

SENATE
STATE OF MINNESOTA
EIGHTY-EIGHTH SESSION

S.F. No. 767

(SENATE AUTHORS: WIGER)

DATE	D-PG	OFFICIAL STATUS
02/25/2013	392	Introduction and first reading Referred to Finance
04/24/2013	2622 2689 5793	Comm report: To pass Second reading Rule 47, returned to Finance
03/28/2014	7060a	Comm report: To pass as amended and re-refer to Taxes
03/31/2014		Comm report: To pass as amended and re-refer to Finance

A bill for an act

1.1 relating to education; early childhood through grade 12 education; forecast
1.2 adjustments; English learners; appropriating money; amending Minnesota
1.3 Statutes 2012, sections 13.43, subdivision 16; 119A.50, subdivision 3; 120B.12;
1.4 122A.06, subdivision 4; 122A.14, subdivisions 2, 3; 122A.18, subdivisions 2a,
1.5 4; 122A.19; 122A.413, subdivision 2; 122A.414, subdivision 2; 122A.415,
1.6 subdivision 1; 122A.60, subdivisions 1a, 2, 3; 122A.68, subdivision 3; 122A.74;
1.7 123A.05, subdivision 2; 123A.06, subdivision 2; 123A.485; 123A.64; 123B.04,
1.8 subdivision 4; 123B.147, subdivision 3; 123B.71, subdivisions 8, 9; 124D.09,
1.9 subdivisions 9, 13; 124D.111, by adding subdivisions; 124D.13, subdivisions
1.10 2, 4, 9, 13, by adding subdivisions; 124D.135, subdivisions 1, 3; 124D.15,
1.11 subdivision 3; 124D.49, subdivision 3; 124D.52, as amended; 124D.522;
1.12 124D.531, subdivision 3; 124D.59, subdivision 2, by adding a subdivision;
1.13 124D.895; 124D.8955; 125A.08; 126C.10, subdivisions 25, 26, 28; 127A.45,
1.14 subdivision 2; 129C.10, subdivision 3, by adding a subdivision; 298.28,
1.15 subdivision 7a, as added; Minnesota Statutes 2013 Supplement, sections
1.16 120B.11; 120B.115; 120B.125; 120B.35, subdivision 3; 120B.36, subdivision
1.17 1; 122A.09, subdivision 4; 122A.18, subdivision 2; 122A.40, subdivision 8;
1.18 122A.41, subdivision 5; 123B.53, subdivision 1; 123B.75, subdivision 5;
1.19 124D.11, subdivision 1; 124D.111, subdivision 1; 124D.165, subdivisions 3, 4,
1.20 5; 124D.531, subdivision 1; 124D.65, subdivision 5; 124D.862, subdivisions
1.21 1, 2; 125A.11, subdivision 1; 125A.76, subdivisions 1, 2a, 2b, 2c; 125A.79,
1.22 subdivisions 1, 5, 8; 126C.05, subdivision 15; 126C.10, subdivisions 2a, 2d, 13a,
1.23 24, 31; 126C.17, subdivisions 6, 7b, 9, 9a; 126C.40, subdivision 1; 126C.44;
1.24 126C.48, subdivision 8; 127A.47, subdivision 7; 127A.70, subdivision 2; Laws
1.25 2013, chapter 116, article 1, section 58, subdivisions 2, 3, 4, 5, 6, 7, 11; article 3,
1.26 section 37, subdivisions 3, 4, 5, 6, 8, 15, 20; article 4, section 9, subdivision 2;
1.27 article 5, section 31, subdivisions 2, 3, 4, 5, 8; article 6, section 12, subdivisions
1.28 2, 3, 4, 6; article 7, section 21, subdivisions 2, 3, 4, 6, 7, 9; article 8, section 5,
1.29 subdivisions 2, 4, 8, 9, 10, 11, 14; article 9, section 2; proposing coding for new
1.30 law in Minnesota Statutes, chapters 123A; 129C; repealing Minnesota Statutes
1.31 2012, sections 122A.19, subdivision 3; 123B.71, subdivision 1.

1.32 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

2.1 **ARTICLE 1**2.2 **EARLY CHILDHOOD THROUGH GRADE 12 EDUCATION**

2.3 Section 1. Minnesota Statutes 2012, section 13.43, subdivision 16, is amended to read:

2.4 Subd. 16. **School district or charter school disclosure of violence or inappropriate**
2.5 **sexual contact.** The superintendent of a school district or the superintendent's designee,
2.6 or a person having administrative control of a charter school, must release to a requesting
2.7 school district or charter school private personnel data on a current or former employee
2.8 related to acts of violence toward or sexual contact with a student, if:

2.9 (1) an investigation conducted by or on behalf of the school district or law
2.10 enforcement affirmed the allegations in writing prior to release and the investigation
2.11 resulted in the resignation of the subject of the data; or

2.12 (2) the employee resigned while a complaint or charge involving the allegations was
2.13 pending and the allegations involved acts of sexual contact with a student.

2.14 Data that are released under this subdivision must not include data on the student.

2.15 Sec. 2. Minnesota Statutes 2012, section 122A.415, subdivision 1, is amended to read:

2.16 Subdivision 1. **Revenue amount.** (a) A school district, intermediate school district,
2.17 school site, or charter school that meets the conditions of section 122A.414 and submits an
2.18 application approved by the commissioner is eligible for alternative teacher compensation
2.19 revenue.

2.20 (b) For school district and intermediate school district applications, the commissioner
2.21 must consider only those applications to participate that are submitted jointly by a
2.22 district and the exclusive representative of the teachers. The application must contain an
2.23 alternative teacher professional pay system agreement that:

2.24 (1) implements an alternative teacher professional pay system consistent with
2.25 section 122A.414; and

2.26 (2) is negotiated and adopted according to the Public Employment Labor Relations
2.27 Act under chapter 179A, except that notwithstanding section 179A.20, subdivision 3, a
2.28 district may enter into a contract for a term of two or four years.

2.29 Alternative teacher compensation revenue for a qualifying school district or site in
2.30 which the school board and the exclusive representative of the teachers agree to place
2.31 teachers in the district or at the site on the alternative teacher professional pay system
2.32 equals \$260 times the number of pupils enrolled at the district or site on October 1 of
2.33 the previous fiscal year. Alternative teacher compensation revenue for a qualifying

3.1 intermediate school district must be calculated under ~~section 126C.10, subdivision 34~~
 3.2 subdivision 4, paragraphs (a) and (b).

