recognize the full amount of this levy as revenue for the  
 26.7 fiscal year in which it is certified.  
 26.8 ~~(d)~~ (c) The amount of the revenue calculated under this subdivision may not exceed  
 26.9 \$17,850,000 for taxes payable in 2012, \$15,520,000 for taxes payable in 2013, and  
 26.10 \$20,657,000 for taxes payable in 2014.  
 26.11 ~~(e)~~ (d) If the estimated revenue exceeds the amount in paragraph ~~(d)~~ (c), the  
 26.12 commissioner must reduce the percentage in paragraph (a) until the estimated revenue no  
 26.13 longer exceeds the limit in paragraph ~~(d)~~ (c).  
 26.14 Sec. 24. Minnesota Statutes 2013 Supplement, section 124D.4531, subdivision 3,  
 26.15 is amended to read:  
 26.16 Subd. 3. **Revenue guarantee.** Notwithstanding subdivision 1, paragraph (a), the  
 26.17 career and technical education revenue for a district is not less than the lesser of:  
 26.18 (1) the district's career and technical education revenue for the previous fiscal year; or  
 26.19 (2) 100 percent of the approved expenditures for career and technical programs  
 26.20 included in subdivision 1, paragraph ~~(b)~~ (a), for the fiscal year in which the levy is certified.  
 26.21 Sec. 25. Minnesota Statutes 2013 Supplement, section 124D.4531, subdivision 3a,  
 26.22 is amended to read:  
 26.23 Subd. 3a. **Revenue adjustments.** Notwithstanding subdivisions 1, 1a, and 3, for  
 26.24 taxes payable in 2012 to 2014 only, the department must calculate the career and technical  
 26.25 revenue for each district according to Minnesota Statutes 2010, section 124D.4531, and  
 26.26 adjust the revenue for each district proportionately to meet the statewide revenue target  
 26.27 under subdivision 1, paragraph ~~(d)~~ (c). For purposes of calculating the revenue guarantee  
 26.28 under subdivision 3, the career and technical education revenue for the previous fiscal  
 26.29 year is the revenue according to Minnesota Statutes 2010, section 124D.4531, before  
 26.30 adjustments to meet the statewide revenue target.

105.1 Sec. 45. Minnesota Statutes 2013 Supplement, section 124D.52, subdivision 8, is  
105.2 amended to read:

105.3 Subd. 8. **Standard high school diploma for adults.** (a) Consistent with subdivision  
105.4 9, the commissioner shall adopt rules for providing provide for a standard adult high  
105.5 school diploma to persons who:

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

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

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

105.10 (b) Persons participating in an approved adult basic education program of instruction  
105.11 must demonstrate the competencies, knowledge, and skills sufficient to ensure that  
105.12 postsecondary programs and institutions and potential employers regard persons with a  
105.13 standard high school diploma and persons with a standard adult high school diploma as  
105.14 equally well prepared and qualified graduates. Approved adult basic education programs  
105.15 of instruction under this subdivision must issue a standard adult high school diploma to  
105.16 persons who successfully demonstrate the competencies, knowledge, and skills required  
105.17 by the program.

105.18 **EFFECTIVE DATE.** This section is effective August 1, 2014.

105.19 Sec. 46. Minnesota Statutes 2012, section 124D.52, is amended by adding a  
105.20 subdivision to read:

105.21 Subd. 9. **Standard adult high school diploma requirements.** (a) The  
105.22 commissioner must establish criteria and requirements for eligible adult basic education  
105.23 consortia under section 124D.518, subdivision 2, to effectively operate and provide  
105.24 instruction under this subdivision.

105.25 (b) An eligible and interested adult basic education consortium must apply to the  
105.26 commissioner, in the form and manner determined by the commissioner, for approval to  
105.27 provide an adult high school diploma program to eligible students under subdivision 8,  
105.28 paragraph (a). An approved consortium annually must submit to the commissioner the  
105.29 longitudinal and evaluative data, identified in the consortium's application, to demonstrate  
105.30 its compliance with applicable federal and state law and its approved application and  
105.31 the efficacy of its adult high school diploma program. The commissioner must use the  
105.32 data to evaluate whether or not to reapprove an eligible consortium every fifth year. The  
105.33 commissioner, at the commissioner's discretion, may reevaluate the compliance or efficacy  
105.34 of a program provider sooner than every fifth year. The commissioner may limit the  
105.35 number or size of adult high school diploma programs based on identified community  
106.1 needs, available funding, other available resources, or other relevant criteria identified by

106.2 the commissioner.

