

HOUSE RESEARCH

Bill Summary

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Overview

Contains proposed K-12 education policy and technical changes.

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Article 1: English Learners and World Language Proficiency

- 1 Early childhood literacy programs.** (a) Requires Head Start literacy program providers to: use a culturally relevant integrated approach to early literacy; and provide oral and written information to parents of English learners to enable them to monitor the program's impact on their children, know whether their children are progressing in developing their English proficiency and, where practicable their native language proficiency, and engage with their children in developing that language proficiency.

(b) Requires Head Start literacy programs to collect and use literacy data to monitor the progress and provide reading instruction appropriate to the specific needs of English learners.
- 2 Elective standards.**
 - Subd. 1a. Foreign language and culture; proficiency certificates.** Makes technical changes to correspond to the provisions in subdivision 1b of the section.
 - Subd. 1b. State bilingual and multilingual seals.** (a) Establishes voluntary state bilingual and multilingual seals to recognize high school graduates who demonstrate level 5 functional native proficiency in speaking and reading on either the Foreign Services Institute language proficiency tests or on equivalent valid and reliable assessments in one or more languages in addition to English. Declares that American

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Sign Language is a language other than English for purposes of this subdivision and a world language under subdivision 1a.

(b) In addition to demonstrating language proficiency under paragraph (a), requires students: to satisfactorily complete all English language arts credits; and, if the student's primary language is not English, to demonstrate mastery of Minnesota's English language proficiency standards.

(c) Makes a student who demonstrates functional native proficiency in one language in addition to English eligible to receive the state bilingual seal. Makes a student who demonstrates functional native proficiency in multiple languages in addition to English eligible to receive the state multilingual seal.

(d) Directs school districts and charter schools, in consultation with regional centers of excellence, to give students periodic opportunities to demonstrate their level of proficiency in speaking and reading in a language in addition to English. Where valid and reliable assessments are unavailable, allows school districts and charter schools to rely on a licensed foreign language immersion teacher or a nonlicensed community expert to assess a student's level of foreign, heritage, or indigenous language proficiency. Requires school districts and charter schools to maintain appropriate records to identify students who are eligible to receive a seal. Requires school districts and charter schools to affix the seal to students' transcripts and allows the seal to be affixed to students' high school diplomas. Prohibits school districts and charter schools from charging students a fee for a seal.

(e) Allows school districts and charter schools to award elective course credits in world languages to a student in demonstrates proficiency in a language other than English.

(f) Allows school districts and charter schools to award community service credit to students who demonstrate level 5 functional native proficiency in speaking and reading in a language other than English and who participate in community service activities that are integrated into the curriculum, involve the participation of teachers, and support biliteracy in the school or community.

(g) Directs the education commissioner to develop a Web page for electronic delivery of the seals. Requires the commissioner to list on the Web page those assessments that are equivalent to the Foreign Services Institute language proficiency tests and make all language proficiency tests and equivalent assessments available to school districts and charter schools at no more than actual cost.

(h) Directs MNSCU colleges and universities to award foreign language credits to students who receive a bilingual or multilingual seal and allows the colleges and universities to award foreign language credits to students who receive world language proficiency certificates under subdivision 1a.

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

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3 School district process for reviewing curriculum, instruction, and student achievement; striving for the world's best workforce.

Subd. 1. Definitions. (a) Amends the definition of "instruction" to mean learning experiences that enable students, including racial, ethnic, and linguistic groups of students, to meet state and local standards and graduation requirements.

(c) Amends the definition of "world's best workforce" to include closing the achievement gap among all racial, ethnic, and linguistic groups of students

Subd. 1a. Performance measures. (a) Amends the measures to determine district and site progress in striving to create the world's best workforce to include the size of the gap in students' access to rigorous coursework and enrichment experiences.

Subd. 2. Adopting plans and budgets. Requires a school district's long-term strategic plan to include strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners.

Subd. 3. District advisory committee. Directs the district advisory committee to: provide translation to the extent appropriate and practicable; and pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults.

Subd. 4. Site team. Allows a school to establish a site team to develop and implement practices and strategies to improve cultural competencies, including cultural awareness and cross-cultural communication at the school.

Subd. 5. Report. Directs a school board to hold an annual public meeting to review and revise strategies and practices for improving curriculum and instruction and cultural responsiveness, including cultural awareness and cross-cultural communication.

Subd. 7. Periodic report. Directs school districts to periodically survey affected constituencies in their native language where appropriate and practicable.

Subd. 9. Annual evaluation. (b) Directs the education commissioner to identify those school districts in any consecutive three-year period not making sufficient progress toward improving teaching and learning for all students, including English learners with varied needs.

4 Regional centers of excellence. (a) Directs the regional centers to assist districts and schools with: supporting culturally responsive teaching and learning aligning the development of academic English proficiency, state and local academic standards, and career and college readiness benchmarks; engaging parents, families, youth, and the community in programs and activities that foster collaboration and shared accountability for the achievement of all students; and translating district forms and other information such as a multi-lingual glossary of commonly used education terms. Directs centers to work with site leadership teams to

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provide effective and differentiated programs and instruction for different types of English learners, including English learners with limited or interrupted formal schooling and long-term English learners.

5 Reading proficiently no later than the end of third grade.

Subd. 1. Literacy goal. Defines the legislature's literacy goal as having every child read at or above grade level no later than the end of grade 3, including English learners.

Subd. 2. Identification; report. Requires reading assessments in English and, where practicable in the predominant native languages of district students, to identify and evaluate students' areas of academic need related to literacy. Requires school districts to monitor the progress and provide reading instruction appropriate to the specific needs of English learners. Directs school districts to use a locally adopted, developmentally appropriate, and culturally responsive assessment.

Subd. 2a. Parent notification and involvement. Requires schools annually to give parents of children not reading at grade level timely information about strategies the parents may use at home to help their children succeed in becoming proficient in reading in English and in their native language.

Subd. 3. Intervention. Makes technical changes. Adds programs that strengthen students' cultural connections to the list of suggested intervention methods.

Subd. 4. Staff development. Directs school districts to use data to provide staff development opportunities for elementary teachers to: provide reading and oral language instruction that meets students' developmental, linguistic, and literacy needs, including writing; maximize the oral language and linguistic strengths of English learners in their native language in order to cultivate the students' English language development, including oral academic language, and build academic literacy; provide training in culturally responsive pedagogy that enables students to master content, develop skills to access content; and build relationships.

