

HOUSE RESEARCH

Bill Summary

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Overview

Proposes education innovation policy changes.

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Article 1: Educator Preparation, Licensure, and Accountability

- 1 License and rules.** (b) Directs the Board of Teaching to allow teacher licensure candidates to submit essentially equivalent ACT or SAT passing scores in lieu of the college-level skills test scores (MTLE).
- (d) Allows teacher preparation programs to provide a school year-long student teaching program that combines clinical opportunities with academic coursework and in-depth student teaching experiences and offer students mentorship, coaching, and assessment, help with preparing a professional development plan, and structured learning experiences.
- (n) Directs the Board of Teaching to adopt rules on further preparation for teachers renewing their license that may include best practices for suicide prevention training.
- (o) Directs the Board of Teaching to adopt rules by January 1, 2016, to license out-of-state teacher candidates. Requires the rules to permit applicants to demonstrate their qualifications through the board's recognition of a teaching license from another state in a similar content field, completion of a state-approved teacher preparation program, teaching experience as the teacher of record in a similar licensure field, depth of content knowledge, depth of content methods or general pedagogy, professional development in and contribution to a specific content field, or classroom performance measured by student growth on normed

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assessments or effectiveness documented on local evaluations. Requires the rules to include criteria for determining a “similar content field” and “similar licensure area.”

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

- 2** **Teacher and administrator preparation and performance data.** (a) Directs the Board of Teaching and the Board of School Administrators, in cooperation with Minnesota Association of Colleges for Teacher Education (MACTE) and Minnesota colleges and universities offering board-approved preparation programs, annually to collect and report summary data on teacher and school administrator preparation and performance outcomes. Requires the Board of Teaching and the Board of School Administrators annually by June 1 to update and post the reported summary preparation and performance data from the preceding school years on a Web site hosted jointly by the boards.
- (b) Includes in the summary data on teachers: student entrance requirements, including enrolling students’ GPA; students’ average scores on college-level skills exams; faculty qualifications; the average time program graduates needed to complete the preparation program; the number and percent of program graduates who were licensed and hired full-time to teach in their licensure field; required credits needed to complete the program and graduate; students’ pass rates on exams required for graduation in each program and licensure area; survey results measuring students’ satisfaction with the program; the satisfaction of principals and teachers supervising the student teachers; and information under paragraphs (d) and (e), and consistent with teacher preparation program reporting.
- (c) Includes in the summary data on school administrators: faculty qualifications; the average time program graduates needed to complete the preparation program; the number and percent of program graduates who were licensed and employed as an administrator; required credits needed to complete the graduate program; survey results measuring the satisfaction of students, graduates, and employers with the program; and information under paragraphs (f) and (g), and consistent with principal preparation program reporting.
- (d) Directs school districts annually by October 1 to report information to the Board of Teaching on teachers who finished their probationary period and accepted a continuing contract with the district, including information on the teacher’s effectiveness category or rating, the teacher’s primary licensure area, and the program preparing the teacher.
- (e) Directs school districts annually by October 1 to report information to the Board of Teaching on probationary teachers who were released or whose contracts were not renewed during their probationary period, including information on a teacher’s licensure areas and the program preparing the teacher.
- (f) Directs school districts annually by October 1 to report information to the Board of School Administrators on school principals and vice principals who finished their probationary period and accepted a continuing contract with the district, including information on the administrator’s effectiveness category or rating and the program preparing the administrator.

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

- 3** **Teacher preparation program reporting.** Directs the Board of Teaching to annually publish on its Web site at least three consecutive years of summary data on teacher preparation program outcomes.
- 4** **Rules for continuing education requirements.** Removes an exception and makes retired school principals who serve as short-call substitute principals or assistant principals subject to continuing education requirements applicable to licensed principals generally.
- 5** **Principal preparation program reporting.** Directs the Board of School Administrators to annually publish on its Web site at least three years of cumulative, summary data on principal preparation program outcomes.
- 6** **Teacher and support personnel qualifications.** (a) Requires the Board of Teaching to license qualified out-of-state teacher candidates.
- (b), (c) Direct the Board of Teaching to allow teacher licensure candidates to submit requisite essentially equivalent ACT or SAT passing scores in lieu of the college-level skills test scores (MTLE).
- Makes this section effective immediately and applicable to all candidates seeking initial teacher licensure, including those holding a temporary, one-year teaching license.
- 7** **Grounds for revocation, suspension, or denial.** Directs the Board of Teaching and the Board of School Administrators, whichever has jurisdiction, to refuse to issue or renew or to automatically revoke an individual's teaching license without the right to a hearing upon receiving a certified copy of a conviction showing that the individual was convicted of a specific crime, including first and second degree sex trafficking, engaging in hiring or agreeing to hire a minor to engage in prostitution, soliciting children to engage in sexual conduct or communicating sexually explicit materials to children, interfering with privacy, stalking a minor victim, and other offenses requiring the individual to register as a predatory offender, among other listed crimes.
- 8** **Licensure via portfolio.** (d) Requires the Board of Teaching to notify candidates who submit a portfolio for teacher licensure whether or not the educator licensing division at the Minnesota Department of Education approved their portfolio and to inform candidates whose portfolios are not approved how to revise their portfolio to successfully demonstrate the requisite competence. Allows a teacher candidate to resubmit a portfolio at any time and requires the department to approve or disapprove the resubmitted portfolio within 60 days.
- Makes this section effective immediately and applicable to all portfolios submitted to the educator licensing division at the Minnesota Department of Education after that date.
- 9** **Applicants trained in other states.**
- Subd. 1. Preparation equivalency.** Directs the board to establish criteria and streamlined procedures by January 1, 2016, to recognize the experience and credentials of an out-of-state applicant for a Minnesota teaching license and allow the applicant to

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demonstrate their qualifications for licensure based on performance measures the board adopts by January 1, 2016.

Subd. 2. Applicants licensed in other states. (a) Directs the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who meets certain specified criteria, including either: (1) field specific teaching methods, student teaching, or equivalent experience; or (2) at least two years of teaching experience as the teacher of record in a similar licensure field.