106.3 (c) At the time a student applies for admission to an adult high school diploma

106.4 program, the program provider must work with the student applicant to:

106.5 (1) identify the student's learning goals, skills and experiences, required

106.6 competencies already completed, and goals and options for viable career pathways;

106.7 (2) assess the student's instructional needs; and

106.8 (3) develop an individualized learning plan to guide the student in completing adult

106.9 high school diploma requirements and realizing career goals identified in the plan.

106.10 To fully implement the learning plan, the provider must provide the student with ongoing

106.11 advising, monitor the student's progress toward completing program requirements and

106.12 receiving a diploma, and provide the student with additional academic support services

106.13 when needed. At the time a student satisfactorily completes all program requirements and

106.14 is eligible to receive a diploma, the provider must conduct a final student interview to

106.15 examine both student and program outcomes related to the student's ability to demonstrate

106.16 required competencies and complete program requirements and to assist the student with

106.17 the student's transition to training, a career, or postsecondary education.

106.18 (d) Competencies and other program requirements must be rigorous, uniform

106.19 throughout the state, and align to Minnesota academic high school standards applicable

106.20 to adult learners and their career and college needs. The commissioner must establish

106.21 competencies, skills, and knowledge requirements in the following areas, consistent with

106.22 this paragraph:

106.23 (1) language arts, including reading, writing, speaking, and listening;

106.24 (2) mathematics;

106.25 (3) career development and employment-related skills;

106.26 (4) social studies; and

106.27 (5) science.

106.28 (e) Consistent with criteria established by the commissioner, students may

106.29 demonstrate satisfactory completion of program requirements through verification of

106.30 the student's:

106.31 (1) prior experiences, including kindergarten through grade 12 courses and

106.32 programs, postsecondary courses and programs, adult basic education instruction, and

106.33 other approved experiences aligned with the Minnesota academic high school standards

106.34 applicable to adult learners and their career and college needs;

107.1 (2) knowledge and skills as measured or demonstrated by valid and reliable  
107.2 high school assessments, secondary credentials, adult basic education programs, and  
107.3 postsecondary entrance exams;  
107.4 (3) adult basic education instruction and course completion; and  
107.5 (4) applied and experiential learning acquired via contextualized projects and other  
107.6 approved learning opportunities.  
107.7 (f) Program providers must transmit a student's record of work to another approved  
107.8 consortium for any student who transfers between approved programs under this  
107.9 subdivision. The commissioner must establish a uniform format and transcript to record a  
107.10 student's record of work and also the manner under which approved consortia maintain  
107.11 permanent student records and transmit transferred student records. At a student's request,  
107.12 a program provider must transmit the student's record of work to other entities such as  
107.13 a postsecondary institution or employer.  
107.14 (g) The commissioner may issue a standard adult high school diploma and transmit  
107.15 the transcript and record of work of the student who receives the diploma. Alternatively, a  
107.16 school district that is a member of an approved consortium providing a program under  
107.17 this subdivision may issue a district diploma to a student who satisfactorily completes the  
107.18 requirements for a standard adult high school diploma under this subdivision.  
107.19 (h) The commissioner must identify best practices for adult basic education  
107.20 programs and develop adult basic education recommendations consistent with this  
107.21 subdivision to assist approved consortia in providing an adult high school diploma  
107.22 program. The commissioner must provide assistance to consortia providing an approved  
107.23 adult high school diploma program.  
107.24 (i) The commissioner must consult with practitioners from throughout Minnesota,  
107.25 including educators, school board members, and school administrators, among others,  
107.26 who are familiar with adult basic education students and programs, on establishing the  
107.27 standards, requirements, and other criteria needed to ensure, consistent with subdivision 8,  
107.28 that persons with a standard adult high school diploma are as equally well prepared and  
107.29 qualified graduates as persons with a standard high school diploma. The commissioner,  
107.30 in consultation with the practitioners, shall regularly review program requirements and  
107.31 diploma standards.  
107.32 **EFFECTIVE DATE.** This section is effective August 1, 2014.

**NOTE: SECTION 26 MOVED TO ENGLISH LEARNER ARTICLE**

108.1 Sec. 47. Minnesota Statutes 2012, section 124D.896, is amended to read:

108.2 **124D.896 DESEGREGATION/INTEGRATION AND INCLUSIVE**

108.3 **EDUCATION RULES.**

108.4 (a) ~~By January 10, 1999,~~ The commissioner shall propose rules relating to

108.5 desegregation/integration and inclusive education, consistent with sections 124D.861

108.6 and 124D.862.