Subd. 4a. Local literacy plan. Directs school districts to adopt a local literacy plan to have every child reading at or above grade level by the end of grade 3, including English learners.

6 Planning for students' successful transition to postsecondary education and employment; involuntary career tracking prohibited. (a) Requires student plans to be premised on developing 21st century skills including creativity, communication, and critical thinking.

(c) Requires educators to possess the knowledge and skills to effectively teach all English learners in their classroom. Requires school districts to provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

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- 7 State growth target; other state measures.** (a) Adds experts in culturally responsive teaching to the group of assessment and evaluation experts consulting with the commissioner on the state's educational assessment system.
- (f) Directs the commissioner, in consultation with experts in assessing the language proficiency and academic performance of English learners, to identify and report appropriate and effective measures to improve current categories of language difficulty and assessments, monitor and report data on students' English proficiency levels, program placement, and academic language development, including oral academic language.
- 8 School performance reports.** Adds the acquisition of English and, where practicable, native language academic literacy, including oral academic language, and the academic progress of English learners to the list of school performance measures the education commissioner and school districts must publicly report.
- 9 Comprehensive, scientifically based reading instruction.** (a) Requires reading instruction to include interventions so that students can read, comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, encourages school districts to use strategies that teach reading and writing in students' native language and English at the same time.
- 10 License and rules.** (g) Requires all teacher candidates to be prepared in English language development and content instruction for English learners in order to be able to effectively instruct English learners in their classroom. Directs the board of teaching to recognize the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways.
- (i) Directs the board of teaching to require licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in English language development and specially designed content instruction in English for English learners.
- Makes this section effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.
- 11 Preparation programs.** Requires school administrator preparation programs to include instruction on meeting the varied needs of English learners, from young children to adults, in English and, where practicable, in students' native language.
- Makes this section effective August 1, 2015, and applicable to individuals entering a school administrator program after that date.
- 12 Rules for continuing education requirements.** Requires continuing education programs for school administrators to provide information and training about building coherent and effective English learners strategies that include relevant professional development, accountability for student progress, students' access to the general education curriculum, and sufficient staff capacity to effect these strategies.

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Makes this section effective August 1, 2015, and applicable to school administrators renewing their administrator's license after that date.

- 13** **Teacher and support personnel qualifications.** (d) Requires teacher candidates to demonstrate the knowledge and skills needed to provide appropriate instruction to English learners to support and accelerate their academic literacy, including oral academic language, and achievement in content areas in the regular classroom.

Makes this section effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.

- 14** **Reading strategies.** Requires teacher candidates to be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills.

Makes this section effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.

- 15** **Expiration and renewal.** Requires licensed teachers, as a condition of renewing their teaching license, to demonstrate professional reflection and growth in best teaching practices including, among other things, practices in meeting the varied needs of English learners, from young children to adults.

Makes this section effective August 1, 2015, and applicable to licensed teachers renewing their teaching license after that date.

- 16** **Bilingual and English as a second language teachers; licenses.**

Subd. 1. Bilingual and English as a second language licenses. Makes the study and training requirements for bilingual and English as a second language licensure applicants consistent with subdivision 4.

Subd. 2. Persons holding general teaching licenses. Makes technical changes

Subd. 3. Employment of teachers. Repeals this subdivision prohibiting teachers employed in a bilingual education or English as a second language program from being employed to replace any presently employed teacher who otherwise would not be replaced.

Subd. 4. Teacher preparation programs. Requires teacher preparation programs to provide instruction in implementing research-based practices designed specifically for English learners. Requires programs to focus on developing English learners' academic language proficiency in English, including oral academic language, giving English learners meaningful access to the full school curriculum, developing culturally relevant teaching practices appropriate for immigrant students, and providing more intensive instruction and resources to English learners with lower levels of academic English proficiency and varied needs.

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Subd. 6. Affirmative efforts in hiring. In hiring for bilingual education program positions, directs districts to give preference to native speakers who share a native language with the majority of their students.

Makes subdivision 3 effective immediately. Makes subdivision 4 effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.

- 17** **Development, evaluation, and peer coaching for continuing contract teachers.** (b) Requires teachers' annual evaluation process to include longitudinal data on the academic literacy, including oral academic language, and achievement of content areas of English learners.
- 18** **Development, evaluation, and peer coaching for continuing contract teachers.** (b) Requires teachers' annual evaluation process to include longitudinal data on the academic literacy, including oral academic language, and achievement of content areas of English learners.
- 19** **Plan components.** Requires the Q-Comp educational improvement plan to: include assessment and evaluation tools to measure student performance and progress, including the academic literacy, oral academic language, and achievement of English learners, among other measures; and be based on national and state standards of effective teaching practice applicable to all students including English learners with varied needs.
- Makes this section applicable to educational improvement plans approved after August 1, 2014.
- 20** **Alternative teacher professional pay system.** Requires the Q-Comp alternative teacher professional pay system agreement to use measures of student achievement including the academic literacy, oral academic language, and achievement of English learners, among other measures, to evaluate teachers' performance and calculate any compensation increases.
- Makes this section applicable to alternative teacher professional pay system agreements approved after August 1, 2014.
- 21** **Effective staff development activities.** (a) Requires staff development activities to provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies needed to ensure students' long-term academic success, the means to effectively use assessment data on academic literacy, oral academic language, English language development of English learners, and skills to support native and English language development across the curriculum.
- 22** **Contents of plans.** Requires a staff development plan to address issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement.

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- 23 Staff development outcomes.** Requires staff development activities to use research-based best practices, meet the needs of a diverse student population including English learners, and provide an inclusive curriculum for a linguistically diverse student population.
- 24 Program components.** Requires a school district's teacher residency program to include differentiated instructional strategies, effective use of student achievement data, and support for native and English language development across curriculum and grades, among other things.
- 25 Principals' leadership institute.** Requires the principals' leadership institute to provide professional development to school principals by providing training to analyze data using culturally competent tools.
- 26 People to be served.** Requires state-approved alternative program centers, when serving English learners and their families, to take into account the variations in students' backgrounds and needs and the amount of time and the staff resources needed for students to overcome gaps in their education and to develop English proficiency and work-related skills.
- 27 Achievement contract.** Allows site-based achievement contracts to include site-based strategies for English language instruction targeting teachers of English learners and all teachers and school administrators.
- 28 Duties; evaluation.** Makes principals responsible for supporting and improving teaching practices, school performance, and student achievement for diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students, among others.
- 29 Program requirements.** Encourages early childhood family education (ECFE) programs to provide parents of English learners with translated oral and written information to monitor the program's impact on their children's English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency. Requires ECFE programs to include learning experiences that promote children's early literacy and, where practicable, their native language skills.
- 30 Program requirements.** Requires school readiness program providers to: assess children's language skills to improve program planning and implementation, communicate with parents, and promote kindergarten readiness; and have teachers knowledgeable in native and English language development programs.
- 31 Local education and employment transitions systems.** Requires a local education and employment transitions systems plan to: increase instruction in English language proficiency; provide staff training in methods of instruction that incorporate English language proficiency; identify current and emerging native and English language development needs of the area or region; and make continuing to work with learners who need English language development part of the program warranty.