3.3 (c) For a newly combined or consolidated district, the revenue shall be computed
 3.4 using the sum of pupils enrolled on October 1 of the previous year in the districts entering
 3.5 into the combination or consolidation. The commissioner may adjust the revenue computed
 3.6 for a site using prior year data to reflect changes attributable to school closings, school
 3.7 openings, or grade level reconfigurations between the prior year and the current year.

3.8 (d) The revenue is available only to school districts, intermediate school districts,
 3.9 school sites, and charter schools that fully implement an alternative teacher professional
 3.10 pay system by October 1 of the current school year.

3.11 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 3.12 and later.

3.13 Sec. 3. Minnesota Statutes 2012, section 123A.05, subdivision 2, is amended to read:

3.14 Subd. 2. **Reserve revenue.** Each district that is a member of an area learning center
 3.15 or alternative learning program must reserve revenue in an amount equal to the sum of
 3.16 (1) at least between 90 and 100 percent of the district average general education revenue
 3.17 per adjusted pupil unit minus an amount equal to the product of the formula allowance
 3.18 according to section 126C.10, subdivision 2, times ~~.0485~~ .0466, calculated without
 3.19 basic skills revenue and transportation sparsity revenue, times the number of pupil units
 3.20 attending an area learning center or alternative learning program under this section, plus
 3.21 (2) the amount of basic skills revenue generated by pupils attending the area learning
 3.22 center or alternative learning program. The amount of reserved revenue under this
 3.23 subdivision may only be spent on program costs associated with the area learning center
 3.24 or alternative learning program.

3.25 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 3.26 and later.

3.27 Sec. 4. **[123A.482] JOINT POWERS COOPERATIVE FACILITY.**

3.28 Subdivision 1. **Schools may be jointly operated.** Two or more school districts may
 3.29 agree to jointly operate a secondary facility. The districts may choose to operate the
 3.30 facility according to a joint powers agreement under section 123A.78 or 471.59.

3.31 Subd. 2. **Expanded program offerings.** A jointly operated secondary program
 3.32 seeking funding under section 123A.485 must demonstrate to the commissioner's
 3.33 satisfaction that the jointly operated program provides enhanced learning opportunities and

4.1 broader curriculum offerings to the students attending that program. The commissioner
4.2 must approve or disapprove a cooperative secondary program within 60 days of receipt of
4.3 an application.

4.4 Subd. 2a. **Teachers.** Notwithstanding section 122A.40, a district agreeing to
4.5 jointly operate a secondary facility under this section may not terminate or place on an
4.6 unrequested leave of absence a tenured classroom teacher for 24 months following the
4.7 execution of the joint powers agreement under this section. A district is not required to fill
4.8 positions made vacant by retirement or normal attrition during the 24 months following
4.9 the agreement to jointly operate a secondary facility under this section.

4.10 Subd. 2b. **Transfer of employees.** An employee transferred between members of a
4.11 joint powers agreement under this section is not required to serve a statutory or contractual
4.12 probationary period. The employee shall receive credit on the receiving district's salary
4.13 schedule for the employee's educational attainment and years of continuous service in
4.14 the sending district, or shall receive a comparable salary, whichever is greater. The
4.15 employee shall receive credit for accrued sick leave and rights to severance benefits as if
4.16 the employee had been employed by the receiving district during the employee's years of
4.17 employment in the sending district.

4.18 Subd. 3. **Revenue.** An approved program that is jointly operated under this section
4.19 is eligible for aid under section 123A.485 and qualifies for a facilities grant under sections
4.20 123A.44 to 123A.446.

4.21 Subd. 4. **Duty to maintain elementary and secondary schools met.** A school
4.22 district operating a joint facility under this section meets the requirements of section
4.23 123A.64.

4.24 Subd. 5. **Estimated market value limit exclusion.** Bonds for a cooperative facility
4.25 operated under this section issued by a member school district are not subject to the net
4.26 debt limit under section 475.53, subdivision 4.

4.27 Subd. 6. **Allocation of levy authority for joint facility.** For purposes of determining
4.28 each member district's school levy, a jointly operated secondary program may allocate
4.29 program costs to each member district according to the joint powers agreement and each
4.30 member district may include those costs in its tax levy. The joint powers agreement may
4.31 choose to allocate costs on any basis adopted as part of the joint powers agreement.

4.32 Subd. 7. **Effect of consolidation.** The joint powers agreement may allow member
4.33 school districts that choose to consolidate to continue to certify levies separately based on
4.34 each component district's characteristics.

4.35 Subd. 8. **Bonds.** A joint powers district formed under this section may issue bonds
4.36 according to section 123A.78 or its member districts may issue bonds individually after

5.1 complying with this subdivision. The joint powers board must submit the project for
 5.2 review and comment under section 123B.71. The joint powers board must hold a hearing
 5.3 on the proposal. If the bonds are not issued under section 123A.78, each member district
 5.4 of the joint powers district must submit the question of authorizing borrowing of funds for
 5.5 the project to the voters of the district at a special election. The question submitted shall
 5.6 state the total amount of funding needed from that district. The member district may issue
 5.7 the bonds according to chapter 475 and certify the levy required by section 475.61 only if
 5.8 a majority of those voting on the question in that district vote in the affirmative and only
 5.9 after the board has adopted a resolution pledging the full faith and credit of that unit. The
 5.10 resolution must irrevocably commit that unit to pay an agreed-upon share of any debt levy
 5.11 shortages that, together with other funds available, would allow the member school board
 5.12 to pay the principal and interest on the obligations. The clerk of the joint powers board
 5.13 must certify the vote of any bond elections to the commissioner. Bonds issued under this
 5.14 section first qualify for debt service equalization aid in fiscal year 2018.

5.15 Subd. 9. **Election.** A district entering into a joint powers agreement under this
 5.16 section may conduct a referendum seeking approval for a new facility. This election may
 5.17 be held separately or at the same time as a bond election under subdivision 8. If the
 5.18 election is held at the same time, the questions may be asked separately or as a conjunctive
 5.19 question. The question must be approved by a majority of those voting on the question.
 5.20 If asked separately and the question fails, a district may not proceed with the sale of
 5.21 bonds according to subdivision 8.

5.22 **EFFECTIVE DATE.** This section is effective the day following final enactment.