108.7 (b) In adopting a rule related to school desegregation/integration, the commissioner

108.8 shall address the need for equal educational opportunities for all students and racial

108.9 balance as defined by the commissioner.

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

**NOTE: SECTION 48 MOVED TO INTERSTATE COMPACT  
ARTICLE**

27.32 Sec. 27. Minnesota Statutes 2013 Supplement, section 127A.70, subdivision 2, is  
27.33 amended to read:

27.34 Subd. 2. **Powers and duties; report.** (a) The partnership shall develop  
27.35 recommendations to the governor and the legislature designed to maximize the achievement  
28.1 of all P-20 students while promoting the efficient use of state resources, thereby helping  
28.2 the state realize the maximum value for its investment. These recommendations may  
28.3 include, but are not limited to, strategies, policies, or other actions focused on:

28.4 (1) improving the quality of and access to education at all points from preschool  
28.5 through graduate education;

28.6 (2) improving preparation for, and transitions to, postsecondary education and  
28.7 work; ~~and~~

28.8 (3) ensuring educator quality by creating rigorous standards for teacher recruitment,  
28.9 teacher preparation, induction and mentoring of beginning teachers, and continuous  
28.10 professional development for career teachers; ~~and~~

28.11 (4) realigning the governance and administrative structures of early education,  
28.12 kindergarten through grade 12, and postsecondary systems in Minnesota.

28.13 (b) Under the direction of the P-20 Education Partnership Statewide Longitudinal  
28.14 Education Data System Governance Committee, the Office of Higher Education and the  
28.15 Departments of Education and Employment and Economic Development shall improve  
28.16 and expand the Statewide Longitudinal Education Data System (SLEDs) to provide  
28.17 policymakers, education and workforce leaders, researchers, and members of the public  
28.18 with data, research, and reports to:

28.19 (1) expand reporting on students' educational outcomes;

28.20 (2) evaluate the effectiveness of educational and workforce programs; and

28.21 (3) evaluate the relationship between education and workforce outcomes.

28.22 To the extent possible under federal and state law, research and reports should be  
28.23 accessible to the public on the Internet, and disaggregated by demographic characteristics,  
28.24 organization or organization characteristics, and geography.

28.25 It is the intent of the legislature that the Statewide Longitudinal Education Data  
28.26 System inform public policy and decision-making. The SLEDs governance committee,  
28.27 with assistance from staff of the Office of Higher Education, the Department of Education,  
28.28 and the Department of Employment and Economic Development, shall respond to  
28.29 legislative committee and agency requests on topics utilizing data made available through  
28.30 the Statewide Longitudinal Education Data System as resources permit. Any analysis of  
28.31 or report on the data must contain only summary data.

28.32 (c) By January 15 of each year, the partnership shall submit a report to the governor  
28.33 and to the chairs and ranking minority members of the legislative committees and  
28.34 divisions with jurisdiction over P-20 education policy and finance that summarizes the  
28.35 partnership's progress in meeting its goals and identifies the need for any draft legislation  
29.1 when necessary to further the goals of the partnership to maximize student achievement  
29.2 while promoting efficient use of resources.

109.6 Sec. 49. Minnesota Statutes 2012, section 127A.70, is amended by adding a  
109.7 subdivision to read:

109.8 Subd. 2a. **Career pathways and technical education; key elements; stakeholder**  
109.9 **collaboration.** (a) The partnership must work with representatives of the Department of  
109.10 Education, the Department of Employment and Economic Development, the Department  
109.11 of Labor, the Board of Teaching, the Board of School Administrators, trade associations,  
109.12 local and regional employers, local school boards, adult basic education program providers,  
109.13 postsecondary institutions, parents, other interested and affected education stakeholders,  
109.14 and other major statewide educational groups and constituencies to recommend to the  
109.15 legislature ways to identify specific policy, administrative, and statutory changes needed  
109.16 under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 122A.60, among  
109.17 other statutory provisions, to effect and, if appropriate, revise a comprehensive, effective,  
109.18 and publicly accountable P-20 education system premised on developing, implementing,  
109.19 and realizing students' individual career and college readiness plans and goals. In  
109.20 developing its recommendations, the partnership must consider how best to:  
  