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32 **Adult basic education.**

Subd. 1. Program requirements. (a) Requires an adult basic education program to offer English language instruction.

(e) Requires an adult basic education program to include measures of student progress toward work-based competency and, where appropriate, English language proficiency requirements established by the commissioner and posted on the department Web site in a readily accessible location and format.

Subd. 2. Program approval. (a) Requires the education commissioner to approve an adult basic education program based on how English language proficiency will be met.

(b) Requires the education commissioner to approve an adult basic education program for up to five years that demonstrates capacity to: offer learning opportunities and support the service choices of adults at all basic skill and English language levels of need; and address the needs adults have for English language learning support services.

Subd. 3. Accounts; revenue; aid. Makes technical changes.

Subd. 5. Basic service level. Requires the basic service level for a program to describe minimum levels of academic and English language instruction and support services provided at each site.

Subd. 7. Performance tracking system. Requires the tracking system for an adult basic education program to collect data on core outcomes for learners, including English learners.

Subd. Standard high school diploma for adults. (b) Requires individuals participating in an adult basic education program of instruction, where appropriate, to demonstrate English language proficiency.

33 **Adult basic education supplemental service grants.** Allows the commissioner to make supplemental adult basic education service grants for initiatives to accelerate English language acquisition and the achievement of career and college ready skills among English learners.

34 **English learner.** (a) Defines an English learner as a pupil who is determined to lack the necessary English skills to fully participate in academic classes taught in English based on a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures.

(b) Declares that a pupil enrolled in any grade 4 through 12 who in the previous school year took a commissioner-provided assessment measuring the pupil's emerging academic English shall be counted as an English learner in calculating English learner pupil units and generate English learner aid if the pupil scored below the state cut-off score or is otherwise counted as

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a nonproficient participant on the assessment measuring the pupil's emerging academic English and, in the judgment of the pupil's classroom teachers, the pupil is unable to demonstrate academic language proficiency in English, including oral academic language, sufficient to successfully and fully participate in the general core curriculum in the regular classroom.

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

- 35 English learner; interrupted formal education.** Includes in the definition of English learner an English learner with an interrupted formal education who meets certain criteria.

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

- 36 Public engagement; progress report and budget process.** Amends a cross reference in the achievement and integration for Minnesota program to correspond to state bilingual and multilingual seals.

- 37 Parental involvement programs.**

Subd. 1. Program goals. Requires parental involvement programs to help parents recognize and meet the native and English language development needs of their children. Makes technical changes.

Subd. 2. Plan contents. Requires model parental involvement program plans to include procedures for coordinating the program with the World's Best Work Force.

Subd. 3. Plan activities. Requires activities included in a model parental involvement program plan to include: engaging liaison workers to foster linguistic and culturally competent communications; and multilingual programs and opportunities for parents. Makes technical changes.

- 38 Parent and family involvement policy.** (a) Encourages local school boards to adopt and implement a parent and family involvement policy that promotes and supports oral and written communication in families' native language and welcomes parents in the school using networks that support families' cultural connections.

(c) requires school boards to consider research-based best practices when implementing the parent and family involvement policy.

- 39 Powers and duties; report.** Requires the Statewide Longitudinal Education Data System (SLEDS) to: report educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of student progress toward career and college readiness; and evaluate the relationship between education and workforce outcomes, consistent with the section governing education and employment transition partnerships (Minn. Stat. § 124D.49).

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- 40** **Review of world language competencies.** Directs the education commissioner and the MnSCU chancellor to consult with world language faculty at the University of Minnesota and MnSCU and review specific competencies students master in attaining a world language proficiency seal or certificate. Directs the commissioner and the chancellor to report to the legislature by February 15, 2015.

Makes this section effective immediately.

- 41** **Repealer.** Repeals Minnesota Statutes, section 122A.19, subdivision 3, prohibiting teachers employed in a bilingual education or English as a second language program from being employed to replace any presently employed teacher who otherwise would not be replaced, effective immediately.

Article 2: General Education

- 1** **Providing transportation.** Requires a school board to provide transportation to and from the home of a child with a disability who is not yet enrolled in kindergarten when special instruction and services are provided in a district facility, a placement contracted for by the district, or a Head Start program if the Head Start program doesn't provide transportation.

- 2** **Continued enrollment for students placed in foster care.** Allows a pupil enrolled in a school district who is placed in foster care in another district to remain enrolled in the previous district without need for approval from that previous district. Also does not require the approval of the district where the pupil's foster home is located.

- 3** **Innovative delivery of education services and sharing of district resources; pilot project.**

Subd. 1. Establishment; requirements for participation. Allows the pilot project to continue through June 30, 2018, or for up to a five-year term, whichever comes first.

Subd. 2. Commissioner's role. Allows an interested group of school districts to submit a completed application to the commissioner of education by March 1 of any year. Allows the commissioner to select up to six qualified applicants by April 1 of any year.

Subd. 3. Pilot project evaluation. Directs the commissioner to submit an interim report by February 1, 2016, and a final report by February 1, 2019.

- 4** **Effective date.** Makes the changes in the innovative delivery of education services pilot project effective immediately.

Article 3: Education Excellence

- 1** **Admissions forms; remedial instruction.** (b) Strikes language requiring the education department to evaluate summary data provided to the department by public post secondary

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institutions on the extent and content of the remedial instruction the institutions provided during the previous academic year to recent graduates of Minnesota public high schools and the assessment results and academic performance of those students.

