

HOUSE RESEARCH

Bill Summary

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Overview

Contains proposed K-12 education policy and technical changes recommended by the Minnesota Department of Education.

Section

Article 1: 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.

Article 2: 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 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.

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- 2** **Revisions and reviews required.** (b) Allows the education commissioner discretion in deciding whether to revise state academic standards in math beginning in the 2015-2016 school year and every 10 years thereafter.
- (c) Allows the education commissioner discretion in deciding whether to revise state academic standards in art beginning in the 2016-2017 school year and every 10 years thereafter.
- (d) Allows the education commissioner discretion in deciding whether to revise state academic standards in science beginning in the 2017-2018 school year and every 10 years thereafter.
- (e) Allows the education commissioner discretion in deciding whether to revise state academic standards in language arts beginning in the 2018-2019 school year and every 10 years thereafter.
- (f) Allows the education commissioner discretion in deciding whether to revise state academic standards in social studies beginning in the 2019-2020 school year and every 10 years thereafter.
- 3** **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 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.
- 4** **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.
- 5** **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.

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- 6** **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.
- 7** **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.
- 8** **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.
- 9** **Charter contract.** Makes the performance of all students the most important factor in determining whether to renew a charter school contract.
- 10** **Federal, state, and local requirements.** Obligates charter schools to comply with all pupil transportation requirements that include transporting pupils who live two or more miles from school.
- 11** **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 districts 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.
- 12** **Revenue guarantee.** Amends an internal cross reference affecting the career and technical revenue calculation.
- 13** **Revenue adjustments.** Makes a technical change.
- 14** **Repealer.** Repeals sections 120B.35, subdivision 4 (requiring the education commissioner to report annually on the organizational and curricular practices in schools achieving medium or high student growth), and 122A.61, subdivision 2 (reserving \$5 times the number of resident pupil units for staff development purposes in districts operating a career teacher program).

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Article 3: Special Programs

- 1** **Definitions.** Strikes paragraph (e) 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 (e).
- 2** **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.
- 3** **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.
- 4** **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.
- 5** **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.
- 6** **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

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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.

- 7 Interagency early intervention committees.** (a) Makes technical changes. Strikes representatives of county boards and school boards from the list of required members on the 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.
- 8 Cross-subsidy report.** Requires the commissioner to submit an annual cross-subsidy report to the legislature by March 30 instead of January 10.
- 9 Agency report to court; court review.** Changes references from a child's individual interagency intervention plan to a child's standard written plan.
- 10 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 4: Nutrition

- 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.

Article 5: Early Childhood Education, Self-Sufficiency, and Life-Long Learning

- 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

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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 6: Libraries

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 patterns.

4 **Minnesota's libraries and service delivery advisory task force.** Establishes an advisory task force to make recommendations to the education commissioner and the legislature by February 1, 2015, 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. Causes the task force to sunset.