(b) Allows the Board of Teaching to issue a standard license based on an out-of-state applicant's teaching experiences and exams.

(c) Directs the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who either: (1) completed field-specific teaching methods, student teaching or equivalent experience; or (2) has at least two years of teaching experience as the teacher of record in a similar licensure field, among other criteria.

(d) Directs the Board of Teaching to issue up to three temporary one-year teaching licenses to an out-of-state applicant who holds an out-of-state teaching license to teach in a similar content field and similar grade levels, among other criteria.

(e) Directs the Board of Teaching to issue up to three temporary one-year teaching licenses to an out-of-state applicant who holds an out-of-state teaching license to teach in a similar content field and similar grade levels.

(h) Allows the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who obtains qualifying scores on board-approved content and pedagogy tests and the college-level skills exams or the ACT or SAT.

(i) Directs the Board of Teaching to require an out-of-state applicant to pass the reading, writing, and math college-level skills examination or demonstrate attainment of ACT or SAT essentially equivalent passing scores.

Subd. 3. Teacher licensure agreements with adjoining states. (a) Directs the Board of Teaching to enter into interstate agreements for teacher licensure that allow fully certified teachers from adjoining states to transfer their certification to Minnesota and receive a Minnesota teaching license without need to complete exams or other preparation requirements. Directs the board to enter into these agreements only after determining that teacher licensure requirements in the adjoining state are comparable to Minnesota requirements. Allows the board to limit agreements to particular content areas or grade levels based on established priorities or identified shortages. Excludes from this paragraph those teachers holding provisional licenses.

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

Makes this section effective July 1, 2015.

- 10 Requirements.** (a) Allows both a nonprofit corporation organized for an education-related purpose that partners with a college or university offering a board-approved teacher preparation program and a nonprofit corporation organized for an education-related purpose, after consulting with a college or university offering a board-approved teacher preparation

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program, to provide teacher preparation programs that allow candidates to acquire limited term licenses in preparation for acquiring a standard teaching license.

(b) Requires a person with a limited term license, before becoming the teacher of record, to take the reading, writing, and math college-level skills tests or demonstrate attainment of essentially equivalent ACT or SAT passing scores.

(c) Clarifies that a limited term license is not a provisional license.

- 11 Program approval; disapproval.** (b) Defines “nontraditional means” to include a portfolio of previous experiences, teaching experience, educator evaluations, certificates marking the completion of education training programs, and other essentially equivalent demonstrations.

(c) Requires the Board of Teaching to use nontraditional criteria to determine the qualifications of program instructors.

(d) Allows the board to recognize instructors holding only a bachelor’s degree.

- 12 Standard license.** Directs the Board of Teaching to issue a Minnesota teaching license to a qualified candidate who attains qualifying scores on board-approved college-level skills, pedagogy, and content tests, and is recommended for licensure.

- 13 Nonlicensed community experts; variance.**

Subd. 1. Authorization. Allows school districts and charter schools to hire nonlicensed community experts after trying to obtain acceptable licensed teachers for the particular course or subject area. Requires a school district or charter school to notify a student’s parent or guardian before placing the student in the classroom of a nonlicensed community expert.

Subd. 2. Reports; criteria. Directs school districts and charter schools to report to the Board of Teaching when using a variance to hire local nonlicensed teaching personnel.

Subd. 3. Comment on variance. Allows the Board of Teaching to comment on a district or charter school report on using a variance and requires the district or charter school to post the comment on its official Web site.

Makes this section effective immediately and applicable to nonlicensed community experts hired after that date.

- 14 Exemption for technical education instructors.** With the approval of the local employer school board, exempts a part-time vocational or career and technical education program teacher from teacher licensure requirements.

Makes this section effective immediately and applicable to all technical education instructors hired after that date.

- 15 Probationary period.** (a) Allows a local school board to negotiate an unrequested leave of absence plan for probationary teachers as an alternative to a probationary teacher’s at-will employment status.

Makes this section effective immediately.

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- 16** **Development, evaluation, and peer coaching for continuing contract teachers.** (b) Amends a reference to mentoring by adding a cross reference to the statutory teacher mentorship program.
- (d) Prohibits school administrators from placing students in kindergarten through grade 4 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that grade. Prohibits school administrators from placing students in grades 5 to 12 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that subject area and grade.
- Makes paragraph (b) effective for the 2015-2016 school year. Makes paragraph (d) effective for the 2017-2018 school year and later.
- 17** **Negotiated unrequested leave of absence.** (a) Requires the school board and the exclusive bargaining representative of the teachers to negotiate an unrequested leave of absence plan. Precludes teachers holding provisional teaching licenses from exercising seniority unless the teacher is a vocational education teacher and a vocational education license is required for the teaching position.
- (b) Beginning in the 2017-2018 school year, requires school boards to place teachers on unrequested leave of absence based on their licensure field, evaluation outcomes and effectiveness category or rating, and other locally determined criteria such as teacher seniority. Allows both probationary and continuing contract teachers to be included within an effectiveness category or rating. Does not require a school board to reassign a teacher with more seniority to accommodate the seniority claims of a similarly licensed and effective teacher with less seniority. Prohibits a school board from using a teacher's remuneration to make unrequested leave of absence decisions. Requires all teacher employment contracts to include the negotiated unrequested leave of absence plan. Directs the school board to publish its unrequested leave of absence plan in a readily accessible format.
- (c) Allows a teacher who is notified of being placed on unrequested leave of absence to submit to the school board within 14 days a request for a hearing before a neutral hearing officer to establish whether the district met certain teacher evaluation requirements: for probationary teachers, all required evaluations were provided; a three-year teacher professional review and evaluation cycle was established for the teacher; any summative evaluation of the teacher was performed by a qualified and trained evaluator; a peer review evaluation occurred in the those years without a summative evaluation; and, if the teacher did not meet professional teaching standards, an improvement process with goals and time lines was established. Requires the school board and the exclusive representative of the teachers to agree on a panel of people and a process to select the neutral hearing officer. Requires the hearing officer to issue a decision within 14 days of the hearing request. Allows the school board and the exclusive representative of the teachers to negotiate a different process to determine whether the teacher evaluation requirements were met.
- (d) Prohibits using evaluation outcomes and effectiveness categories to place a teacher on unrequested leave of absence if the principal evaluating the teacher is on an improvement plan.