- 2** **Revisions and reviews required.** (b) Directs the education commissioner to revise state academic standards in math beginning in the 2015-2016 school year and every 10 years thereafter.
- (c) Directs the education commissioner to review and revise state academic standards in art beginning in the 2016-2017 school year and every ten years thereafter.
- (d) Directs the education commissioner to review and revise state academic standards in science beginning in the 2017-2018 school year and every ten years thereafter.
- (e) Directs the education commissioner to review and revise state academic standards in language arts beginning in the 2018-2019 school year and every ten years thereafter.
- (f) Directs the education commissioner to review and revise state academic standards in social studies beginning in the 2019-2020 school year and every ten years thereafter.
- 3** **Definitions.** (a) Amends the definition of “instruction” under the World's Best Work Force law to include applied and experiential learning.
- (d) Defines “experiential learning” to mean learning for students that includes career exploration through a specific class or course or through work-based experiences.
- 4** **Performance measures.** Makes a technical change to correct a NAEP reference.
- 5** **Regional centers of excellence.** (a) Allows the regional centers to assist districts and schools with common principles of effective practice that includes implementing evidence-based practices such as applied and experiential learning, contextualized learning, competency-based curricula and assessments, and other nontraditional learning opportunities, among other evidence-based practices.
- (b) Directs the education department to assist regional centers to establish a coherent statewide system of regional support to implement secondary and postsecondary career pathways and technical education.
- 6** **Planning for students’ successful transition to post secondary education and employment; personal learning plans.** Directs school districts to assist students to explore their educational, college, and career interests, aptitudes, and aspirations and develop a transition plan to post secondary education or employment. Requires plans to: prepare students to complete a career and college ready curriculum by meeting state academic standards and developing career and employment related skills; help students identify their interests, aptitudes, aspirations, and personal learning styles that may affect their career and college ready goals; set appropriate career and college ready goals and time lines for achieving the goals; and integrate strong academic content into applied and experiential learning opportunities as well as the reverse, among other requirements.

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Makes this section effective immediately.

- 7** **Statewide testing.** (d) Directs the education commissioner and MnSCU chancellor to align instruction and assessments for ABE and EL students to provide the students with the supports they need to make assessments and other performance measures accessible.
- (k) For purposes of statewide accountability, defines “career and college ready” to mean a high school graduate has the knowledge, skills, and competencies needed to pursue a career pathway including post secondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Defines students who are career and college ready as able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- (l) Defines “cultural competency” for purposes of statewide accountability.
- 8** **State growth target; other state measures.** Directs the education commissioner to report measures of student growth, including the English language development, academic progress, and oral academic development of English learners and their native language development if the native language is used for instruction.
- 9** **Improving schools.** Directs the education commissioner to report annually to the public and the legislature on best practices in those schools that demonstrate high growth.
- 10** **License and rules.** (b) Directs the board of teaching to adopt rules for initial teacher licensure that require individuals to demonstrate the levels of proficiency on Minnesota’s career and college readiness assessments recommended by the board of teaching for admission to a teacher preparation program or to attain an equivalent composite score on the ACT Plus Writing or the SAT. Allows the board to issue up to two temporary one-year teaching licenses to an otherwise qualified candidate who has not yet demonstrated the requisite levels of performance on Minnesota’s career and college readiness assessments or attained the requisite composite score on the ACT Plus Writing or the SAT. Requires board rules to direct institutions offering board-approved teacher preparation programs to provide remedial assistance to individuals who did not attain the requisite composite score on the ACT Plus Writing or the SAT. Allows individuals teaching under a temporary one-year license for two consecutive school years who do not attain the requisite composite score on the ACT Plus Writing or the SAT during that time to receive an initial teaching license if: the individual’s transcript from an accredited college or university shows the person received credit for courses in math and writing; and the school administrator who supervised the individual during that two-year period transmits a signed letter to the board stating that the individual is able to perform basic job responsibilities requiring reading, writing, and math skills. Exempts from the effects of this paragraph those non-native English speakers who meet the board’s content and pedagogy requirements and who provide direct instruction in their native language or world language instruction. Requires a teacher candidate’s official ACT Plus Writing or the SAT score to be not more than ten years old at the time of license.
- (d) Directs the board’s redesign rules to create flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students’ participation in language

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immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project and place-based learning, among other career and college ready offerings.

Makes this section applicable to individuals applying to the board of teaching for their initial license August 1, 2015, or later.

- 11** **Teacher and support personnel qualifications.** (b) Directs the board of teaching to adopt rules for initial teacher licensure that require individuals to demonstrate the levels of proficiency on Minnesota's career and college readiness assessments recommended by the board of teaching for admission to a teacher preparation program or to attain an equivalent composite score on the ACT Plus Writing or the SAT. Allows the board to issue up to two temporary one-year teaching licenses to an otherwise qualified candidate who has not yet demonstrated the requisite levels of performance on Minnesota's career and college readiness assessments or attained the requisite composite score on the ACT Plus Writing or the SAT. Requires board rules to direct institutions offering board-approved teacher preparation programs to provide remedial assistance to individuals who did not attain the requisite composite score on the ACT Plus Writing or the SAT. Requires school districts to provide similar assistance to the teachers employed in the district under a temporary teaching license. Directs the board to report annually to the legislature on the total number of teacher candidates during the most recent school year who have not attained the requisite composite score on the ACT Plus Writing or the SAT or have not passed a content or pedagogy test, disaggregated by categories of race, ethnicity, and eligibility for financial aid.

(c) Directs the board of teaching to grant teaching licenses only to those individuals who have demonstrated the requisite levels of performance on Minnesota's career and college readiness assessments or attained the requisite composite score on the ACT Plus Writing or the SAT. Allows individuals teaching under a temporary one-year license for two consecutive school years who do not attain the requisite composite score on the ACT Plus Writing or the SAT during that time to receive an initial teaching license if: the individual's transcript from an accredited college or university shows the person received credit for courses in math and writing; and the school administrator who supervised the individual during that two-year period transmits a signed letter to the board stating that the individual is able to perform basic job responsibilities requiring reading, writing, and math skills. Exempts from the effects of this paragraph those non-native English speakers who meet the board's content and pedagogy requirements and who provide direct instruction in their native language or world language instruction. Requires a teacher candidate's official ACT Plus Writing or the SAT score to be not more than 10 years old at the time of license.

Makes this section applicable to individuals applying to the board of teaching for their initial license August 1, 2015, or later.

- 12** **Applicants licensed in other states.** (b) Directs the board of teaching to issue a teaching license to an otherwise qualified out-of-state applicant whose scope of license is no more than two, instead of one, grade levels less than a similar Minnesota license.

(c) Directs the board of teaching to issue up to three temporary one-year teaching licenses to

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an otherwise qualified out-of-state applicant to teach the same content field and grade levels for which the applicant was licensed if the scope of the out-of-state license is no more than two grade levels, instead of one grade level less than a similar Minnesota license.