5.23 Sec. 5. Minnesota Statutes 2012, section 123A.485, is amended to read:

5.24 **123A.485 CONSOLIDATION TRANSITION REVENUE AID.**

5.25 Subdivision 1. **Eligibility and use.** A district that operates a cooperative facility
 5.26 under section 123A.482 or that has been reorganized after June 30, 1994, under section
 5.27 123A.48 is eligible for consolidation transition revenue. Revenue is equal to the sum of
 5.28 aid under subdivision 2 and levy under subdivision 3. Consolidation transition revenue
 5.29 aid may only be used according to this section. Revenue must be used for the following
 5.30 purposes and may be distributed among these purposes at the discretion of the district or
 5.31 the governing board of the cooperative facility:

5.32 (1) to offer early retirement incentives as provided by section 123A.48, subdivision
 5.33 23;

5.34 (2) to reduce operating debt as defined in section 123B.82;

6.1 (3) to enhance learning opportunities for students in the reorganized district; ~~and~~
 6.2 (4) to repay building debt; or
 6.3 (5) for other costs incurred in the reorganization.

6.4 Revenue received and utilized under clause (3) or ~~(4)~~ (5) may be expended for
 6.5 operating, facilities, and/or equipment.

6.6 Subd. 2. **Aid.** ~~(a) Consolidation transition aid is equal to \$200 \$300 times the~~
 6.7 ~~number of resident adjusted pupil units in the newly created cooperative facility under~~
 6.8 ~~section 123A.482 or the consolidated district in the year of consolidation and \$100 times~~
 6.9 ~~the number of resident pupil units in the first year following the year of consolidation~~
 6.10 ~~under section 123A.48. The number of pupil units used to calculate aid in either year~~
 6.11 ~~shall not exceed 1,000 for districts consolidating July 1, 1994, and 1,500 for districts~~
 6.12 ~~consolidating July 1, 1995, and thereafter~~ A district may receive aid under this section for
 6.13 not more than five years except as provided in subdivision 4.

6.14 ~~(b) If the total appropriation for consolidation transition aid for any fiscal year, plus~~
 6.15 ~~any amount transferred under section 127A.41, subdivision 8, is insufficient to pay all~~
 6.16 ~~districts the full amount of aid earned, the department must first pay the districts in the first~~
 6.17 ~~year following the year of consolidation the full amount of aid earned and distribute any~~
 6.18 ~~remaining funds to the newly created districts in the first year of consolidation.~~

6.19 Subd. 3. **Levy.** If the aid available in subdivision 2 is insufficient to cover the costs
 6.20 of the district under section 123A.48, subdivision 23, the district may levy the difference
 6.21 over a period of time not to exceed three years.

6.22 Subd. 4. **New districts.** If a district enters into a cooperative secondary facilities
 6.23 program or consolidates with another district that has received aid under section 123A.39,
 6.24 subdivision 3, or 123A.485 for a combination or consolidation taking effect within
 6.25 six years of the effective date of the new consolidation or the start of the cooperative
 6.26 secondary facilities program, only the pupil units in the district or districts not previously
 6.27 cooperating or reorganized must be counted for aid purposes under subdivision 2. If
 6.28 two or more districts consolidate and all districts received aid under subdivision 2 for a
 6.29 consolidation taking effect within six years of the effective date of the new consolidation,
 6.30 only one quarter of the pupil units in the newly created district must be used to determine
 6.31 aid under subdivision 2.

6.32 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2017
 6.33 and later.

7.1 Sec. 6. Minnesota Statutes 2012, section 123A.64, is amended to read:

7.2 **123A.64 DUTY TO MAINTAIN ELEMENTARY AND SECONDARY**
7.3 **SCHOOLS.**

7.4 Each district must maintain classified elementary and secondary schools, grades 1
7.5 through 12, unless the district is exempt according to section 123A.61 or 123A.62, has
7.6 made an agreement with another district or districts as provided in sections 123A.30,
7.7 123A.32, or sections 123A.35 to 123A.43, or 123A.17, subdivision 7, ~~or~~ has received a
7.8 grant under sections 123A.441 to 123A.446, or has formed a cooperative under section
7.9 123A.482. A district that has an agreement according to sections 123A.35 to 123A.43 or
7.10 123A.32 must operate a school with the number of grades required by those sections. A
7.11 district that has an agreement according to section 123A.30 or 123A.17, subdivision 7, or
7.12 has received a grant under sections 123A.441 to 123A.446 must operate a school for the
7.13 grades not included in the agreement, but not fewer than three grades.

7.14 Sec. 7. Minnesota Statutes 2013 Supplement, section 123B.53, subdivision 1, is
7.15 amended to read:

7.16 Subdivision 1. **Definitions.** (a) For purposes of this section, the eligible debt service
7.17 revenue of a district is defined as follows:

7.18 (1) the amount needed to produce between five and six percent in excess of the
7.19 amount needed to meet when due the principal and interest payments on the obligations
7.20 of the district for eligible projects according to subdivision 2, including the amounts
7.21 necessary for repayment of energy loans according to section 216C.37 or sections 298.292
7.22 to 298.298, debt service loans and capital loans, lease purchase payments under section
7.23 126C.40, subdivision 2, alternative facilities levies under section 123B.59, subdivision
7.24 5, paragraph (a), minus

7.25 (2) the amount of debt service excess levy reduction for that school year calculated
7.26 according to the procedure established by the commissioner.

7.27 (b) The obligations in this paragraph are excluded from eligible debt service revenue:

7.28 (1) obligations under section 123B.61;

7.29 (2) the part of debt service principal and interest paid from the taconite environmental
7.30 protection fund or Douglas J. Johnson economic protection trust, excluding both the
7.31 portion of taconite payments from the Iron Range school consolidation and cooperatively
7.32 operated school account under section 298.28, subdivision 7a, and any payments made
7.33 from the Douglas J. Johnson economic protection trust fund under section 298.292,
7.34 subdivision 2, clause (6);

8.1 (3) obligations issued under Laws 1991, chapter 265, article 5, section 18, as
 8.2 amended by Laws 1992, chapter 499, article 5, section 24; and

8.3 (4) obligations under section 123B.62.

8.4 (c) For purposes of this section, if a preexisting school district reorganized under
 8.5 sections 123A.35 to 123A.43, 123A.46, and 123A.48 is solely responsible for retirement
 8.6 of the preexisting district's bonded indebtedness, capital loans or debt service loans, debt
 8.7 service equalization aid must be computed separately for each of the preexisting districts.

8.8 (d) For purposes of this section, the adjusted net tax capacity determined according
 8.9 to sections 127A.48 and 273.1325 shall be adjusted to include the tax capacity of property
 8.10 generally exempted from ad valorem taxes under section 272.02, subdivision 64.

