



and increases by \$14 million per year for each subsequent year).

- 7 **Safe schools levy.** Eliminates the safe schools maintenance of effort provision that requires school districts accessing the safe schools levy to keep at least the same level of counseling, social work, nursing, psychology, and chemical dependency counseling as the district had in the previous year.

## **Article 2: Education Excellence**

- 1 **Gifted and talented students program.** Specifies that charter schools may provide programs for gifted and talented students. Requires program assessments and procedures to include research addressing tools and methods sensitive to underrepresented groups.
- 2 **Statewide testing.** Allows the education commissioner to require schools to participate in field testing and national sampling. Allows superintendents and charter school directors to submit a written appeal to the commissioner for a hardship exemption from this requirement. Makes the commissioner's decision final.  
Requires schools, school districts, and charter schools to place on students' transcripts the students' current pass status for each subject with a required graduation assessment. Strikes language requiring that students' test scores be placed on their transcripts.
- 3 **Reporting.** Excludes personally identifiable information from publicly reported test results.
- 4 **Access to tests.** Notwithstanding the statute giving individuals access to academic exams they complete unless their access compromises the exam process (Minn. Stat. § 13.34), gives the public and parents access to statewide tests and assessments unless that access compromises the objectivity or fairness of the testing process.
- 5 **State growth target; other state measures.** (e) Directs the education commissioner, beginning July 1, 2013, to identify and report measures that demonstrate the success of school districts, school sites, charter schools, and alternative program providers in improving the graduation outcomes of students who are at-risk of not graduating and students who are off-track to graduate. Requires the commissioner to annually report summary data on:
- (i) the four and six-year graduation rates of these students, including students who participate in an alternative program or the graduation incentives program; and
  - (ii) the success that school districts, school sites, charter schools, and alternative program providers experience in identifying at-risk and off-track students, providing successful prevention and intervention strategies for at-risk students, providing successful recuperative and recovery or re-enrollment strategies for off-track students, and improving the graduation outcomes of these students.
- For purposes of paragraph (e), defines a student who is at-risk of not graduating as an 8th or 9th grade student who meets one or more criteria:
- first enrolled in an ELL program in 8<sup>th</sup> or 9<sup>th</sup> grade and may be older than other students in the same grade;
  - as an 8<sup>th</sup> grader, is absent for at least 20 percent of school days, is two or more years older than other students in the same grade, or fails multiple core academic courses; or

- as a 9<sup>th</sup> grader, fails multiple 9<sup>th</sup> grade core academic courses.

For purposes of paragraph (e), defines a student who is off-track to graduate as a student who meets one or more criteria:

- first enrolled in an ELL program in high school and is older than other students in the same grade;
- is a returning dropout;
- is 16 or 17 and two or more academic years off-track to graduate;
- is 18 or older and two or more academic years off-track to graduate; or
- is 18 or older and may graduate within one school year.

Makes paragraph (e) applicable to data collected in the 2012-2013 school year and later and reported annually beginning July 1, 2013, consistent with the recommendations the commissioner receives from recognized and qualified experts.

**6 School performance report cards.** Includes on the school performance report cards beginning July 1, 2013, data on (1) the four and six-year graduation rates of students who are at-risk of not graduating and students who are off-track to graduate and (2) the academic success that school districts, school sites, charter schools, and alternative program providers experience in their efforts to improve the students' graduation outcomes.

**7 License and rules.** (a) Makes the authority of the Minnesota Board of Teaching to adopt new licensure rules or amend existing licensure rules subject to specific legislative direction. Allows the Board of Teaching to make technical changes and corrections to its rules without legislative direction.

(b) Requires persons interested in enrolling in an approved teacher preparation program to first pass a basic skills reading, writing, and math test.

(e) Requires candidates for an initial teaching license to pass exams of general pedagogical knowledge and licensure-specific skills. Also requires general education candidates interested in teaching kindergarten or elementary school to pass math items on the licensure-specific teaching skills test.

(i) Requires local licensure committee recommendations to renew a teacher's license to incorporate a requirement for professional reflection and growth in best teaching practices.

(o) Directs the Minnesota Board of Teaching to amend its licensure renewal rules to make professional reflection and growth in best teaching practices part of the preparation requirements for teachers seeking to renew their teaching licenses. Adds the requirement for professional reflection and growth in best teaching practices for preparation in using positive behavior interventions, further reading preparation, preparation in understanding signs of early-onset mental illness in children and adolescents, and other preparation requirements applicable to teachers seeking to renew their teaching licenses.