109.21 (1) provide students regular and frequent access to multiple qualified individuals  
109.22 within the school and local and regional community who have access to reliable and  
109.23 accurate information, resources, and technology the students need to successfully pursue  
109.24 career and technical education, other postsecondary education, or work-based training  
109.25 options;  
  
109.26 (2) regularly engage students in planning and continually reviewing their own  
109.27 career and college readiness plans and goals and in pursuing academic and applied and  
109.28 experiential learning that helps them realize their goals; and  
  
109.29 (3) identify and apply valid and reliable measures of student progress and  
109.30 program efficacy that, among other requirements, can accommodate students' prior  
109.31 education-related experiences and applied and experiential learning that students acquire  
109.32 via contextualized projects and other recognized learning opportunities.  
  
109.33 (b) The partnership must recommend to the commissioner of education and  
109.34 representatives of secondary and postsecondary institutions and programs how to organize  
109.35 and implement a framework of the foundational knowledge and skills and career fields,  
110.1 clusters, and pathways for students enrolled in a secondary school, postsecondary  
110.2 institution, or work-based program. The key elements of these programs of study for  
110.3 students pursuing postsecondary workforce training or other education must include:  
  
110.4 (1) competency-based curricula aligned with industry expectations and skill  
110.5 standards;  
  
110.6 (2) sequential course offerings that gradually build students' skills, enabling students  
110.7 to graduate from high school and complete postsecondary programs;  
  
110.8 (3) flexible and segmented course and program formats to accommodate students'  
110.9 interests and needs;  
  
110.10 (4) course portability to allow students to seamlessly progress in the students'  
110.11 education and career; and

- 110.12 (5) effective and sufficiently strong P-20 connections to facilitate students'
- 110.13 uninterrupted skill building, provide students with career opportunities, and align
- 110.14 academic credentials with opportunities for advancement in high-skill, high-wage, and
- 110.15 high-demand occupations.
- 110.16 (c) Stakeholders under this paragraph must examine possibilities for redesigning
- 110.17 teacher and school administrator licensure requirements, and make recommendations to
- 110.18 the Board of Teaching and the Board of School Administrators, respectively, to create
- 110.19 specialized licenses, credentials, and other endorsement forms to increase students'
- 110.20 participation in language immersion programs, world language instruction, career
- 110.21 development opportunities, work-based learning, early college courses and careers, career
- 110.22 and technical education programs, Montessori schools, and project and place-based
- 110.23 learning, among other career and college-ready opportunities. Consistent with the
- 110.24 possibilities for redesigning educators' licenses, the stakeholders also must examine how
- 110.25 to restructure staff development and training opportunities under sections 120B.125 and
- 110.26 122A.60 to realize the goals of this subdivision.
- 110.27 (d) The partnership must recommend to the Department of Education, the
- 110.28 Department of Employment and Economic Development, and postsecondary institutions
- 110.29 and systems how best to create a mobile, Web-based hub for students and their families
- 110.30 that centralizes existing resources on careers and employment trends and the educational
- 110.31 pathways required to attain such careers and employment.
- 110.32 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 110.33 Sec. 50. Minnesota Statutes 2012, section 128C.02, subdivision 5, is amended to read:
- 111.1 Subd. 5. **Rules for open enrollees.** (a) The league shall adopt league rules and
- 111.2 regulations governing the athletic participation of pupils attending school in a nonresident
- 111.3 district under section 124D.03.
- 111.4 (b) Notwithstanding other law or league rule or regulation to the contrary, when a
- 111.5 student enrolls in or is readmitted to a recovery-focused high school after successfully
- 111.6 completing a licensed program for treatment of alcohol or substance abuse, mental illness,
- 111.7 or emotional disturbance, the student is immediately eligible to participate on the same basis
- 111.8 as other district students in the league-sponsored activities of the student's resident school
- 111.9 district. Nothing in this paragraph prohibits the league or school district from enforcing a
- 111.10 league or district penalty resulting from the student violating a league or district rule.
- 111.11 (c) The league shall adopt league rules making a student with an individualized
- 111.12 education program or a 504 plan who transfers from one public school to another
- 111.13 public school as a reasonable accommodation to reduce barriers to educational access
- 111.14 immediately eligible to participate in league-sponsored varsity competition on the same
- 111.15 basis as other students in the school to which the student transfers.

111.16 **EFFECTIVE DATE.** This section is effective the day following final enactment  
111.17 and applies to all transfers initiated after that date.