(h) Directs the board of teaching to require out-of-state applicants for a Minnesota teaching license to demonstrate the applicant's attainment of either the requisite composite score on the ACT Plus Writing or the SAT unless, notwithstanding other statutory provisions governing out-of-state licensure applicants, an applicable board-approved interstate reciprocity agreement exists to allow fully certified teachers from other states to transfer their certification to Minnesota without need for additional exams or other preparation requirements.

Makes this section effective August 1, 2015.

- 13 Employment exemptions for retired teachers.** Allows teachers to be employed as a behind-the-wheel instructor after retirement.

Makes this section effective immediately.

- 14 Effective staff development activities.** Requires staff development activities to provide opportunities for staff to learn about current workforce trends and the connections between such trends and post secondary education and training options, including career and technical education options.

- 15 Contents of a plan.** Requires a staff development plan to maintain a strong subject matter focus on student learning goals, consistent with students' transition plan to post secondary education and employment.

- 16 Staff development outcomes.** Makes improving student achievement in all areas of the curriculum, including areas of regular academic and applied and experiential learning, a staff development goal.

- 17 Investigation of disciplinary actions taken against prospective teachers.** (a) Directs a prospective school district employer to contact both the board of teaching to determine whether the board has taken disciplinary action against the teacher and the education department for any determinations of child maltreatment involving the teacher. Requires the board of teaching and the education department to respond within two business days to the request for information. Directs the prospective school district employer to obtain public data from the board and the department related to the disciplinary action or determination of maltreatment. Directs the board and the department to disseminate public licensing data to the prospective school district employer within five business days.

(b) Directs the prospective school district employer to require a prospective teacher employee to include in their employment application any information about disciplinary actions taken against the individual.

- 18 Pupil application procedures.** Strikes language requiring a pupil and the pupil's parent to explore with a guidance counselor or other appropriate district staff the pupil's academic or other reasons for applying to enroll in a nonresident district under the state's open enrollment

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law. Requires a pupil's parent to submit a signed application by January 15 for the pupil to open enroll in another district in the proximate school year. Rejects electronic signatures except as provided by department policy. Requires the application to be on an unmodified department form. For pupils who move to a new resident school district, allows the pupil to remain enrolled in the nonresident district but requires a new form to be submitted to update the pupil's residency information.

- 19** **Achievement and integration district transfers.** Strikes obsolete references to desegregation in the state's open enrollment law and instead inserts references to achievement and integration.
- 20** **Nonresident district procedures.** Requires a school district to notify a parent in writing by February 15 whether the application has been accepted or rejected or within 30 days for an application submitted after January 15 for an achievement and integration district transfer. Requires a parent to notify a nonresident district by March 1 or within 15 days whether the pupil intends to enroll in the nonresident district. For pupils who move to a new resident school district, allows the pupil to remain enrolled in the nonresident district but requires a new form to be submitted to update the pupil's residency information. If a parent fails to notify a nonresident district by the January 15 deadline, if applicable, prohibits the pupil from enrolling in the nonresident district in the proximate school year unless both the resident and nonresident school boards agree otherwise. Requires a nonresident district to notify the resident district by March 15 or 30 days later of the pupil's intent to enroll in the nonresident district.
- 21** **Lotteries.** For school districts with more open enrollment applications than available seats in a specific grade level, requires the district to hold a lottery after the January 15 deadline to determine which nonresident students may enroll. Requires districts to give priority to enrolling siblings of currently enrolled nonresident students and to applications related to an approved integration and achievement plan. Requires a school board to establish and approve the district's lottery process and related policy and have the policy posted on the district Web site.
- 22** **Basis for decisions.** Requires a school board to adopt standards for accepting and rejecting open enrollment applications. Precludes a school district from rejecting applications based on: special education program capacity; or on a student's status, including achievement, abilities, disabilities, English language proficiency, disciplinary record, or residency unless the district's enrollment strategies directly implicate an approved achievement and integration program.
- 23** **Enrollment priority.** (b) Requires postsecondary institutions that enroll a secondary student in a course under the state's postsecondary enrollment options program to also enroll an otherwise qualified and enrolled postsecondary student who qualifies as a veteran if the veteran can demonstrate to the postsecondary institution's satisfaction that the institution's enrollment time lines were not practicable for the veteran.

Makes this section effective July 1, 2014.

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- 24** **Purposes.** Indicates that the primary purpose of the charter school section is to improve all pupil learning and all student achievement and increase learning opportunities for all pupils.
- 25** **Authorizer.** Includes within the definition of “single purpose authorizer” a nonprofit limited liability company organized solely for chartering schools.
- Makes this section effective immediately.
- 26** **Formation of a school.** (b) Requires an authorizer to file an affidavit by May 1 to be able to charter a new school in the next school year after the commissioner approves the authorizer’s affidavit. Requires the education commissioner to approve or disapprove an authorizer’s amended affidavit within 15 business days of receiving the authorizer’s response to deficiencies previously noted by the commissioner.
- (j) Strikes the existing language in and proposes new language for this paragraph. Allows a charter school to apply to its authorizer to add grades or sites beyond what the charter provides. Directs the authorizer to submit a supplementary affidavit to the commissioner by October 1 if the authorizer approves the school’s application. Requires the supplementary application to demonstrate the need for the expansion, a longitudinal record of student academic performance and growth, a history of school finances and a plan for financing the expansion, and a plan to administer and manage the expansion.
- (k) Requires the education commissioner to approve or disapprove an authorizer’s amended supplemental affidavit within 15 business days of receiving the authorizer’s response to noted deficiencies.
- 27** **Charter contract.** Makes the performance of all students the most important factor in determining whether to renew a charter school contract.
- 28** **Audit report.** (a) Directs a charter school to include in its audit report copies of the management agreements with a charter or educational management organization and service agreements or contracts above a certain threshold. Requires the agreement to detail the services provided and the annual costs of the services.
- 29** **Federal, state, and local requirements.** (f) Allows a charter school to offer a free pre-school or kindergarten program. Declares that once a student enrolls in the school, the student is considered an enrolled student until the student formally withdraws from the school or is expelled under the Pupil Fair Dismissal Act.
- (t) Declares that the teacher evaluation process does not create additional employment rights for teachers.
- (v) Obligates charter schools to comply with all pupil transportation requirements that include transporting pupils who live two or more miles from school.
- 30** **Admission requirements.** Requires a charter school that is located in a township and serves students in pre-kindergarten through grade 6 to give enrollment preferences to the students and their siblings who reside within a five-mile radius of the school. Requires a charter school to give preference to enrolling students currently enrolled in the school’s free

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preschool or pre-kindergarten program who are eligible to enroll in kindergarten in the next school year.