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(e) Defines a provisional license as a teaching license issued by the Board of Teaching under a waiver or variance.

Makes this section effective immediately and applicable to negotiated unrequested leave of absence plans agreed to on or after that date.

18 Unrequested leave of absence. (a) Allows a school board to place teachers on unrequested leave of absence, without compensation, due to the discontinuation of a position, lack of pupils, financial limitations, or a merger of classes caused by district consolidation or reorganization.

(b) Makes the provisions of this subdivision on unrequested leaves of absence applicable through the 2016-2017 school year only.

(e) Excepts teachers holding vocational education licenses required for a teaching position from certain restrictions on exercising seniority.

(g) For purposes of unrequested leaves of absence and recall, does not require a school board to reassign a teacher in order to accommodate the seniority claims of a less senior, similarly licensed and effective teacher.

(l) Makes the five-year right to reinstatement applicable to teachers placed on unrequested leave of absence who are categorized as effective or better under the district's teacher development and evaluation agreement. Requires teachers on unrequested leave of absence to annually submit to the school board by April 1 a request for reinstatement in the next school year.

(m) Terminates after one school year the right to reinstatement of those teachers placed on unrequested leave of absence who are categorized as ineffective or less. Also terminates the right to reinstatement of those teachers placed on unrequested leave of absence who fail to submit to the school board by April 1 a request for reinstatement in the next school year.

Makes this section effective immediately.

19 Probationary period; discharge or demotion. (a) Allows a local school board to negotiate a plan for discontinuing or terminating probationary teachers as an alternative to a probationary teacher's at-will employment status.

Makes this section effective immediately.

20 Development, evaluation, and peer coaching for continuing contract teachers. (b) Amends a reference to mentoring by adding a cross reference to the statutory teacher mentorship program.

(d) Prohibits school administrators from placing students in kindergarten through grade 4 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that grade. Prohibits school administrators from placing students in grades 5 to 12 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that subject area and grade.

Makes paragraph (b) effective for the 2015-2016 school year. Makes paragraph (d) effective for the 2017-2018 school year and later.

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- 21 Services terminated by discontinuance or lack of pupils; preference given.** (a) For purposes of discontinuing teaching positions in first class city school districts through the 2017-2018 school year, requires the school board first to consider other positions in the district for which the teacher is qualified and to discontinue teachers in the inverse order of their employment.
- (b) For the 2017-2018 school year and later, requires the school board of a first class city school district and the exclusive representative of the teachers to negotiate a plan to discontinue and terminate teachers based on their licensure field, evaluation outcomes and effectiveness category or rating, and other locally determined criteria such as teacher seniority. Allows both probationary and continuing contract teachers to be included within an effectiveness category or rating. Does not require a school board to reassign a teacher with more seniority to accommodate the seniority claims of a similarly licensed and effective teacher with less seniority. Prohibits a school board from using a teacher's remuneration to make unrequested leave of absence decisions. Requires all teacher employment contracts to include the negotiated plan for discontinuing or terminating teachers. Directs the school board to publish its plan for discontinuing or terminating teachers in a readily accessible format.
- (c) Allows a teacher who is notified of being discontinued or terminated to submit to the school board within 14 days a request for a hearing before a neutral hearing officer to establish whether the district met certain teacher evaluation requirements: for probationary teachers, all required evaluations were provided; a three-year teacher professional review and evaluation cycle was established for the teacher; any summative evaluation of the teacher was performed by a qualified and trained evaluator; a peer review evaluation occurred in the those years without a summative evaluation; and, if the teacher did not meet professional teaching standards, an improvement process with goals and time lines was established. Requires the school board and the exclusive representative of the teachers to agree on a panel of people and a process to select the neutral hearing officer. Requires the hearing officer to issue a decision within 14 days of the hearing request. Allows the school board and the exclusive representative of the teachers to negotiate a different process to determine whether the teacher evaluation requirements were met.
- (d), (e) Through the 2016-2017 school year, allow teachers holding a provisional vocational education license required for an available position to exercise their seniority. Prevent other teachers who hold provisional licenses in other fields from exercising their seniority unless the implicated teachers both hold provisional licenses in the same field.
- (f) Prohibits using evaluation outcomes and effectiveness categories to place a teacher on unrequested leave of absence if the principal evaluating the teacher is on an improvement plan.
- Makes this section effective immediately and applicable to negotiated plans for discontinuing or terminating teachers after that date.

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- 22 Effective staff development activities.** (a) Amends a reference to opportunities for teacher-to-teacher mentoring in the list of staff development activities by adding a cross reference to the statutory teacher mentorship program and allowing a teacher mentor stipend.
Makes this section effective for the 2015-2016 school year.
- 23 Staff development revenue.** Includes statutory teacher mentorship programs among the activities eligible for staff development revenue.
Makes this section effective for the 2015-2016 school year.
- 24 Teacher mentorship.**
- Subd. 1. Teacher mentoring programs.** (a) Allows school districts to develop and implement mentoring programs for teachers new to the profession or district and to provide mentoring programs to other teachers.
(b) Requires teacher mentoring programs to support districts' teacher development and evaluation and peer review processes. Allows school districts to use staff development revenue or other funding source to pay a stipend to a mentor who may be a district employee or third party contractor.
- 25 Teacher assignment.** (a) For purposes of district consolidation, assigns the most effective teacher with the greatest seniority to the district receiving the most students and alternately assigns the remaining teachers from most to least effective and with most to least seniority within each effectiveness category or rating.
(c) Makes the provisions of this section applicable to the extent they conform to other provisions governing teacher development and evaluation and unrequested leaves of absence.
Makes this section effective immediately.
- 26 Unrequested leave of absence for teachers.** For purposes of PELRA, beginning in the 2017-2018 school year and later, prohibits a school board and the exclusive representative of the teachers from executing an employment contract unless it contains an unrequested leave of absence plan or a plan for discontinuing or terminating teachers.
Makes this section effective immediately.
- 27 Teacher licensure agreements with adjoining states.** Directs the Board of Teaching to report to the legislature by February 15, 2016, on the number of agreements, the participating states, and the content of the agreements entered into between August 1 and December 31, 2015, to grant full licensure to qualified out-of-state teaching candidates.
Makes this section effective immediately.
- 28 Teacher preparation programs focused on project-based learning.** Encourages the Board of Teaching in collaboration with MSU Mankato, teachers, employers, project-based learning providers, and other interested stakeholders to submit to the legislature by February 1, 2017, a proposal for providing project-based learning.
Makes this section effective immediately.

