

HOUSE RESEARCH

Bill Summary

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Overview

This bill contains the preK-12 education policy proposals of the Minnesota Department of Education.

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Article 1: 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 **Referendum allowance.** Clarifies the language governing the calculation of the operating referendum allowance.
- 5 **Referendum allowance limit.** Removes obsolete language.
- 6 **Taconite payment and other reductions.** Clarifies that the taconite levy reduction is not applied to the student achievement levy.
- 7 **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.

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Article 2: Education Excellence

- 1** **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.
- 2** **State bilingual and multilingual seals.** Makes intermediate-high listening, speaking, reading, and writing on a valid assessment based on the American Council on the Teaching of Foreign Languages proficiency scale the level of world language proficiency students must demonstrate to receive a state bilingual or multilingual scale. Strikes the requirement that students whose primary language is other than English demonstrate mastery of Minnesota's English language proficiency standards as a condition of receiving a state seal.
- 3** **Credit equivalencies.** 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.
- 4** **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.
- 5** **Statewide testing.**
 - Subd. 1. Statewide testing.** (a) Strikes language directing the education commissioner to include computer-adaptive reading and math assessments in the state assessment system. Directs the education commissioner to annually administer statewide math tests in grades 5, 8, and 11, reading tests in grades 3 through 5, 8, and 10, and science tests in grades 5 and 8 and a life science test in high school. Requires these assessments to comply with Minnesota's federal No Child Left Behind Act waiver. Conditions any change to a state standardized assessment on the department receiving an amended federal waiver.
 - (b) Strikes language requiring annual grade 8 reading and math assessments and high school tests in subjects other than writing to be aligned with state standards and include multiple choice tests. Directs the education commissioner to determine the state testing process and the test order.
 - (c) Requires the state assessment system to be aligned with the most recent academic standards three school years from the effective date of the rule governing the most recently revised standards. Prohibits the commissioner from developing statewide assessments in social studies, health and physical education, and the arts.
 - (d) To conform to federal accountability requirements, directs the commissioner to develop and implement computer-adaptive reading and math assessments for grades 3 through 8 and high school reading and math tests aligned with state standards, and

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science assessments school districts to use to monitor students' academic growth in achieving the science standards.

(e) Requires the commissioner to ensure that for the annual computer-adaptive assessments: student performance data and achievement reports are available within three school days unless the assessment reflects new performance standards; student growth information is available and uses a constant measurement scale; parents and educators can use students' elementary and middle school performance data to project secondary and postsecondary achievement; and useful diagnostic information about students' academic strengths and weaknesses is available to help educators improve students' instruction.

Subd. 1c. Assessment graduation requirements. (a) Makes technical changes.

(b) Strikes language establishing statewide assessment system requirements related to the alignment of revised state academic standards.

(d) For students enrolled in grade 8 in the 2013-2014 school year and later, makes participation on a nationally normed college entrance exam in grade 11 or 12 a condition of high school graduation. Strikes language requiring achievement and career and college readiness tests in math, reading, and writing for purposes of monitoring students' academic growth, analyzing students' progress and performance levels, identifying students' academic strengths and diagnosing where instructional adjustments, interventions, or remediation is required, and determining students' learning and instructional needs. Directs school districts and schools to annually use career exploration elements to help students explore and plan for postsecondary education or careers. Requires school districts and schools to use timely regional labor market information and partnerships to implement this requirement and help students develop and revise an individualized plan for postsecondary education or a career. Directs the process to help increase student engagement in and connection to school and deepen students' understanding of career pathways.

(e) Strikes language requiring state and local expectations for career or college readiness be comparable in rigor, clarity of purpose, and rates of student completion.

(f) Requires a high school student not yet ready for career and college to receive targeted instruction that may include an intervention plan. Strikes the statement that students are not required to achieve a specified score or level of proficiency on a statewide assessment to graduate from high school.

(g) Strikes language: directing the education commissioner to contract for a series of assessments aligned with state academic standards; requiring statewide math, reading, and writing assessments for students in grades 8 and 10 to be predictive of a nationally normed assessment for career and college readiness; giving students in grade 11 a college entrance exam; including in the series of assessments a college placement diagnostic exam and career exploration elements; requiring annual career exploration elements in statewide assessments; providing for a college placement diagnostic exam; giving the college entrance part of the series of assessments to all students except those eligible for alternative assessments; indicating that a student who demonstrates attainment of the state academic standards, including career and college readiness

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benchmarks, is academically ready for a career or college and encouraged to participate in dual credit courses.