Makes this section effective for the 2014-2015 school year and later.

- 31** **Affiliated nonprofit building corporation.** (a) Allows a charter school to organize an affiliated nonprofit building corporation to purchase and renovate an existing facility or to construct a new facility if the charter school has: operated for at least six years; as of June 30 a net positive unreserved general fund balance in the three preceding years; long-range strategic and financial plans that include enrollment projects; completed a feasibility study of facility options; and a plan for project parameters and budget.

(b) Requires an affiliated nonprofit building corporation to post on the school Web site the name, mailing address, bylaws, minutes of board meetings, and current board members' names. Requires the corporation to submit a copy of its annual audit to the commissioner by December 31.

Strikes existing language on organizing an affiliated nonprofit building corporation.

(d) Makes the authorizer responsible for monitoring the corporation's compliance with the law. Declares that a board of directors' failure to ensure that a corporation complies with the law is a violation of the board's responsibilities and a factor for the authorizer to be considered when evaluating the charter school.

- 32** **Positive review and comment. Strikes existing language.** Prohibits a charter school or its affiliated nonprofit building corporation from finalizing a purchase agreement or construction contract in excess of \$1,400,000 before receiving a positive review and comment from the commissioner. Declares null and void a purchase agreement or construction contract finalized before a positive review and comment.

- 33** **Building lease aid.** Directs the education commissioner to approve building lease aid for a facility lease only if the lease has a closure clause allowing the school to be relieved from its lease obligations if the charter contract is terminated or not renewed. Makes a charter school responsible for lease obligations in effect before a contract is terminated or not renewed.

- 34** **Career and technical revenue.** (a) Makes a technical change to a cross reference in a clause allowing a school district with an approved career and technical program to expend program revenue for contracted services provided by a public or private agency other than a school district or cooperative center.

(b) Strikes the language in this paragraph allowing up to 10 percent of a district's career and technical revenue to be spent on equipment purchases and requiring districts making equipment purchases to report to the department on the improved learning opportunities for students resulting from the purchase.

(b), (c), (d) Reletter subsequent paragraphs and correct internal cross references.

- 35** **Revenue guarantee.** Amends an internal cross reference affecting the career and technical revenue calculation.

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36 Revenue adjustments. Makes a technical change.

37 Standard high school diploma for adults. Links existing statutory language establishing eligibility for a standard adult high school diploma to the section establishing the requirements for this diploma.

Makes this section effective August 1, 2014.

38 Standard adult high school diploma requirements. (a) Directs the education commissioner to establish criteria and requirements for eligible adult basic education consortia to effectively operate and provide instruction under this section.

(b) Directs an eligible and interested adult basic education consortium to apply to the commissioner for approval to provide an adult high school diploma program for adult basic education students. Requires an approved consortium to submit data annually to demonstrate its compliance with federal and state law, its approved application, and the efficacy of its adult high school diploma program. Directs the commissioner to use the data to evaluate the program at least every five years. Allows the commissioner to limit the number or size of programs based on specified criteria.

(c) Requires a program provider to work with a student to: identify the student's goals, skills, and experiences, required competencies already completed, and goals and options for viable career pathways; assess the student's instructional needs; and develop an individualized learning plan to guide the student in completing program requirements and realizing career goals. Requires the program provider to provide the student ongoing advice, monitor the student's progress, and provide the student with needed academic support services. Directs the program provider to conduct an exit interview to examine the student's experience with the program and to help the student transition to training, a career, or post secondary education.

(d) Requires competencies and other program requirements to be rigorous and uniform and align with state high school standards applicable to adult learners and their career and college needs. Requires the commissioner to establish competencies, skills, and knowledge requirements in language arts, math, career development and employment-related skills, social studies, and science.

(e) Allows students to demonstrate completion of program requirements by verification of the student's prior experiences, knowledge and skills measures by assessments or credentials, adult basic education instruction and course completion, and applied and experiential learning.

(f) Requires program providers to transmit the records of transfer students. Directs the commissioner to establish a uniform format and transcript for recording student work and preserving and transferring student records. At the student's request, requires program providers to transmit a student's records to other entities.

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(g) Allows the commissioner to issue a standard adult high school diploma and transmit the student's transcript and record of work. Allows a school district that is a member of an approved consortium to issue a district diploma.

(h) Directs the commissioner to identify best practices for adult basic education programs and develop recommendations to assist approved consortia in providing an adult high school diploma program. Directs the commissioner to assist program providers.

(i) Directs the commissioner to consult with practitioners on establishing standards, requirements, and other criteria to ensure that individuals with a standard adult high school diploma are as equally well prepared and qualified graduates as individuals with a standard high school diploma. Directs the commissioner, in consultation with the practitioners, to regularly review program requirements and diploma standards.

Makes this section effective August 1, 2014.

39 Desegregation/Integration and Inclusive Education Rules. Strikes an obsolete date. Clarifies that desegregation/integration and inclusive education rules must be consistent with the Achievement and Integration for Minnesota program.

40 Career pathways and technical education; key elements; stakeholder collaboration. (a) Directs the P-20 partnership to work with major education stakeholders, groups and constituencies to recommend to the legislature ways to identify policy, administrative, and statutory changes affecting the World's Best Work Force, students' transition plan to post secondary education and employment, teacher and administrator licensing, and staff development, among other statutory provisions in order to effect and, if appropriate, revise a P-20 education system premised on students' individual career and college readiness plans and goals. Directs the P-20 partnership to consider how to: provide students access to knowledgeable individuals and reliable information to pursue career and technical education and other options; engage students in developing and reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning to help them realize their goals; and identify and apply measures of student progress and program efficacy that can accommodate students' prior education-related experiences and applied and experiential learning.

(b) Directs the P-20 partnership to recommend to the commissioner and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters, and pathways for students enrolled in a secondary school, post secondary institution, or work-based program. Lists the key elements of these programs of study.

(c) Directs education stakeholders to examine redesigning teacher and school administrator licenses and make recommendations to the board of teaching and the board of school administrators to create specialized licenses, credentials, and other endorsement forms to increase students' participation in career and college-ready opportunities. Also directs the education stakeholders to examine how to restructure staff development and training opportunities.