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29 **Repealer.** Repeals Minnesota Statutes, section 122A.40, subdivision 11, the statutory unrequested leave of absence plan for teachers generally.

Makes this section effective for the 2017-2018 school year and later.

Article 2: Statewide Standards and Student Assessments

1 **Graduation requirements.** Requires high school students enrolled in grade 8 in the 2014-2015 school year and later to demonstrate their understanding of required academic standards on state-developed reading, writing and math tests instead of a nationally normed college entrance exam as a condition of graduating from high school.

2 **Revisions and reviews required.** Postpones until the 2020-2021 school year the education commissioner's statutorily prescribed review and revision of the state's math standards.

Makes this section immediately effective.

3 **Elective standards.** Directs school districts to use the world language standards developed by the American Council on the Teaching of Foreign Languages when offering world language electives.

4 **Credit equivalencies.** (b) Allows an agriculture science or career and technical education credit to fulfill an elective science credit if the credit meets state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of the standards approved by the school district. Allows an agriculture science or career and technical education credit to fulfill a chemistry or physics credit if the credit meets state chemistry or physics academic credits approved by the school district.

(e) Allows a computer science credit to fulfill a math credit required for high school graduation if the computer science course meets the state's academic standards in math.

5 **Performance measures.** Includes students' performance on the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math related to readiness for a certificate level program or a two-year or four-year college program among the performance measures used to determine school district and school site progress in creating the world's best workforce.

6 **Planning for students' successful transition to postsecondary education and employment; personal learning plans.** Strikes a cross reference to the statutory section allowing school districts and charter schools to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT.

7 **Statewide testing.** (a) Requires the education commissioner to annually administer computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7. Allows students enrolled in grade 8 through the 2009-2010 school year and students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year to take the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math as an alternate assessment in order to graduate from high school. Allows students enrolled in grade 8 in the 2012-2013 or 2013-2014 school year to take the ACT assessment for college admission or the high school Minnesota

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Comprehensive Assessments (MCAs) in reading, writing, and math in order to graduate from high school.

(c) Requires students enrolled in grade 8 in the 2014-2015 school year and later to take the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math as an alternate assessment in order to graduate from high school.

(d) Strikes language directing the education commissioner to contract for a series of assessments aligned with state academic standards that include college and career readiness benchmarks. Strikes language requiring grade 8 and 10 statewide math, reading, and writing assessments be predictive of a nationally normed assessment for career and college readiness.

(e) Requires a nationally recognized college entrance exam be offered to students at no cost in grade 11 or 12. Strikes language requiring that the statewide series of assessments include a college placement diagnostic exam and contain career exploration elements.

(g) Strikes language requiring school districts and schools annually to use the career exploration elements in the statewide assessments to help students and their families explore and plan for postsecondary education or careers based on students' interests, aptitudes, and aspirations. Strikes language requiring students in grade 10 or 11 who are not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 to take a college placement diagnostic exam before taking the college entrance exam so students, their families, the school, and the district can use the exam results for targeted instruction, intervention, or remediation sufficient for the student to graduate and have a reasonable chance to succeed in a career or college without remediation.

(i) Strikes language directing the education commissioner to determine the alignment between statewide assessments and state academic standards and, where alignment exists, to seek federal approval to replace federally required assessments with the statewide assessments being stricken in this section.

(j) Directs the education commissioner, in consultation with the MnSCU chancellor, to identify the minimum score guidelines on the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math that demonstrate readiness for a certificate level program or a two-year or four-year college program.

(m), (n), (o) Require the education commissioner to annually administer computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7.

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

8 Statewide and local assessments; results. Makes conforming changes to reflect other changes to the statewide testing system related to administering computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7 and the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math.

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

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- 9** **Educational planning and assessment system (EPAS) program.** Makes the fiscal year 2014 appropriation for the educational planning and assessment system program available through the 2020 fiscal year instead of through fiscal year 2015.

Makes this section effective immediately.

- 10** **Repealer.** Repeals Minnesota Statutes 2014, section 120B.128, governing the educational planning and assessment system (EPAS) program offered by ACT, on August 1, 2015.

Article 3: Educating Students and Young Children

- 1** **Foreign language and culture; proficiency certificates.** (a), (d) Strike the language on the Minnesota world language proficiency high achievement certificates.

- 2** **State bilingual and multilingual seals.** (a) Establishes voluntary bilingual and multilingual seals to recognize high school students who demonstrate an advanced-low level or an intermediate-high level of functional proficiency in listening, speaking, reading, and writing on the American Council on the Teaching of Foreign Languages' (ACTFL) language proficiency tests or on equivalent assessments in one or more languages in addition to English, including American sign language.

(c) Makes a high school graduate who demonstrates an intermediate-high level of functional proficiency eligible to receive the state's gold seal and a high school graduate who demonstrates an advanced-low level of functional proficiency eligible to receive the state's platinum seal. Makes high school graduates who demonstrate the requisite language proficiency in multiple languages in addition to English eligible for a state multilingual gold or platinum seal.

(d) Allows districts and charter schools to periodically assess students' level of language proficiency, and to use trained evaluators where other assessments are unavailable.

(f) Allows a school district or charter school to award community service credit to a student who demonstrates the requisite language proficiency in a language in addition to English.

(g) Directs the education commissioner to list on the department Web site those assessments that are equivalent to the American Council on the Teaching of Foreign Languages' (ACTFL) language proficiency tests.