(h) Strikes language directing the education commissioner to determine the alignment between the series of assessments and state academic standards and, where alignment exists, to seek federal approval to replace federally required assessments with the state's series of assessments. Strikes language directing: the state to have benchmarks focused on students' knowledge and skills so that parents and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without remediation; the commissioner, in consultation with educators and public postsecondary institutions, to identify the foundational knowledge and skills and targeted interventions students need to successfully perform in postsecondary employment or education.

(j) Strikes language: making grade 3 through 8 computer-adaptive test results and grade 8 and high school test results available to school districts for diagnostic purposes and educational accountability; directing the commissioner to establish benchmarks on adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and college readiness; directing the commissioner to disseminate test results; aligning statewide tests with state academic standards; directing the commissioner to determine the testing process and test order; requiring aggregated test results; and establishing the components of a statewide public reporting system.

(l) Strikes language defining cultural competency. Declares students are not required to achieve a specific score or level of proficiency on an assessment to graduate from high school.

6 Statewide and local assessments; results. (a) Defines cultural competency.

(b), (c), (d), (f), (h) Strike language: directing the commissioner to develop and implement computer-adaptive reading and math assessments for grades 3 through 7 and grade 8 and high school reading and math tests and science tests for purposes of conforming with federal educational accountability requirements; establishing requirements for reporting state assessment results; requiring school districts, schools, and charter schools to administer statewide assessments to evaluate student progress toward career and college readiness; and allowing school districts, schools, and charter schools to use students' performance on a statewide assessment to help determine grade promotion or retention, as part of students' final course grade, or to include on students' transcript.

7 Special and extenuating circumstances. Directs the education department to list circumstances when a student may be unable to be tested such as student transfers into a Minnesota public school from another state or a nonpublic school, hospitalization, or parents opting out of students' testing. Declares that students subject to a listed circumstance shall not be penalized.

8 Reporting. (b) Establishes parameters for reporting state assessment results.

(c) Makes grade 3 through 8 computer-adaptive assessment results and grade 8 and high school test results available to school districts for diagnostic purposes and education accountability. Directs the commissioner to establish benchmarks on adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and college readiness. Directs the

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commissioner to establish composite career and college-ready scores in grades 5, 8, and high school that predict performance on a college entrance exam. Directs the commissioner to publicly disseminate these test results.

(d) Lists components of a statewide public reporting system.

- 9 Administration and usage.** Requires school districts, schools, and charter schools to administer statewide assessments, as they become available, to evaluate student progress toward career and college readiness. Allows school districts, schools, and charter schools to use students' performance on a statewide assessment to help determine grade promotion or retention, as part of students' final course grade, or to include on students' transcript.
- 10 Access to tests.** Directs the commissioner to provide parents and the public with access to review Minnesota-developed assessments. Strikes references to the basic skills tests, the MCAs, and any other statewide test and assessment.
- 11 Statewide testing.** Directs school districts to annually administer a uniform statewide test to students in specified grades to provide information on students' status, needs, and performance, consistent with the state testing law.
- 12 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.
- 13 Enrollment priority.** (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.
- 14 Authorizer.** 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.
- 15 Formation of a school.** 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.
- 16 Federal, state, and local requirements.** (f) Allows a charter school to offer a fee-based preschool or prekindergarten program.
- (g) Prohibits charter schools from charging tuition except for fee-based preschool or prekindergarten programs.
- 17 Admission requirements.** (c) 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.

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(d) Requires a charter school's policy for admitting children before kindergarten, if established, to describe the evaluation it will use to help determine a child's ability to meet expectations for kindergarten and to progress to first grade in the next year. Requires a valid and reliable evaluation aligned with state kindergarten expectations that includes a parent report and teacher observations of the child. Requires the early admissions policy to be made available to parents in an accessible format and makes the policy subject to commissioner review.

- 18 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.

- 19 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.