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(d) Directs the P-20 partnership to recommend to affected state agencies and post secondary institutions and systems how to create a mobile, Web-based hub for students and their families that centralizes existing resources on career and employment trends and the needed educational pathways.

Makes this section effective immediately.

- 41 Rules for open enrollees.** (c) Directs the Minnesota State High School League to adopt league rules making a student with an individualized education program or a 504 plan who transfers from one public school to another public school as a reasonable accommodation to reduce barriers to educational access immediately eligible to participate in league-sponsored varsity competition on the same basis as other students in the school to which the student transfers.

Makes this section effective immediately and applicable to all student transfers initiated after that date.

- 42 Consultation; career and technical education programs.** (a) Directs the education commissioner to consult with experts knowledgeable about secondary and post secondary career and technical education programs to determine the status and resources of specific career and technical education programs available in Minnesota.

(b) To accomplish paragraph (a), directs the commissioner to consider: the alignment between secondary and post secondary programs and academic and career and technical education content; the extent of secondary and post secondary programs offering students a progression of coordinated, nonduplicative courses needed to complete a career and technical education program; and opportunities for secondary students to acquire post secondary credit toward completing a career and technical education program.

(c) Directs the commissioner to report to the legislature by November 1, 2014, on the content, status, and resources of Minnesota's secondary and post secondary career and technical education programs and the rates of student participation and completion.

Makes this section effective immediately.

- 43 School year-long student teaching pilot project.**

Subd. 1. Establishment; eligibility. (a) Establishes a pilot program for the 2015-2016 through 2018-2019 school year to provide teacher candidates with intensified and authentic classroom learning and experience so that as newly licensed teachers they are equipped with the best research and best practices available and can immediately begin work to increase student growth and achievement.

(b) Declares as eligible an approved teacher preparation program interested in participating in a partnership with one or more school districts or charter schools if, during the 2014-2015 school year, the interested teacher preparation program identifies needed changes to its program curriculum, develops an implementation plan, and receives board of teaching approval to modify its application to the board, and meets

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the criteria of subdivision 2.

Subd. 2. Application and selection process. (a) Allows eligible partnerships to apply to the board of teaching. Requires an applicant to demonstrate its ability to offer a school year-long student teaching program that combines clinical opportunities, academic course work, and in-depth student teaching experiences. Requires a student teacher to have: ongoing access to mentors; ongoing coaching and assessment; assistance in providing an individual professional development plan; structured learning experiences in collaboration with local professionals and community experts; and receive payment for student teaching time.

(b) Directs the board of teaching to make an effort to select qualified and diverse applicants from throughout the state.

Subd. 3. Annual report; evaluation. Directs the board of teaching to annually transmit to the legislature by February 1 a data-based report showing participants' success in preparing newly licensed teachers.

Makes this section effective for the 2014-2015 through 2018-2019 school years.

44 Staff development. Notwithstanding other law, allows participating school districts to use staff development revenue to offer teacher candidates a school year-long student teaching experience.

45 Legislative report on K-12 students' experience with physical education. Directs the education commissioner to report to the legislature by January 15, 2015, on K-12 students' experience with physical education. Lists specific criteria to be addressed in the report.

Makes this section effective immediately.

46 Better aligning Minnesota's alternative professional pay system and teacher evaluation program. Directs the education commissioner to consult with experts and legislators on better aligning Minnesota's alternative professional pay system and teacher evaluation program and to report to the legislature by February 1, 2015, on effecting and funding an improved alignment.

Makes this section effective immediately.

47 Transition requirements; temporary teaching licenses. Requires a person who previously was eligible to receive a temporary teaching license to satisfy the requirements under sections 1 and 2 or 3 of this bill to obtain an initial teaching license.

Makes this section effective immediately.

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Article 4: Special Programs

- 1 Reasonable force standard.** Corrects obsolete cross references.
Makes this section effective immediately.
- 2 Definitions.** Strikes paragraph (c) defining an “individual interagency intervention plan” to mean a standardized written plan describing programs or services or funding sources available to eligible children with disabilities. Makes technical changes to conform with striking paragraph (c).
- 3 State Interagency committee.** Directs the education commissioner to convene a state interagency committee on the governor’s behalf. Strikes requirements: for 19 members; directing the Association of Minnesota Counties to appoint two county representatives as committee members, one of whom must be an elected official; developing guidelines for coordinating dispute resolution systems. Makes technical changes.
- 4 Additional duties.** Amends requirements governing interagency early intervention committee boards. Strikes requirements to: assist in removing barriers to local coordination of services; identify local funding for services provided to children with disabilities; use a standardized written plan for providing services; access the dispute resolution system and incorporate guidelines for coordinating services; use the evaluation process to measure local interagency success in improving the quality and coordination of services; and develop a transitional plan for children moving between system.
- 5 Responsibilities of school and county boards.** (a) Requires services to conform with a standard written plan instead of an Individual Interagency Intervention Plan.
(b) Makes conforming changes.
(c) Allows rather than requires service responsibilities for eligible children to be established in interagency or joint powers board agreements. Allows rather than requires interagency and joint powers board agreements to provide for coordinated interagency services. Makes a technical change.
- 6 Special instruction for children with a disability.** Defines “free appropriate public education” to mean special education and related services that: are provided at public expense, under public supervision and direction and without charge; meet state standards, including IDEA, Part B or C; include an appropriate preschool, elementary or secondary school education; and are provided to children ages 3 through 21 in conformity with an individualized education program that meets IDEA requirements and to infants and toddlers in conformity with individualized family service plan that meets IDEA requirements.
- 7 Individualized education programs; data reporting requirements.**
Subd. 1. Individualized education programs. Replaces incorrect terms so that the statute refers to an initial evaluation or re-evaluation and not an initial assessment or

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reassessment.

Subd. 2. Online reporting of required data. (a) For compliance and accountability purposes for children with disabilities and to increase the opportunities of educators and service providers to focus on teaching children with disabilities, directs the education commissioner to integrate and customize a statewide online system to collect and report required special education data to individuals with a legitimate educational interest and who are authorized by law to access the data.

(b) Directs the commissioner to consult with various experts on integrating, field testing, customizing, and sustaining the online system. Requires the online system, among other things, to:

- reduce teachers' paperwork burden and increase their opportunity to focus on teaching
- efficiently and effectively transmit transferring students' records to the extent authorized by chapter 13 on data practices or other applicable state or federal data practices law governing access to and dissemination of educational records,
- address language and other barriers preventing parents from communicating information about their children with disabilities,
- facilitate school districts' ability to bill third party payers for health-related services provided to a child with disabilities,
- help improve the interface among the online systems serving children with disabilities,
- have expert technical assistance readily available to work with/on the online system.