(h) Directs MnSCU institutions to award college credits to students who receive a state bilingual or multilingual seal and allows MnSCU to award credits to a student who receives a world language proficiency certificate. Encourages the University of Minnesota to award students foreign language academic credits consistent with this paragraph.

Makes this section effective immediately.

- 3** **Reporting.** When publicly reporting test results data, directs the education commissioner to include data on young children and student homelessness and highly mobile students among the demographic factors that strongly correlate with student performance.

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

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- 4 Student performance data.** Directs the education commissioner to include student homelessness and highly mobile students in school districts' demographic profiles when organizing and reporting student performance data to state and local policy makers.
- Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.
- 5 School performance reports.** Includes student homelessness and district mobility among the statewide information the education commissioner must report annually.
- Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.
- 6 Authorization; notification.** Allows 9th and 10th grade students enrolled in a school district or an American Indian-controlled tribal contract or grant school to enroll in a concurrent enrollment world languages course that is available to 11th and 12th grade students and consistent with world languages standards and proficiency seals and certificates.
- 7 Family eligibility.** (b) Makes a parent under age 21 who is pursuing a postsecondary training or education eligible for an early learning scholarship if the parent has a child age 0 to 5 and meets income eligibility guidelines.
- (d) Beginning September 1, 2015, to the extent state funds are available, makes any child under age 5 on September 1 of the current school year who has not started kindergarten and is a recipient of an Early Learning Scholarship under the federal Race to the Top – Early Learning Challenge grant eligible to receive the state's early learning scholarship when the federal grant ends.
- 8 Administration.** (a) Allows the commissioner to prioritize applications for early learning scholarships based on whether the child is in foster care, experiencing homelessness, is on a waiting list for publicly funded early education or child care services, or has a parent under age 21 pursuing a high school diploma, a GED, or postsecondary training or education.
- Makes technical and conforming changes.
- Makes this section effective for fiscal year 2016 and later.
- 9 Early childhood program eligibility.** (b) Strikes language requiring any program accepting early learning scholarships to use the revenue to supplement and not supplant federal funding.
- (c) Declares a provider ineligible to participate in the early learning scholarship program if: the provider has been disqualified from the child care assistance program due to wrongfully obtaining the child care assistance; the program or provider is on the national disqualified list for the Child and Adult Care Food Program; or the program or provider has been convicted in the last seven years of an activity indicating a lack of business integrity.
- Makes this section effective for fiscal year 2016 and later.
- 10 Record-keeping requirements.** Requires an early learning scholarship program provider to maintain and make available upon request attendance records and records of charges and payments for all participating children, including payments from nonprogram sources.

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- 11 Use of funds.** (a) Requires scholarships to be used to supplement and not supplant federal funding.
- (b) Requires scholarships to be used in a program the child attends consistently in order to ensure the child's access to the program's general curriculum.
- 12 Tribal Nations Education Committee.** Defines "Tribal Nations Education Committee" to mean the committee established through tribal directive that the commissioner consults with on all matters related to educating American Indian students.
- 13 Participating school; American Indian school.** Defines "participating school" and "American Indian school" to mean a school eligible to receive a federal grant for educating American Indian children.
- 14 Program described.** Strikes language requiring a specific focus on improved reading and math skills. Requires program services to help increase the completion and graduation rates of American Indian students, to emphasize academic achievement, retention, and attendance, to develop support services, and to include research projects with innovative teaching approaches, to provide career counseling among other program services. Allows school districts to establish cooperative liaisons with tribal programs and social service agencies when providing these programs and services.
- 15 Enrollment of other children; shared time enrollment.** Allows American Indian children and other children enrolled in a nonpublic school system to be enrolled on a shared time basis in all academic, targeted services, and American Indian education programs.
- 16 Nonverbal courses and extracurricular activities.** Directs American Indian children to fully participate on an equal basis with their peers in predominantly nonverbal school classes such as art, music, and physical education.
- 17 American Indian language and culture education licenses.** Directs the Board of Teaching, in consultation with the Tribal Nations Education Committee, to grant teaching licenses in American Indian language and culture education. Allows the board to consider tribal resolutions as evidence of a person's qualifications for this licensure.
- 18 Resolution or letter.** Strikes language referring to the designee of an American Indian tribal government and obsolete language.
- 19 Affirmative efforts in hiring.** Requires school districts and participating schools to involve parent advisory committees in recruiting, screening, and selecting applicants who share the American Indian culture with enrolled children.
- 20 Community coordinators, Indian home/school liaisons, paraprofessionals.** Allows school districts and participating schools providing American Indian programs to employ paraprofessionals but not to supplant American Indian language and culture education teachers. Requires school districts and participating schools providing American Indian programs to employ one or more full- or part-time community coordinators or Indian home/school liaisons if 100 or more students are enrolled in the district.

Section

21 **Parent and community participation.**

Subd. 1. Parent committee. Requires a school board in a school district with 10 or more enrolled American Indian students and each American Indian school to establish an American Indian parent advisory committee to help develop curriculum recommendations required by the World's Best Work Force. Strikes language requiring the committee to address the need for adult education programs. Makes conforming changes.

Subd. 2. Resolution of concurrence. Requires the school board or school to submit to the department, before March 1 instead of December 1, the resolution adopted by the American Indian parent advisory committee regarding the committee's concurrence or nonconcurrence with educational programs provided to American Indian students, including reasons for nonconcurrence and recommendations, where applicable. Requires a school board to respond within 60 days of nonconcurrence to each recommendation and to state the reason for not implementing the recommendation.

Subd. 3. Membership. Includes American Indian paraprofessionals among the members of the American Indian parent advisory committee.

Subd. 4. Alternate committee. Allows an organizational membership of a board of directors of an American Indian school that includes the parents of children attending the school to also serve as the American Indian parent advisory committee.

22 **American Indian community involvement.** Requires the commissioner to fully involve the Tribal Nations Education Committee and American Indian paraprofessionals, among others, in formulating policies and procedures affecting American Indian education.

23 **Technical assistance.** Directs the commissioner to provide technical assistance to train teachers and paraprofessionals about culturally responsive teaching methods and culturally based curriculum, among other aspects of American Indian education programs.