- 20 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) 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; and based on previous years' enrollments equal to the sum of the applicable enrollment of all the schools participating in the merger.

- 21 Program established.** Strikes language allowing a pupil to participate in a learning year program and accelerate attainment of grade level or graduation requirements.

- 22 Policy.** Declares that a more relevant education is needed for Minnesota's American Indian people and the state lacks American Indian professionals.

- 23 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 pertaining to educating American Indian students.

- 24 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 and state aid.

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- 25 Program described.** Strikes language requiring a specific focus on improved reading and math skills. Requires curriculum to encompass indigenous language. 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.
- 26 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.
- 27 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.
- 28 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.
- 29 Persons holding general teaching licenses.** Allows licensed teachers who present evidence of their competence in American Indian language or history and culture to also be licensed in American Indian language and culture education.
- 30 Resolution or letter.** Strikes language referring to the designee of an American Indian tribal government and obsolete language.
- 31 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.
- 32 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.
- 33 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

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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.

- 34 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.
- 35 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.
- 36 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.
- 37 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.
- 38 Repealer.** Repeals Minnesota Statutes 2014, sections 120B.128 (the Educational Planning and Assessment System (EPAS) program offered by ACT); 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).

Article 3: Special Programs

- 1 Requirements for American sign language/English interpreters.** Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a representative of the education commissioner 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 representative of the education commissioner 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.

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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.

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.

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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 **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.

8 **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.

9 **Advisory committees.** Directs the commissioner to establish an advisory committee for the deaf and hard-of-hearing and visually impaired instead of an advisory committee for each resource center. Makes technical and conforming changes.

10 **Statewide hearing loss early education intervention coordinator.** Directs the statewide hearing loss early education intervention coordinator to collaborate with the education commissioner's designee. Makes a technical change affecting the advisory council for the deaf and hard-of-hearing.

11 **Definitions.** Defines "district" to mean a school district, a charter school, or a cooperative unit eligible to receive special education aid.

Makes this section effective for fiscal year 2016 and later.

12 **Special education aid.** (e) Includes a clarifying cross reference.

(f) Causes a charter school in its first year of operating to generate special education aid based on current year data. Allows a newly formed cooperative unit to apply to the commissioner for approval to generate special education aid in its first year of operating based on current year data, with an offsetting adjustment to the prior year data used to calculate aid for programs at participating school districts or previous cooperatives replaced by the new cooperative.

13 **Repealer.** Repeals Minnesota Statutes 2014, section 125A.63, subdivisions 1, 2, and 3 (resource centers and programs for deaf or hard-of-hearing, blind or visually impaired, and pupils with multiple disabilities).

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Article 4: 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.

Article 5: Early Childhood Education

- 1 Family eligibility.** (b) Makes a parent under age 21 who is pursuing a college degree 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.
- 2 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 a college degree. Makes technical and conforming changes.
- Makes this section effective for fiscal year 2016 and later.
- 3 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.
- 4 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.
- 5 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.

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Article 6: Libraries

- 1 Library board and chief administrative officer.** (b) Requires the governing board of a regional public library system to employ a full-time chief administrative officer.

Article 7: 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.
- 2 Identification; report.** Strikes a requirement that school districts annually report summary reading assessment results to the commissioner by July 1.
- 3 Report; continued funding.** (a) Directs the school boards of Q-Comp school districts, intermediate school districts, and school sites and the board of directors of Q-Comp charter schools to include recommendations on the implementation and effectiveness of Q-Comp programs in the World's Best Work Force report.
- 4 Staff development report.** Requires district and site reports of staff development activities and expenditures to be included in the World's Best Work Force report.
- 5 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.
- 6 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.
- 7 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.
- 8 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.

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- 9** **Annual reports.** Directs the education commissioner to combine the following reports into a single report the commissioner delivers annually by February 1 to the legislature: dangerous weapons and disciplinary incidents; staff development; achievement and integration plan evaluation; reducing the use of restrictive procedures; students who are deaf or hard of hearing; special education litigation costs; teacher supply and demand; and the Minnesota State High School League.
- 10** **Omissions.** Precludes adjusting aid payments due to omissions in school district reports after December 15 instead of December 30 of the next school year.
- 11** **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.