(p) Allows the state Board of Teaching, consistent with the direction to the board to redesign teacher education programs and implement new systems of program evaluation under paragraph (d) of this section, to adopt rules for approving programs that allow qualified teacher candidates to teach in Minnesota classrooms on a limited-term license. Establishes parameters for these programs:

- a two-year limited-term license to teach in a classroom;
- a program provider that is either a college or university with a board-approved

teacher preparation program or a nonprofit corporation with an education purpose that forms a partnership with a college or university with a board-approved teacher preparation program;

- selective acceptance of program candidates;
- a requirement that a program candidate have at least a bachelor's degree and pass all required teacher licensure exams in basic skills, content and pedagogy before being recommended for a license;
- the program provider and the employer provide the candidate with school-based experiences and supervise, observe, mentor, and evaluate the candidate;
- the candidate's service counts toward meeting the requirements for a probationary teacher;
- the candidate is highly qualified under the No Child Left Behind Act and may be the teacher of record; and
- the candidate completes board-authorized work samples before being recommended for a full license.

Expects the rules to allow the board to issue limited-term licenses to candidates recommended by board-approved, research-based innovative teacher preparation and licensure programs. Also expects the rules to allow the board to initially approve a program provider and make continuing approval contingent on the program provider meeting the same program accountability and candidate competency measures as other board-approved program providers.

Makes this section immediately effective and applicable to all new and amended board rules except that paragraphs (i) and (o) governing reflective practices apply beginning June 30, 2012. States that this section does not affect the previously enacted requirement that the board adopt rules governing credentials for education paraprofessionals.

- 8 Rules incorporating national standards.** Directs the Board of School Administrators to adopt rules that incorporate national standards for effective school leadership into the licensing standards for principals.
- 9 Highly qualified teacher defined.** Makes a technical change in the reference to teachers' subject area content tests.
- 10 Authority to license.** (d) Directs the Board of Teaching and the education department to agree to share K-12 educational data for purposes of approving and improving teacher education programs. Requires the Board of Teaching to approve teacher preparation programs that, among other requirements, target identified areas of K-12 concern. Requires the Board of Teaching to keep the educational data confidential and to use it only for the purpose of this paragraph. Makes the Board of Teaching subject to a penalty for any unauthorized disclosure of the data.
- (e) Directs the Board of School Administrators and the education department to agree to share K-12 educational data for purposes of approving and improving education programs for school administrators. Requires the Board of School Administrators to approve administrator preparation programs that, among other requirements, target identified areas of K-12 concern. Requires the board to keep the educational data confidential and to use it only for the purpose of this paragraph. Makes the board subject to a penalty for any unauthorized disclosure of the data.
- 11 Teacher and support personnel qualifications.** (b) Directs the Board of Teaching to

require a person to pass a reading, writing, and math skills exam before being granted an initial teaching license.

Strikes paragraph (c) allowing the Board of Teaching to grant a one-year license to a candidate who has successfully completed an approved teacher preparation program but has not passed the basic skills exam.

(c) Allows the Board of Teaching to grant continuing licenses only to those persons who successfully pass the basic skills exam.

(e) Directs the Board of Teaching to approve only those teacher preparation institutions that require on-line pedagogy and require teacher candidates to complete at least one on-line course.

(f) Requires the Board of Teaching to ensure that teacher licensing standards align with K-12 academic standards. Directs the Board of Teaching to adopt a standards review cycle that corresponds to the statutory cycle the education department undertakes to review and revise Minnesota's K-12 academic standards. Requires the Board of Teaching to review and revise teacher licensure standards within one school year of when the commissioner revises the commensurate K-12 academic standards.

- 12 Applicants licensed in other states.** Paragraphs (b), (c), (d), and (e) direct the Board of Teaching to issue some form of a teaching license, depending on the circumstances, to out-of-state teacher applicants who pass required exams and successfully complete board-required human relations preparation.
- 13 Eligibility.** Beginning in fiscal year 2011, makes state aid for concurrent enrollment courses available for technical courses within a career and technical program approved by the education commissioner and the MnSCU chancellor.
- 14 Aid.** Allows school districts to receive up to \$150 for each pupil enrolled in an eligible concurrent enrollment course. Directs the commissioner to establish eligibility criteria for the funding.
- 15 Authorizer.** Excludes as a charter school authorizer a nonpublic sectarian or religious institution that did not have an approved affidavit from the commissioner before July 1, 2009. Requires an eligible authorizer to submit an application for approval to the commissioner for her evaluation and strikes the reference to affidavit.
- 16 Formation of a school.** (g) Clarifies that the required teacher member of a charter school board of directors must be serving as a teacher, that the parent member of a charter school board of directors must not be a charter school employee, and that the chief financial officer and the chief administrator of a charter school serve only as ex-officio nonvoting board members. Prohibits charter school employees and contractors from serving on a charter school board of directors unless the employee is a licensed teacher at the charter school.
- 17 Audit report.** Requires an entity that provides professional auditing services to a charter school to provide that financial audit information to the commissioner upon request.
- 18 Causes of nonrenewal or termination of charter school contract.** Allows the commissioner to terminate a charter school contract if the charter school fails to meet Minnesota's pupil performance requirement.
- 19 Payment of aids to charter schools.** (g) Prohibits a charter school from pledging or

assigning state aids to a lender or creditor.