24 **Duties; powers.** Requires the Indian education director to serve as a liaison for the department with the tribal communities in Minnesota. Strikes references to the Urban Advisory Council and postsecondary preparation grants.

25 **Report on assessing students' proficiency in foreign languages for which ACTFL assessments are not available.** (a) By February 1, 2016, allows the education commissioner, in consultation with the MnSCU chancellor, to recommend to the legislature how to: assess students' foreign language proficiency when ACTFL assessments are not available; create curriculum, instruction, and assessment guidelines for foreign languages for which no written form exists; and train individuals qualified to assess students' foreign language proficiency. Makes this section effective immediately.

26 **Repealer.** Repeals Minnesota Statutes 2014, sections 120B.35, subdivision 5 (improving graduation rates for students with emotional or behavioral disorders); and 126C.12, subdivision 6 (annual report on learning and development revenue, including K-6 class sizes).

Section

Article 4: Education Programs

- 1** **Length of the school year.** Authorizes the board of a school district, instead of the commissioner of education, to approve a four-day week school calendar.

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

Makes this section effective for fiscal year 2016 and later.

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

- 4** **Enrollment priority.** (a) Strikes language restricting a postsecondary institution, for the 2014-2015 through 2019-2020 school years, to advertising the educational, programmatic, and financial benefits of its PSEO courses to secondary students residing in a school district with 700 students or more in grades 10, 11, and 12.

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

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

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

- 6** **Definition of flexible learning year calendar.** Amends the definition of "flexible learning year program" by removing the requirement that the education commissioner approve a district's flexible learning year program plan.

- 7** **Establishment of flexible learning year program.** Strikes the requirement that the education commissioner approve a flexible learning year program operated by a district or consortium of districts.

Section

- 8 Powers and duties.** Strikes the requirement that the education commissioner promulgate rules for operating flexible learning year programs. Removes the requirement that flexible learning year programs comply with the commissioner's standards and qualifications and the program submitted to the commissioner for approval.
- 9 Termination of flexible learning year program.** Allows a school board to terminate without commissioner approval a flexible learning year program in a day or residential facility for children with disabilities within the district.
- 10 Program established.** Strikes language allowing a pupil to participate in a learning year program and accelerate attainment of grade level or graduation requirements.
- 11 Home visiting program.** (a) Requires the home visiting program to incorporate a priority focus on reaching children with high needs at as early an age as possible.
(b) Requires the home visiting program to include information on early brain development at different life stages, expectations of cognitive functions at different life stages, activities to encourage healthy brain development, and activities to discourage negative brain development given a child's surroundings.
- 12 Definitions; dyslexia.** Defines "dyslexia" as a specific learning disability with characteristic difficulties and identified consequences.
- 13 Minnesota transfer curriculum.** Requires all MnSCU institutions to give full credit to a PSEO student who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or transfer curriculum at a MnSCU institution and who then enrolls in a MnSCU institution after leaving secondary school. Requires that once one MnSCU institution certifies a secondary student's postsecondary course or program as complete, whether part or all of a goal area or transfer curriculum, all MnSCU institutions must consider the student's course or program for that goal area or transfer curriculum as complete.
Makes this section effective August 1, 2015.
- 14 Commissioner of education recommendations on service-learning.** Requires the education commissioner to make recommendations by February 15, 2016, to the legislature on teacher preparation and licensure requirements for service-learning. Directs the commissioner to consult with interested stakeholders.
Makes this section effective immediately.
- 15 Transfer curriculum report.** Directs the MnSCU chancellor to prepare and submit to the K-12 and higher education committees of the legislature by February 1, 2016, a report on implementing the transfer curriculum policy for PSEO students and how to standardize Advanced Placement, International Baccalaureate, and CLEP course equivalencies across all state colleges and universities.
Makes this section effective immediately.
- 16 Repealer.** Repeals Minnesota Rules, part 3500.1000 on experimental and flexible school year programs.

Section

Article 5: Special Education

- 1 Requirements for American sign language/English interpreters.** Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a K-12 deaf and hard of hearing coordinator on the committee charged with developing a plan and time line for persons holding a provisional certificate to provide American sign language/English interpreting or sign transliterating services who seek a one-time limited extension of their provisional certificate.
- 2 Oral or cued speech transliterators.** Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a K-12 deaf and hard of hearing coordinator on the committee charged with developing a plan and time line for persons holding a provisional certificate to provide oral transliterating or cued speech transliterating services who seek a one-time limited extension of their provisional certificate.
- 3 Providing transportation.** Requires a school board to provide transportation for a child with a disability not yet enrolled in kindergarten in order to provide the child special instruction and services, including placing the child in an early childhood program to address the child's level of functioning and needs.
- 4 Definitions.** Amends the definition of "interagency intervention service system" to include additional appropriate services local agencies and counties provide based, in part, on a request from a school board or county board, instead of the interagency early intervention committee.
- 5 State interagency committee.** (c) Directs the state interagency committee to consult with the state special education advisory panel and the governor's interagency coordinating council in assisting school boards and county boards, instead of the interagency early intervention committee.
- 6 Local agency coordination responsibilities.**
 - Subd. 1. School board and county board responsibilities.** (a) Makes it the joint responsibility of school and county boards to coordinate, provide, and pay for and to facilitate payment for interagency services from public and private sources. Requires service providers to determine appropriate services for eligible children ages 3 to 21 who receive public school and other public agency services, consistent with the children's standardized written plan.
 - (b) Declares appropriate services are those listed in a child's standardized written plan and documented on the plan, consistent with applicable law.
 - (c) Directs school and county boards to coordinate interagency services. Allows services responsibilities for eligible children age 3 to 21 to be established in interagency or joint powers board agreements. Allows the agreements to ensure that interagency services are coordinated, provided, and paid for and payment is facilitated from public and private sources. Directs school boards to provide, pay for, and facilitate payment for special education services. Directs county boards to provide, pay for, and facilitate payment for programs over which they have service and fiscal responsibility.