111.18 Sec. 51. Laws 2011, First Special Session chapter 11, article 2, section 12, the effective  
111.19 date, is amended to read:

111.20 **EFFECTIVE DATE.** This section ~~applies to all collective bargaining agreements~~  
111.21 ratified after is effective July 1, 2013.

111.22 Sec. 52. **CHASKA SCHOOL START DATE FOR THE 2016-2017 SCHOOL**  
111.23 **YEAR ONLY.**

111.24 Notwithstanding Minnesota Statutes, section 120A.40, or other law to the contrary,  
111.25 for the 2016-2017 school year only, Independent School District No. 112, Chaska, may  
111.26 begin the school year before Labor Day.

111.27 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year only.

111.28 Sec. 53. **SCHOOL YEAR-LONG STUDENT TEACHING PILOT PROGRAM.**

111.29 Subdivision 1. **Establishment; planning; eligibility.** (a) A school year-long student  
111.30 teaching pilot program for the 2015-2016 through 2018-2019 school years is established to  
111.31 provide teacher candidates with intensified and authentic classroom learning and  
experience

112.1 so that newly licensed teachers, equipped with the best research and best practices  
112.2 available, can immediately begin work to increase student growth and achievement.

112.3 (b) An approved teacher preparation program, interested in participating in a school  
112.4 year-long student teaching pilot program in partnership with one or more school districts  
112.5 or charter schools, is eligible to participate in this pilot program if, during the 2014-2015  
112.6 school year, the interested teacher preparation program identifies needed changes to its  
112.7 program curriculum, develops an implementation plan, and receives Board of Teaching  
112.8 approval to modify its board application for this pilot program, and meets the criteria  
112.9 under subdivision 2.

112.10 Subd. 2. **Application and selection process.** (a) An approved teacher preparation  
112.11 program in partnership with one or more school districts or charter schools may apply to  
112.12 the Board of Teaching, in the form and manner determined by the board, to participate in  
112.13 the pilot program under this section. Consistent with subdivision 1, paragraph (b), the  
112.14 application must demonstrate the applicant's interest and ability to offer teacher candidates  
112.15 a school year-long student teaching program that combines clinical opportunities with  
112.16 academic course work and in-depth student teaching experiences. A student teacher  
112.17 under this pilot program must have: ongoing access to a team of teacher mentors  
112.18 to demonstrate to the student teacher various teaching methods, philosophies, and  
112.19 classroom environments; ongoing coaching and assessment; assistance in preparing an  
112.20 individual professional development plan that includes goals, activities, and assessment  
112.21 methodologies; structured learning experiences provided by the teacher preparation  
112.22 institution or program in collaboration with local or regional education professionals or  
112.23 other community experts; and receive payment for student teaching time.

112.24 (b) The board must make an effort to select qualified and diverse applicants from  
112.25 throughout the state.

112.26 Subd. 3. **Annual report; evaluation.** The board annually must transmit to the  
112.27 education policy and finance committees of the legislature no later than February 1 a  
112.28 data-based report showing the efforts and progress program participants made in preparing  
112.29 successful newly licensed teachers.

112.30 **EFFECTIVE DATE.** This section is effective for the 2014-2015 through 2018-2019  
112.31 school years.

112.32 Sec. 54. **INDEPENDENT SCHOOL DISTRICT NO. 2142, ST. LOUIS COUNTY;**  
112.33 **MEETINGS.**

112.34 The school board of Independent School District No. 2142, St. Louis County, may  
112.35 hold its meetings at the district's administrative office in Virginia, Minnesota, or at a  
113.1 location outside the boundaries of the school district, if the location is convenient to  
113.2 a majority of the school board members and residents of the district and notice of the  
113.3 location is provided as required in Minnesota Statutes, chapter 13D.

113.4 **EFFECTIVE DATE.** This section is effective July 1, 2014.

113.5 Sec. 55. **REVIEW; TOURNAMENT STRUCTURE AND ACTIVITIES.**

113.6 The Minnesota State High School League must review playoff and championship  
113.7 data for member schools and conferences throughout Minnesota to determine how to  
113.8 make its tournament structure and activities more competitive and submit the data and its  
113.9 findings to the legislature by February 15, 2015.

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

**NOTE: SECTION 28 MOVED TO ENGLISH LEARNER ARTICLE**

29.13 Sec. 29. **REPEALER.**

29.14 Minnesota Statutes 2012, sections 120B.35, subdivision 4; and 122A.61, subdivision

29.15 2, are repealed.