8.11 Sec. 8. Minnesota Statutes 2012, section 123B.71, subdivision 8, is amended to read:

8.12 Subd. 8. **Review and comment.** A school district, a special education cooperative,
 8.13 or a cooperative unit of government, as defined in section 123A.24, subdivision 2, must not
 8.14 initiate an installment contract for purchase or a lease agreement, hold a referendum for
 8.15 bonds, nor solicit bids for new construction, expansion, or remodeling of an educational
 8.16 facility that requires an expenditure in excess of \$500,000 per school site if it has a capital
 8.17 loan outstanding, or ~~\$1,400,000~~ \$2,000,000 per school site if it does not have a capital
 8.18 loan outstanding, prior to review and comment by the commissioner. ~~The commissioner~~
 8.19 ~~may exempt~~ A facility addition, maintenance project, or remodeling project funded only
 8.20 with general education aid and levy revenue, deferred maintenance revenue, alternative
 8.21 facilities bonding and levy program revenue, lease levy proceeds, capital facilities bond
 8.22 proceeds, or health and safety revenue is exempt from this provision ~~after reviewing a~~
 8.23 ~~written request from a school district describing the scope of work.~~ A capital project under
 8.24 section 123B.63 addressing only technology is exempt from this provision if the district
 8.25 submits a school board resolution stating that funds approved by the voters will be used
 8.26 only as authorized in section 126C.10, subdivision 14. A school board shall not separate
 8.27 portions of a single project into components to avoid the requirements of this subdivision.

8.28 Sec. 9. Minnesota Statutes 2012, section 123B.71, subdivision 9, is amended to read:

8.29 Subd. 9. **Information required.** A school board proposing to construct, expand,
 8.30 or remodel a facility ~~described in that requires a review and comment under~~ subdivision
 8.31 8 shall submit to the commissioner a proposal containing information including at least
 8.32 the following:

9.1 (1) the geographic area and population to be served, preschool through grade 12
9.2 student enrollments for the past five years, and student enrollment projections for the
9.3 next five years;

9.4 (2) a list of existing facilities by year constructed, their uses, and an assessment of
9.5 the extent to which alternate facilities are available within the school district boundaries
9.6 and in adjacent school districts;

9.7 (3) a list of the specific deficiencies of the facility that demonstrate the need for a
9.8 new or renovated facility to be provided, the process used to determine the deficiencies, a
9.9 list of those deficiencies that will and will not be addressed by the proposed project, and a
9.10 list of the specific benefits that the new or renovated facility will provide to the students,
9.11 teachers, and community users served by the facility;

9.12 ~~(4) the relationship of the project to any priorities established by the school district,~~
9.13 ~~educational cooperatives that provide support services, or other public bodies in the~~
9.14 ~~service area;~~

9.15 ~~(5) a description of the pedestrian, bicycle, and transit connections between the~~
9.16 ~~school and nearby residential areas that make it easier for children, teachers, and parents~~
9.17 ~~to get to the school by walking, bicycling, and taking transit;~~

9.18 ~~(6) a specification of how the project maximizes the opportunity for cooperative use~~
9.19 ~~of existing park, recreation, and other public facilities and whether and how the project~~
9.20 ~~will increase collaboration with other governmental or nonprofit entities;~~

9.21 ~~(7)~~ (4) a description of the project, including the specification of site and outdoor
9.22 space acreage and square footage allocations for classrooms, laboratories, and support
9.23 spaces; estimated expenditures for the major portions of the project; and the dates the
9.24 project will begin and be completed;

9.25 ~~(8)~~ (5) a specification of the source of financing the project, including applicable
9.26 statutory citations; the scheduled date for a bond issue or school board action; a schedule
9.27 of payments, including debt service equalization aid; and the effect of a bond issue on
9.28 local property taxes by the property class and valuation;

9.29 ~~(9) an analysis of how the proposed new or remodeled facility will affect school~~
9.30 ~~district operational or administrative staffing costs, and how the district's operating budget~~
9.31 ~~will cover any increased operational or administrative staffing costs;~~

9.32 ~~(10) a description of the consultation with local or state transportation officials~~
9.33 ~~on multimodal school site access and safety issues, and the ways that the project will~~
9.34 ~~address those issues;~~

10.1 ~~(11) a description of how indoor air quality issues have been considered and a~~
10.2 ~~certification that the architects and engineers designing the facility will have professional~~
10.3 ~~liability insurance;~~

10.4 ~~(12) as required under section 123B.72, for buildings coming into service after July 1,~~
10.5 ~~2002, a certification that the plans and designs for the extensively renovated or new facility's~~
10.6 ~~heating, ventilation, and air conditioning systems will meet or exceed code standards; will~~
10.7 ~~provide for the monitoring of outdoor airflow and total airflow of ventilation systems; and~~
10.8 ~~will provide an indoor air quality filtration system that meets ASHRAE standard 52.1;~~

10.9 ~~(13) a specification of any desegregation requirements that cannot be met by any~~
10.10 ~~other reasonable means;~~

10.11 ~~(14) a specification of how the facility will utilize environmentally sustainable~~
10.12 ~~school facility design concepts;~~

10.13 ~~(15) a description of how the architects and engineers have considered the American~~
10.14 ~~National Standards Institute Acoustical Performance Criteria, Design Requirements~~
10.15 ~~and Guidelines for Schools of the maximum background noise level and reverberation~~
10.16 ~~times; and~~

10.17 ~~(16) any existing information from the relevant local unit of government about the~~
10.18 ~~cumulative costs to provide infrastructure to serve the school, such as utilities, sewer,~~
10.19 ~~roads, and sidewalks.~~

10.20 (6) confirmations of the district and contracted professionals that the project is
10.21 planned and will be executed to consider and comply with the following:

10.22 (i) uniform municipal contracting law under section 471.345;

10.23 (ii) sustainable design;

10.24 (iii) school facility commissioning under section 123B.72 requiring certification that
10.25 plans and designs for an extensively renovated or new facility's heating, ventilation, and
10.26 air conditioning systems will meet or exceed current code standards; and will provide an
10.27 air quality filtration system that meets ASHRAE standard 52.1;

10.28 (iv) American National Standards Institute Acoustical Performance Criteria, Design
10.29 Requirements and Guidelines for Schools of the maximum background noise level and
10.30 reverberation times;

10.31 (v) State Fire Code;

10.32 (vi) applicable building code under chapter 326B;

10.33 (vii) consultation with appropriate governmental units regarding utilities, roads,
10.34 sewers, sidewalks, retention ponds, school bus and automobile traffic, and safe access
10.35 for walkers and bicyclists.