Section

Subd. 1a. Local governance structure. (a) Makes school boards and county boards, instead of the interagency early intervention committee, responsible for developing and implementing interagency policies and procedures to coordinate local services for children with disabilities ages 3 to 21 under state interagency committee guidelines.

(b) Strikes language establishing the duties of the governing board of each interagency early intervention committee.

Subd. 2. Appropriate and necessary services. Directs school and county boards, instead of the governing board of an interagency early intervention committee, to provide the appropriate and necessary services contained in a child's individualized education program.

Subd. 4. Responsibilities of school and county boards. Strikes language making it the joint responsibility of school and county boards to coordinate, provide, and pay for and to facilitate payment for interagency services from public and private sources.

7 **Individualized education programs.** (c) Directs school boards to ensure that: the paraprofessionals they hire partly to provide direct support to students with disabilities have sufficient knowledge and skills to begin meeting the disability-specific and behavioral needs of the students they work with; and training is provided to enable the paraprofessionals to understand how each student's unique and individual needs and disability affect the student's education and behavior.

8 **Physical holding or seclusion.** Allows rather than requires stakeholders to recommend implementation and outcome goals to the education commissioner.

Makes this section immediately effective.

9 **Third-party payment.**

Subd. 1. Obligation to pay. Requires school districts to pay the nonfederal share of programs over which they have service and fiscal responsibility.

Subd. 2. Third-party reimbursement. Requires school districts to notify the parents of children enrolled in medical assistance or MinnesotaCare who have no other health coverage of the district's intent to seek reimbursement for the health-related services provided by the district under the individualized family service plan and parents' right to request a copy of the records on health-related services. Makes other conforming changes related to seeking reimbursement for providing health-related services under an individualized family service plan.

10 **State interagency coordinating council.** Requires the state interagency coordinating council to submit recommendations to the governor and various commissioners for a comprehensive and coordinated system of services within 30 days of receiving the federal government's determination on the Minnesota Part C Annual Report.

Section

- 11 Programs.** (a) Directs the education department to offer training programs for deaf or hard-of-hearing, blind or visually impaired, or multiply disabled pupils and workshops for teachers.
- (b) Requires the programs to help support local programs.
- 12 Programs by nonprofits.** Allows the department to contract with nonprofit organizations to provide training and workshop programs.
- 13 Advisory committees.** Directs the commissioner to establish advisory committees for the deaf and hard-of-hearing and for the visually impaired instead of an advisory committee for each resource center. Makes technical and conforming changes.
- 14 Statewide hearing loss early education intervention coordinator.** Directs the statewide hearing loss early education intervention coordinator to collaborate with the K-12 deaf and hard of hearing coordinator. Makes a technical change affecting the advisory council for the deaf and hard-of-hearing.
- 15 Special education evaluation.**
- Subd. 1. Special education teachers' compliance with federal requirements.** Directs the education department to identify ways to help special education teachers make informed decisions about effectively complying with legal requirements related to providing special education and related services. Directs the department to work collaboratively with school and district staff and representatives of affected organizations to identify obstacles to and solutions for complying with special education laws. Directs the department to work with schools and districts to provide staff development training to comply with special education law and meet the educational needs and improve the educational progress of students with disabilities.
- Subd. 2. Efficiencies to reduce paperwork.** Directs the education department, in collaboration with special education teachers and administrators in schools and districts to identify strategies to reduce the time spent completing paperwork, evaluate whether the strategies are cost effective, and determine whether other districts and schools can also use these strategies. Directs the department to disseminate successful strategies to other districts and schools.
- 16 Training and technical assistance to reduce district use of seclusion and restraint; appropriation.** Appropriates \$750,000 in fiscal year 2016 from the general fund to the commissioner of education to provide school districts with training and technical assistance to reduce districts' use of seclusion and restraint on students with complex needs. Makes \$500,000 of this appropriation available to the commissioner to reimburse school districts for costs of hiring experts to provide staff development training. Makes \$250,000 of this appropriation available to the commissioner for costs of providing specialized training and assistance to school districts with a high use of seclusion and restraint. Allows the commissioner to contract with district and program experts to provide the specialized training and assistance.

Makes this section effective July 1, 2015.

Section

- 17** **Repealer.** Repeals Minnesota Statutes 2014, section 125A.63, subdivision 1 (resource centers and programs for deaf or hard-of-hearing, blind or visually impaired, and pupils with multiple disabilities).

Article 6: Charter Schools

- 1** **Purposes.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 1, to prepare for the renumbering instruction in section 11.

- 2** **Authorizer.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 3, to prepare for the renumbering instruction in section 11.

(g) Requires a charter school authorizer that intends to withdraw as an authorizer for reasons unrelated to the statutory causes for nonrenewal or termination of a charter school contract, to provide written notice to all its charter schools and the commissioner by July 15 of its intent to withdraw on June 30 in the next calendar year, regardless of when the authorizer's five-year term of approval ends.

- 3** **Formation of school.** Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 4, and makes grammatical changes to prepare for the renumbering instruction in section 11. Removes duplicate language about the composition of charter school boards.

(g) Requires an authorizer to file an affidavit to charter a new school at least 14 months before July 1 of the year in which the new charter school plans to begin to serve students.

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

(g) Allows a charter school to offer a fee-based preschool or prekindergarten program.

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

- 5** **Admission requirements.** (c) Allows a charter school to give enrollment preference to children eligible to receive a free or reduced-price lunch. Requires a charter school giving this preference to identify the manner and order of the preference in the charter school's admission and lottery policy and on its Web site and to give 180 days' notice before discontinuing the preference. Allows a charter school to give this preference when the percent of its students eligible to receive a meal benefit is lower than the percent of students who are eligible for meal benefits statewide or in the district in which the charter school is located. Allows a charter school that gives this preference to ask on the Application for Educational Benefits form sent to students' households whether the household wants the student considered for the enrollment preference. Allows a charter school offering a free preschool or prekindergarten program to give enrollment preference to those children enrolled in the free preschool or prekindergarten program who are eligible to enroll in kindergarten in the next school year.