(c) Directs the education commissioner to use federal OSEP model forms to integrate and customize a state-sponsored universal special education online case management system, consistent with the requirements of state law and this subdivision. Directs the commissioner to use and RFP process to contract for needed technology and software. Requires the online system to be made available to school districts without charge beginning in the 2015-2016 school year. Requires a data audit trail to be established that may be accessed by the responsible authority to audit users' activity and security safeguards. Allows school districts to use the online system or contract with an outside vendor for the 2015-2016 through 2017-2018 school years and requires school districts to use this system beginning in the 2018-2019 school year for compliance reporting.

(d) Directs the commissioner to establish a public Internet web interface to provide information to educators, parents, and the public about special education reports, respond to special education queries, and use the information garnered from the interface to streamline and revise special education reporting and further adapt/customize the online system. Prohibits the web interface from providing access

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to the educational records of any individual child.

(e) Directs the commissioner to report annually to the legislature by February 1 on the status, changes, and sustainability of the online system.

Makes this section effective immediately.

8 **Standards for restrictive procedures.**

Subd. 1. Restrictive procedures plan. Requires school districts to inform the public about the district restrictive procedures plan including how schools will provide staff training on de-escalation techniques.

Subd. 2. Restrictive procedures. Makes a technical change.

Subd. 3. Physical holding or seclusion. Changes from March 1, 2014, to February 1, 2015, and later, the date by which stakeholders annually must recommend goals to the education commissioner for reducing the use of restrictive procedures and the commissioner must report to the legislature. Requires the summary data school districts report to the education department to include information about the use of reasonable force.

Subd. 6. Behavior supports. Strikes language on use of reasonable force related to positive behavior interventions and supports.

Subd. 7. Reasonable force. Allows use of reasonable force, consistent with applicable statutory provisions. Beginning in the 2014-2015 school year, requires school districts to collect and submit to the education commissioner summary data on district use of reasonable force that is consistent with the definition of physical holding or seclusion of a child with a disability under this section.

Makes this section immediately effective.

Restrictive procedures. Corrects an incorrect reference to a subsequent paragraph.

Makes this section effective immediately.

9 **Community transition interagency committee.** Allows rather than requires school districts or special education districts to cooperate with local counties in establishing a community transition interagency committee for youth with disabilities. Recommends rather than requires specific member representation on the committee. Strikes language requiring the committee to elect a chair and meet regularly. Allows rather than requires the committee to

prepare the youth for further education, employment, and independent living. Strikes language requiring the committee to follow commissioner procedures and prepare a yearly summary that must be disseminated by October 1.

10 **Interagency early intervention committees.** (a) Makes technical changes. Strikes representatives of county boards and school boards from the list of required members on the

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Interagency Early Intervention Committee. Strikes language requiring the committee to: establish and evaluate assessment and community learning systems and procedural safeguards and recommend improvements; assure development of individualized family service plans and individualized education programs and recommend assigning financial responsibility; facilitate development of a transition plan for children under three; and develop a legally enforceable policy to give another committee member access to nonpublic data.

11 Cross-subsidy report. Requires the commissioner to submit an annual cross-subsidy report to the legislature by March 30 instead of January 10.

12 Agency report to court; court review. Changes references from a child's individual interagency intervention plan to a child's standard written plan.

13 Definitions. Corrects an incorrect and obsolete cross reference.

Makes this section effective immediately.

14 Special education paperwork cost savings. Amends a 2013 general fund appropriation of \$1,763,000 to the department of education for special education paperwork cost savings to allow the appropriation to be used for contracting for the online system under section 1.

Makes this section effective immediately.

15 Rulemaking authority; special education task force recommendations. Directs the education commissioner to use expedited rulemaking process to make the rule changes recommended by the special education case load and rule alignment task force in its 2014 report to the legislature.

Makes this section effective immediately.

16 Repealer. Repeals section 125A.027, subdivision 3 (establishing now-outdated timelines by which governing boards of interagency early intervention committees must implement a coordinated service system for children with disabilities).

Article 5: Nutrition Overview

1 School food services fund. Requires capital expenditures for purchasing food service equipment to be made from the general fund and not the food service fund unless the restricted balance, instead of the unreserved balance, in the food service fund at the end of the last fiscal year is greater than the cost of the equipment being purchased.

2 Donations to food shelf programs. Allows schools and community organizations participating in federal child nutrition meal programs to donate unused food to food shelf programs if the food shelf: is a nonprofit corporation or affiliated with one; distributes food without charge to needy individuals; does not limit food distribution based on criteria other than need; and has a stable address and directly serves individuals.

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Article 6: Early Childhood Education, Self-Sufficiency, and Life-Long Learning Overview

- 1** **People to be served.** Provides state-approved alternative programs to secondary students but not adults.
- 2** **Family eligibility.** (a) Clarifies family eligibility requirements for early learning scholarships: requires a child to be three or four years old on September 1 of the current school year; and allows parents to document their children's current participation in the Food Distribution Program on Indian Reservations.

(c) Requires siblings of a scholarship recipient to be awarded a scholarship upon request if the sibling attends the same program and funds are available.

(d) Allows scholarships recipients to remain eligible for the scholarships until they enter kindergarten as long as funds are available.
- 3** **Early childhood program eligibility.** Makes a technical change from early childhood education scholarship to early learning scholarship.

Article 7: Libraries Overview

- 1** **Local support levels.** Eliminates a funding cross reference.
- 2** **Limitation.** Eliminates limitations on regional library basic support aid. Declares that regional library basic support aid must not be provided to a regional public library system for a participating city or county that decreases the amount of financial support for library operating costs below the maintenance of effort requirements for 2011.
- 3** **Eligibility.** At the request of the regional public library system, allows the education department to grant exceptions to the minimum open hours requirement for: emergency maintenance and repairs following a natural disaster; exceptional economic circumstances; building repair or maintenance affecting public service areas; or documented seasonal use patters.
- 4** **Consultation; libraries and service delivery.** Directs the education commissioner to consult with various experts on increasing service delivery and collaboration between library governance systems to ensure equitable and cost-effective access to library services throughout Minnesota and increase access to emerging electronic services. Directs the commissioner to report to the legislature by February 1, 2015.