11.1 Sec. 10. Minnesota Statutes 2013 Supplement, section 123B.75, subdivision 5, is
 11.2 amended to read:

11.3 Subd. 5. **Levy recognition.** For fiscal year ~~2011~~ 2014 and later years, in June of
 11.4 each year, the school district must recognize as revenue, in the fund for which the levy
 11.5 was made, the lesser of:

11.6 (1) the sum of May, June, and July school district tax settlement revenue received in
 11.7 that calendar year, plus general education aid according to section 126C.13, subdivision
 11.8 4, received in July and August of that calendar year; or

11.9 (2) the sum of:

11.10 (i) ~~the greater of 48.6 percent of the referendum levy certified according to section~~
 11.11 ~~126C.17 in the prior calendar year, or 31 percent of the referendum levy certified~~
 11.12 ~~according to section 126C.17 in calendar year 2000; plus~~

11.13 (ii) the entire amount of the levy certified in the prior calendar year according
 11.14 to section 124D.4531, ~~124D.86, subdivision 4, for school districts receiving revenue~~
 11.15 ~~under sections 124D.86, subdivision 3, clauses (1), (2), and (3); 124D.862, for Special~~
 11.16 ~~School District No. 1, Minneapolis, Independent School District No. 625, St. Paul, and~~
 11.17 ~~Independent School District No. 709, Duluth; 126C.41, subdivisions 1, 2, paragraph (a),~~
 11.18 ~~and 3, paragraphs (b), (c), and (d); 126C.43, subdivision 2; and 126C.48, subdivision 6; plus~~

11.19 ~~(iii) 48.6 percent of the amount of the levy certified in the prior calendar year for the~~
 11.20 ~~school district's general and community service funds, plus or minus auditor's adjustments,~~
 11.21 ~~that remains after subtracting the referendum levy certified according to section 126C.17~~
 11.22 ~~and the amount recognized according to item (ii).~~

11.23 Sec. 11. Minnesota Statutes 2012, section 124D.09, subdivision 9, is amended to read:

11.24 Subd. 9. **Enrollment priority.** A postsecondary institution shall give priority to its
 11.25 postsecondary students when enrolling 10th, 11th, and 12th grade pupils in its courses.

11.26 A postsecondary institution may provide information about its programs to a secondary
 11.27 school or to a pupil or parent and it may advertise or otherwise recruit or solicit a
 11.28 secondary pupil to enroll in its programs on educational and programmatic grounds only.

11.29 An institution must not enroll secondary pupils, for postsecondary enrollment options
 11.30 purposes, in remedial, developmental, or other courses that are not college level, except
 11.31 when a student eligible to participate in the graduation incentives program under section
 11.32 124D.68 enrolls full-time in a middle or early college program specifically designed to
 11.33 allow the student to earn dual high school and college credit. In this case, the student shall
 11.34 receive developmental college credit and not college credit for completing remedial or

12.1 developmental courses. Once a pupil has been enrolled in a postsecondary course under
 12.2 this section, the pupil shall not be displaced by another student.

12.3 **EFFECTIVE DATE.** This section is effective July 1, 2014.

12.4 Sec. 12. Minnesota Statutes 2012, section 124D.09, subdivision 13, is amended to read:

12.5 Subd. 13. **Financial arrangements.** For a pupil enrolled in a course under this
 12.6 section, the department must make payments according to this subdivision for courses that
 12.7 were taken for secondary credit.

12.8 The department must not make payments to a school district or postsecondary
 12.9 institution for a course taken for postsecondary credit only. The department must not
 12.10 make payments to a postsecondary institution for a course from which a student officially
 12.11 withdraws during the first 14 days of the quarter or semester or who has been absent from
 12.12 the postsecondary institution for the first 15 consecutive school days of the quarter or
 12.13 semester and is not receiving instruction in the home or hospital.

12.14 A postsecondary institution shall receive the following:

12.15 (1) for an institution granting quarter credit, the reimbursement per credit hour shall
 12.16 be an amount equal to 88 percent of the product of the formula allowance minus ~~\$415~~
 12.17 \$425, multiplied by ~~1.3~~ 1.2, and divided by 45; or

12.18 (2) for an institution granting semester credit, the reimbursement per credit hour
 12.19 shall be an amount equal to 88 percent of the product of the general revenue formula
 12.20 allowance minus ~~\$415~~ \$425, multiplied by ~~1.3~~ 1.2, and divided by 30.

12.21 The department must pay to each postsecondary institution 100 percent of the
 12.22 amount in clause (1) or (2) within 30 days of receiving initial enrollment information
 12.23 each quarter or semester. If changes in enrollment occur during a quarter or semester,
 12.24 the change shall be reported by the postsecondary institution at the time the enrollment
 12.25 information for the succeeding quarter or semester is submitted. At any time the
 12.26 department notifies a postsecondary institution that an overpayment has been made, the
 12.27 institution shall promptly remit the amount due.

12.28 Sec. 13. Minnesota Statutes 2013 Supplement, section 124D.11, subdivision 1, is
 12.29 amended to read:

12.30 Subdivision 1. **General education revenue.** General education revenue must be
 12.31 paid to a charter school as though it were a district. The general education revenue
 12.32 for each adjusted pupil unit is the state average general education revenue per pupil
 12.33 unit, plus the referendum equalization aid allowance in the pupil's district of residence,
 12.34 minus an amount equal to the product of the formula allowance according to section

13.1 126C.10, subdivision 2, times .0466, calculated without declining enrollment revenue,
13.2 local optional revenue, basic skills revenue, extended time revenue, pension adjustment
13.3 revenue, transition revenue, and transportation sparsity revenue, plus declining enrollment
13.4 revenue, basic skills revenue, extended time revenue, pension adjustment revenue, and
13.5 transition revenue as though the school were a school district. The general education
13.6 revenue for each extended time pupil unit equals \$4,794.

13.7 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
13.8 and later.

13.9 Sec. 14. Minnesota Statutes 2013 Supplement, section 124D.111, subdivision 1,
13.10 is amended to read:

13.11 Subdivision 1. **School lunch aid computation.** Each school year, the state must
13.12 pay participants in the national school lunch program the amount of 12.5 cents for each
13.13 full paid, ~~reduced-price,~~ and free student lunch and 52.5 cents for each reduced-price
13.14 student lunch served to students.