- 20**      **Violations of law.** Requires the commissioner to use an existing statutory formula for reducing the state aid of districts that employ unlicensed teachers.
- 21**      **District employment of unlicensed teachers; aid reduction.** Causes a district's state aid to be reduced when it employs unlicensed teachers.
- 22**      **Implementing differentiated graduation rates and exploring alternative routes to a standard diploma for at-risk and off-track students.** (a) Directs the education commissioner to convene a group of recognized and qualified experts on improving differentiated graduation rates and establishing alternative routes to a standard high school diploma for at-risk and off-track students. Directs the commissioner to assist the group, upon request, to explore and recommend to the commissioner and the legislature (1) research-based measures that demonstrate the academic success of and the costs to school districts, school sites, charter schools, and alternative program providers in improving the graduation outcomes of at-risk and off-track students, and (2) state options for establishing alternative routes to a standard diploma. Directs the group, when proposing alternative routes to a standard diploma, to identify highly reliable variables that generate the summary data for the state's school performance report card, including: who initiates and approves a request for an alternative route; parameters for the alternative route process, including whether a student must first fail a state exam; and the comparability of the academic and achievement criteria in the alternative and standard routes for a standard diploma. (b) Directs the commissioner to convene the group's first meeting by September 15, 2010. Includes as group members representatives of parents and educators affiliated with alternative program providers, on-line learning providers, alternative schools, charter schools, school boards, school teachers, metropolitan and rural school districts, University of Minnesota and MnSCU faculty, school superintendents and principals, and the public. Allows the group to seek input from interested stakeholders and organizations with expertise to inform the group's work. Directs the group to meet quarterly. Denies group members compensation or reimbursement of expenses for participating in the group. Causes the group to expire on February 16, 2012. (c) Directs the group to develop and submit to the commissioner and the education committees of the legislature recommendations and legislation to implement section 5 by:
- measuring and reporting differentiated graduation rates for at-risk and off-track students and the success and costs that school districts, school sites, charter schools, and alternative program providers experience in identifying and serving at-risk and off-track students; and
  - establishing alternative routes to a standard diploma.
- Makes this section effective immediately and applicable to school performance report cards beginning July 1, 2013.
- 23**      **Rulemaking authority.** Directs the commissioner to adopt rules on English language proficiency standards for LEP students. Requires the standards to encompass listening, speaking, reading, and writing, reflect social and academic dimensions of acquiring a second language, specific contexts for acquiring language, and the progression of language development. Requires the standards to be implemented for all LEP students beginning in the 2011-2012 school year and assessed beginning in the 2012-2013 school year.
- 24**      **Repealer.** Repeals Minnesota Statutes, section 122A.24, establishing an alternative

preparation licensure program for teachers.

Makes this section effective August 1, 2010.

### Article 3: Special Programs

- 1 **Child with a disability.** Amends the definition of “child with a disability” to include updated terminology for areas of disability.
- 2 **Use of reimbursements.** Allows school districts to obtain training and other technical assistance to enable districts to access third-party payments for individualized education program health-related services or to reallocate reimbursements to benefit students with individualized education programs or individual family service plans.
- 3 **Informed consent.** Requires school districts to comply with applicable federal law when obtaining parents’ consent to bill their health plans for covered costs incurred to serve a child with a disability.
- 4 **District disclosure of information.** Allows school districts to disclose information in a student’s individualized education program to a health plan company, consistent with applicable federal law.
- 5 **Programs.** Requires the education department, through resource centers for the deaf or hard of hearing and the blind or visually impaired, to offer other educational strategies throughout the state.
- 6 **Advisory committee.** Requires the advisory committee for the resource center for the deaf and hard of hearing to identify and report relevant IDEA Part B mandated reporting data.
- 7 **Statewide hearing loss early education intervention coordinator.** (b) Changes a reference from deaf and hard-of-hearing children to children with hearing loss.
- 8 **Revisor’s instruction.** Directs the revisor to substitute the term “individualized education program” for the term “individualized education plan” wherever it appears in statute and rule.
- 9 **Repealer.** Repeals the interagency office on transition services (Minn. Stat. § 125A.54).