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

Section

- 6 Pupils with a disability.** Requires a charter school to comply with the statutory section governing approval and payment of special education programs and costs for educating pupils with a disability as though the charter school were a school district.
- Makes this section effective for fiscal year 2016 and later.
- 7 Annual public reports.** Allows a charter school to combine its required annual report on school enrollment, student attrition, governance and management, staffing and finances, academic performance, innovative practices and implementation, and future plans with the required World's Best Work Force report.
- 8 Causes for nonrenewal or termination of charter school contract.** (e) Allows a charter school authorizer to terminate an existing charter school contract at the end of the current school year after notifying the charter school board of directors by December 1 if in the previous three consecutive school years the performance of the charter school based on federal school accountability measures and state measures of student performance and growth would place the school in the bottom 10 percent of all public schools as determined by the education commissioner. Requires a charter school to be closed according to the applicable law and the charter school contract if the authorizer terminates the contract under this paragraph. Directs the authorizer to work with the charter school board of directors to make parents of currently enrolled children aware of school choice options and to assist families in choosing an appropriate school for the next school year. Requires an authorizer that does not terminate a contract under the conditions of this paragraph to submit public, written justification to the commissioner by December 1. Declares the federal and state measures under this paragraph do not preclude an authorizer from closing a school for other conditions.
- 9 Merger.** (a) Allows charter schools to merge under the statutory chapter governing nonprofit corporations. Requires a merger to be effective on July 1. Requires the merged school to continue under the identity of one of the schools participating in the merger. Requires a new charter school contract to be executed by July 1. Requires the authorizer of the newly merged school to submit a new signed charter school contract to the commissioner within 10 business days of executing the contract.
- (b) Requires each school participating in the merger to submit a separate year-end report for the previous school year for that school only. Transfers the fund balances and debts of the schools participating in the merger to the newly merged school after the final fiscal year of the schools participating in the merger is closed out.
- (c) For the first year of operation, makes the merged school eligible to receive aid from programs requiring approved applications equal to the sum of the aid of all the merging schools. For aids based on prior year data, makes the merged school eligible to receive aid for its first year of operation based on the combined data of all the schools participating in the merger.
- 10 Payment of aids to charter schools.** Reletters paragraphs in Minnesota Statutes, section 124D.11, subdivision 9, to prepare for the renumbering instruction in section 11. Removes an obsolete provision regarding charter school start up aid.

Section

- 11** **Revisor instruction.** Directs the revisor of statutes to renumber the listed statutory references and create a new chapter 124E on charter schools.

Article 7: General Education

- 1** **Operating capital levy.** Corrects an obsolete reference to the funding pupil count.
- 2** **Student achievement levy.** Grants the Department of Education three additional months to establish the student achievement levy by pushing the certification date from July 1 to September 30 of each year (this allows the department to use the final adjusted net tax capacity, instead of an estimated amount).
- 3** **General education aid.** Eliminates obsolete language. Corrects the current general education aid definition to include operating capital aid.
- 4** **Use of revenue.** Allows basic skills revenue to be used to implement local literacy plans to have all children reading proficiently by grade 3, among other purposes and programs.
Makes this section effective for fiscal year 2016 and later.
- 5** **Referendum allowance.** Clarifies the language governing the calculation of the operating referendum allowance.
- 6** **Referendum allowance limit.** Removes obsolete language.
- 7** **Taconite payment and other reductions.** Clarifies that the taconite levy reduction is not applied to the student achievement levy.
- 8** **Repealer; benefits levies.** Repeals an obsolete subdivision that granted school districts authority to levy for certain health insurance costs of employees who retired between May 15, 1992, and June 30, 1992.

Article 8: Libraries, Other Facilities, and Technology

- 1** **E-rates.** Strikes the requirement that a school district, charter school, or intermediate school district have a current technology plan on file with the department as a condition for filing an e-rate application.
- 2** **Library board and chief administrative officer.** (b) Requires the governing board of a regional public library system to employ a chief administrative officer who is compensated by no more than one regional library system.

Article 9: State Agencies

- 1** **Expenditure data.** (b) Requires the education department to submit expenditure data revisions to the commissioner of the department of management and budget at least three weeks before the November forecast is released, and requires the commissioner of the department of management and budget to make E-12 expenditure data available to legislative fiscal staff at least two weeks before the November forecast is released.

Section

- 2** **Distribution of assets and liabilities.** (c) If a dispute arises as a result of a district withdrawing from a cooperative unit and the dispute requires the commissioner to involve an administrative law judge, requires the fees due to the Office of Administrative Hearings to be equally split between the district and the cooperative unit.
- Makes this section effective immediately.
- 3** **Statement for comparison and correction.** (a) Changes from November 30 to November 15 the date by which school districts annually must provide the commissioner with audited financial data for the preceding fiscal year. Changes from December 31 to December 15 the date by which school districts must submit an audited financial statement to the commissioner and the state auditor.
- (b) Changes from February 15 to February 1 the date by which the commissioner must convert the audited financial data under paragraph (a) into the required consolidated financial statement format and publish the information.
- 4** **Service-learning specialist; service-learning work.** Directs the education commissioner to create a service-learning specialist position in the department to advance service learning. Allows the commissioner to provide or contract for expertise in best practices, professional development, research or evaluation, or learning communities or user group support.
- Makes this section effective July 1, 2015.
- 5** **Litigation costs; annual report.** Changes from January 15 to February 1 the date by which the commissioner must annually report to the legislature on school district special education litigation costs.
- 6** **Survey of districts.** Changes from January 15 to February 1 the date by which the commissioner must report to the legislature in the odd-numbered year on teacher employment matters, including retirements and shortages.
- 7** **Omissions.** Precludes adjusting aid payments due to omissions in school district reports after December 15 instead of December 30 of the next school year.
- 8** **Establishment; membership.** Declares the P-20 education partnership to be the state council for the Interstate Compact on Educational Opportunity for Military Children, with the education commissioner or the commissioner's designee responsible for administering and managing the state's participation in the compact.
- 9** **Teacher development and evaluation revenue.** Makes the sites of a charter school not receiving Q-Comp funding eligible for fiscal year 2015 teacher development and evaluation revenue.
- Makes this section effective for fiscal year 2015.