13.15 **EFFECTIVE DATE.** This section is effective for fiscal years 2015 and later.

13.16 Sec. 15. Minnesota Statutes 2012, section 124D.111, is amended by adding a
13.17 subdivision to read:

13.18 Subd. 4. **No fees.** A participant that receives school lunch aid under this section
13.19 must make lunch available without charge to all participating students who qualify for
13.20 free or reduced-price meals. The participant must also ensure that any reminders for
13.21 payment of outstanding student meal balances do not demean or stigmatize any child
13.22 participating in the school lunch program.

13.23 **EFFECTIVE DATE.** This section is effective for fiscal years 2015 and later.

13.24 Sec. 16. Minnesota Statutes 2012, section 124D.111, is amended by adding a
13.25 subdivision to read:

13.26 Subd. 5. **Inability to pay.** A participant that receives school lunch aid under this
13.27 section is encouraged to provide a student who is unable to pay with the same lunch
13.28 that is served to other students.

13.29 Sec. 17. Minnesota Statutes 2012, section 124D.13, subdivision 2, is amended to read:

13.30 Subd. 2. **Program requirements.** (a) Early childhood family education programs
13.31 are programs for children in the period of life from birth to kindergarten, for the parents

14.1 and other relatives of these children, and for expectant parents. To the extent that funds
 14.2 are insufficient to provide programs for all children, early childhood family education
 14.3 programs should emphasize programming for a child from birth to age three and
 14.4 encourage parents and other relatives to involve four- and five-year-old children in school
 14.5 readiness programs, and other public and nonpublic early learning programs. A district
 14.6 may not limit participation to school district residents. Early childhood family education
 14.7 programs must provide:

14.8 (1) programs to educate parents and other relatives about the physical, ~~mental~~
 14.9 cognitive, social, and emotional development of children and to enhance the skills of
 14.10 parents and other relatives in providing for their children's learning and development;

14.11 (2) structured learning activities requiring interaction between children and their
 14.12 parents or relatives;

14.13 (3) structured learning activities for children that promote children's development
 14.14 and positive interaction with peers, which are held while parents or relatives attend parent
 14.15 education classes;

14.16 (4) information on related community resources;

14.17 (5) information, materials, and activities that support the safety of children, including
 14.18 prevention of child abuse and neglect; ~~and~~

14.19 (6) a community ~~outreach plan to ensure participation by families who reflect the~~
 14.20 ~~racial, cultural, and economic diversity of the school district~~ needs assessment that identifies
 14.21 new and underserved populations, identifies child and family risk factors, particularly
 14.22 those that impact children's learning and development, assesses family and parenting
 14.23 education needs in the community, and a comparison with school district census data;

14.24 (7) programming and services that are tailored to the needs of families and parents
 14.25 prioritized in the community needs assessment; and

14.26 (8) provide information about and, if needed, assist in making arrangements for an
 14.27 early childhood health and developmental screening under sections 121A.16 and 121A.17,
 14.28 when the child nears their third birthday.

14.29 Early childhood family education programs should prioritize programming and
 14.30 services for families and parents identified in the community needs assessment, particularly
 14.31 those families and parents with children with the most risk factors birth to age three.

14.32 The programs must include learning experiences for children, parents, and other
 14.33 relatives that promote children's early literacy skills. The program must not include
 14.34 activities for children that do not require substantial involvement of the children's parents
 14.35 or other relatives. The program may provide parenting education programming or services
 14.36 to anyone identified in the community needs assessment. The program must be reviewed

15.1 periodically to assure the instruction and materials are not racially, culturally, or sexually
 15.2 biased. The programs must encourage parents to be aware of practices that may affect
 15.3 equitable development of children.

15.4 (b) For the purposes of this section, "relative" or "relatives" means noncustodial
 15.5 grandparents or other persons related to a child by blood, marriage, adoption, or foster
 15.6 placement, excluding parents.

15.7 Sec. 18. Minnesota Statutes 2012, section 124D.13, subdivision 4, is amended to read:

15.8 Subd. 4. **Home visiting program.** A district that levies for home visiting under
 15.9 section 124D.135, subdivision 6, shall use this revenue to include as part of the early
 15.10 childhood family education programs a parent education component that is designed to
 15.11 reach isolated or at-risk families.

15.12 The home visiting program must use:

15.13 (1) ~~an established risk assessment tool to determine the family's level of risk~~
 15.14 incorporate evidence-informed parenting education practices designed to support the
 15.15 healthy growth and development of children, with a priority focus on those children
 15.16 who have high needs;

15.17 (2) establish clear objectives and protocols for home visits;

15.18 (3) encourage families to make a transition from home visits to site-based parenting
 15.19 programs;

15.20 (4) provide program services that are community-based, accessible, and culturally
 15.21 relevant; ~~and~~

15.22 (5) foster collaboration among existing agencies and community-based organizations
 15.23 that serve young children and their families, such as public health evidence-based models
 15.24 of home visiting and Head Start home visiting; and

15.25 (6) provide information about and assist in making arrangements for an early
 15.26 childhood health and developmental screening when the child nears his or her third
 15.27 birthday.

15.28 ~~Home visitors~~ The home visiting program should be provided by licensed parenting
 15.29 educators, certified family life educators, or professionals with an equivalent license that
 15.30 reflect the demographic composition of the community to the extent possible.

15.31 Sec. 19. Minnesota Statutes 2012, section 124D.13, subdivision 9, is amended to read:

15.32 Subd. 9. **District advisory councils.** The board must appoint an advisory council
 15.33 from the area in which the program is provided. A majority of the council must be
 15.34 parents participating in the program, who represent the demographics of the community.

16.1 The district must ensure, to the extent possible, that the council includes representation
16.2 of families who are racially, culturally, linguistically, and economically diverse. The
16.3 council must assist the board in developing, planning, and monitoring the early childhood
16.4 family education program. The council must report to the board and the community
16.5 education advisory council.

16.6 Sec. 20. Minnesota Statutes 2012, section 124D.13, subdivision 13, is amended to read:

16.7 Subd. 13. **Program data submission requirements.** Districts receiving early
16.8 childhood family education revenue under section 124D.135 must submit annual program
16.9 data, including data that demonstrates the program response to the community needs
16.10 assessment, to the department by July 15 in the form and manner prescribed by the
16.11 commissioner.

16.12 Sec. 21. Minnesota Statutes 2012, section 124D.13, is amended by adding a
16.13 subdivision to read:

16.14 Subd. 14. **Supervision.** A program provided by a board must be supervised by a
16.15 licensed early childhood teacher or a licensed parent educator.

16.16 Sec. 22. Minnesota Statutes 2012, section 124D.13, is amended by adding a
16.17 subdivision to read:

16.18 Subd. 15. **Parenting education transition program.** To the extent that funds are
16.19 sufficient, early childhood family education may provide parenting education transition
16.20 programming for parents of children birth to grade three in districts in which there is a
16.21 prekindergarten-grade three initiative in order to facilitate continued parent engagement
16.22 in children's learning and development. Early childhood family education programs are
16.23 encouraged to develop partnerships to provide a parenting education liaison to providers
16.24 of other public and nonpublic early learning programs, such as Head Start, school
16.25 readiness, child care, early childhood special education, local public health programs,
16.26 and health care providers.

16.27 Sec. 23. Minnesota Statutes 2012, section 124D.135, subdivision 1, is amended to read:

16.28 Subdivision 1. **Revenue.** The revenue for early childhood family education
16.29 programs for a school district equals \$112 for fiscal year 2007 and \$120 for fiscal year
16.30 ~~2008~~ \$120 for fiscal year 2014 and the formula allowance for the year times 0.0269 for
16.31 fiscal year 2015 and later, times the greater of:

16.32 (1) 150; or

17.1 (2) the number of people under five years of age residing in the district on October 1
17.2 of the previous school year.

17.3 Sec. 24. Minnesota Statutes 2012, section 124D.135, subdivision 3, is amended to read:

17.4 Subd. 3. **Early childhood family education levy.** ~~(a)~~ By September 30 of each year,
17.5 the commissioner shall establish a tax rate for early childhood family education revenue
17.6 that raises \$22,135,000 in each fiscal year. If the amount of the early childhood family
17.7 education levy would exceed the early childhood family education revenue, the early
17.8 childhood family education levy must equal the early childhood family education revenue.
17.9 A district may not certify an early childhood family education levy unless it has met the
17.10 annual program data reporting requirements under section 124D.13, subdivision 13.

17.11 ~~(b) Notwithstanding paragraph (a), for fiscal year 2009 only, the commissioner shall~~
17.12 ~~establish a tax rate for early education revenue that raises \$13,565,000.~~

17.13 Sec. 25. Minnesota Statutes 2013 Supplement, section 124D.165, subdivision 3,
17.14 is amended to read:

17.15 Subd. 3. **Administration.** (a) The commissioner shall establish application
17.16 timelines and determine the schedule for awarding scholarships that meets operational
17.17 needs of eligible families and programs. The commissioner may prioritize applications on
17.18 factors including family income, geographic location, and whether the child's family is on a
17.19 waiting list for a publicly funded program providing early education or child care services.

17.20 (b) Scholarships may be awarded ~~up to \$5,000 for~~ each eligible child. The
17.21 commissioner shall establish a target for the average scholarship amount per child
17.22 based on the results of the rate survey conducted under section 119B.13, subdivision 1,
17.23 paragraph (b), per year.

17.24 (c) A four-star rated program that has children eligible for a scholarship enrolled
17.25 in or on a waiting list for a program beginning in July, August, or September may notify
17.26 the commissioner, in the form and manner prescribed by the commissioner, each year
17.27 of the program's desire to enhance program services or to serve more children than
17.28 current funding provides. The commissioner may designate a predetermined number of
17.29 scholarship slots for that program and notify the program of that number. A program
17.30 qualifying under this paragraph may use its established registration process to enroll
17.31 scholarship recipients and may verify a scholarship recipient's family income in the same
17.32 manner as for other program participants.

17.33 (d) A scholarship is awarded for a 12-month period. If the scholarship recipient has
17.34 not been accepted and subsequently enrolled in a rated program within ten months of the

18.1 awarding of the scholarship, the scholarship cancels and the recipient must reapply in
18.2 order to be eligible for another scholarship. A child may not be awarded more than one
18.3 scholarship in a 12-month period.

18.4 (e) A child who receives a scholarship who has not completed development
18.5 screening under sections 121A.16 to 121A.19 must complete that screening within 90
18.6 days of first attending an eligible program.

18.7 (f) A program enrolling scholarship recipients under paragraph (c) may apply to the
18.8 commissioner, in the form and manner prescribed by the commissioner, for direct payment
18.9 of state aid. Upon receipt of the application, the commissioner must pay each program
18.10 directly for each approved scholarship recipient enrolled under paragraph (c) according to
18.11 the metered payment system or another schedule established by the commissioner.

18.12 **EFFECTIVE DATE.** This section is effective the day following final enactment.

18.13 Sec. 26. Minnesota Statutes 2013 Supplement, section 124D.165, subdivision 4,
18.14 is amended to read:

18.15 Subd. 4. **Early childhood program eligibility.** (a) In order to be eligible to accept
18.16 an early childhood education scholarship, a program must:

18.17 (1) participate in the quality rating and improvement system under section
18.18 124D.142; and

18.19 (2) beginning July 1, 2016, have a three- or four-star rating in the quality rating
18.20 and improvement system.

18.21 (b) Any program accepting scholarships must use the revenue to supplement and not
18.22 supplant federal funding.

18.23 (c) Notwithstanding paragraph (a), all Minnesota early learning foundation
18.24 scholarship program pilot sites are eligible to accept an early learning scholarship under
18.25 this section.

18.26 Sec. 27. Minnesota Statutes 2013 Supplement, section 124D.165, subdivision 5,
18.27 is amended to read:

18.28 Subd. 5. **Report required.** The commissioner shall contract with an independent
18.29 contractor to evaluate the early learning scholarship program. The evaluation must
18.30 include recommendations regarding the appropriate scholarship amount, efficiency, and
18.31 effectiveness of the administration, and impact on kindergarten readiness and student
18.32 outcomes by program setting, including Head Start programs, school-based prekindergarten
18.33 and preschool programs, and other early education and child care programs. The report
18.34 must also include the number of scholarship recipients in school-based, home-based,

19.1 and center-based programs as well as a geographic summary of scholarship recipients
 19.2 by county. By January 15, 2016, the commissioner shall submit a written copy of the
 19.3 evaluation to the chairs and ranking minority members of the legislative committees and
 19.4 divisions with primary jurisdiction over kindergarten through grade 12 education.

19.5 Sec. 28. Minnesota Statutes 2012, section 124D.522, is amended to read:

19.6 **124D.522 ADULT BASIC EDUCATION SUPPLEMENTAL SERVICE**
 19.7 **GRANTS.**

19.8 (a) The commissioner, in consultation with the policy review task force under
 19.9 section 124D.521, may make grants to nonprofit organizations to provide services that
 19.10 are not offered by a district adult basic education program or that are supplemental to
 19.11 either the statewide adult basic education program, or a district's adult basic education
 19.12 program. The commissioner may make grants for: staff development for adult basic
 19.13 education teachers and administrators; training for volunteer tutors; training, services, and
 19.14 materials for serving disabled students through adult basic education programs; statewide
 19.15 promotion of adult basic education services and programs; development and dissemination
 19.16 of instructional and administrative technology for adult basic education programs;
 19.17 programs which primarily serve communities of color; adult basic education distance
 19.18 learning projects, including television instruction programs; and other supplemental
 19.19 services to support the mission of adult basic education and innovative delivery of adult
 19.20 basic education services.

19.21 (b) The commissioner must establish eligibility criteria and grant application
 19.22 procedures. Grants under this section must support services throughout the state, focus on
 19.23 educational results for adult learners, and promote outcome-based achievement through
 19.24 adult basic education programs. Beginning in fiscal year 2002, the commissioner may
 19.25 make grants under this section from the state total adult basic education aid set aside for
 19.26 supplemental service grants under section 124D.531. Up to one-fourth of the appropriation
 19.27 for supplemental service grants must be used for grants for adult basic education programs
 19.28 to encourage and support innovations in adult basic education instruction and service
 19.29 delivery. A grant to a single organization cannot exceed ~~20~~ 40 percent of the total
 19.30 supplemental services aid. Nothing in this section prevents an approved adult basic
 19.31 education program from using state or federal aid to purchase supplemental services.

19.32 Sec. 29. Minnesota Statutes 2013 Supplement, section 124D.531, subdivision 1,
 19.33 is amended to read:

20.1 Subdivision 1. **State total adult basic education aid.** (a) The state total adult basic
 20.2 education aid for fiscal year 2011 equals \$44,419,000, plus any amount that is not paid
 20.3 during the previous fiscal year as a result of adjustments under subdivision 4, paragraph
 20.4 (a), or section 124D.52, subdivision 3. The state total adult basic education aid for later
 20.5 fiscal years equals:

20.6 (1) the state total adult basic education aid for the preceding fiscal year plus any
 20.7 amount that is not paid for during the previous fiscal year, as a result of adjustments under
 20.8 subdivision 4, paragraph (a), or section 124D.52, subdivision 3; times

20.9 (2) the lesser of:

20.10 (i) ~~1.025~~ 1.03; or

20.11 (ii) the average growth in state total contact hours over the prior ten program years.

20.12 ~~Beginning in fiscal year 2002, two~~ Three percent of the state total adult basic
 20.13 education aid must be set aside for adult basic education supplemental service grants
 20.14 under section 124D.522.

20.15 (b) The state total adult basic education aid, excluding basic population aid, equals
 20.16 the difference between the amount computed in paragraph (a), and the state total basic
 20.17 population aid under subdivision 2.

20.18 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 20.19 and later.

20.20 Sec. 30. Minnesota Statutes 2012, section 124D.531, subdivision 3, is amended to read:

20.21 Subd. 3. **Program revenue.** Adult basic education programs established under
 20.22 section 124D.52 and approved by the commissioner are eligible for revenue under this
 20.23 subdivision. For fiscal year 2001 and later, adult basic education revenue for each
 20.24 approved program equals the sum of:

20.25 (1) the basic population aid under subdivision 2 for districts participating in the
 20.26 program during the current program year; plus

20.27 (2) 84 percent times the amount computed in subdivision 1, paragraph (b), times the
 20.28 ratio of the contact hours for students participating in the program during the first prior
 20.29 program year to the state total contact hours during the first prior program year; plus

20.30 (3) eight percent times the amount computed in subdivision 1, paragraph (b), times
 20.31 the ratio of the enrollment of English learners during the second prior school year in
 20.32 districts participating in the program during the current program year to the state total
 20.33 enrollment of English learners during the second prior school year in districts participating
 20.34 in adult basic education programs during the current program year; plus

21.1 (4) eight percent times the amount computed in subdivision 1, paragraph (b), times
 21.2 the ratio of the latest federal census count of the number of adults aged ~~20~~ 25 or older
 21.3 with no diploma residing in the districts participating in the program during the current
 21.4 program year to the latest federal census count of the state total number of adults aged ~~20~~
 21.5 25 or older with no diploma residing in the districts participating in adult basic education
 21.6 programs during the current program year.

21.7 Sec. 31. Minnesota Statutes 2012, section 124D.59, subdivision 2, is amended to read:

21.8 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten
 21.9 through grade 12 who meets the following requirements:

21.10 (1) the pupil, as declared by a parent or guardian first learned a language other than
 21.11 English, comes from a home where the language usually spoken is other than English, or
 21.12 usually speaks a language other than English; and

21.13 (2) the pupil is determined by a valid assessment measuring the pupil's English
 21.14 language proficiency and by developmentally appropriate measures, which might include
 21.15 observations, teacher judgment, parent recommendations, or developmentally appropriate
 21.16 assessment instruments, to lack the necessary English skills to participate fully in
 21.17 academic classes taught in English.

21.18 (b) ~~Notwithstanding paragraph (a),~~ A pupil enrolled in a Minnesota public school
 21.19 in grades any grade 4 through 12 who was enrolled in a Minnesota public school on
 21.20 the dates during in the previous school year when a commissioner provided took a
 21.21 commissioner-provided assessment that measures measuring the pupil's emerging
 21.22 academic English was administered, shall not be counted as an English learner in
 21.23 calculating English learner pupil units under section 126C.05, subdivision 17, and shall not
 21.24 generate state English learner aid under section 124D.65, subdivision 5, unless if the pupil
 21.25 scored below the state cutoff score or is otherwise counted as a nonproficient participant
 21.26 on an the assessment measuring the pupil's emerging academic English provided by the
 21.27 commissioner during the previous school year or in the judgment of the pupil's classroom
 21.28 teachers, consistent with section 124D.61, clause (1), the pupil is unable to demonstrate
 21.29 academic language proficiency in English, including oral academic language, sufficient to
 21.30 successfully and fully participate in the general core curriculum in the regular classroom.

21.31 (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade
 21.32 12 shall not be counted as an English learner in calculating English learner pupil units
 21.33 under section 126C.05, subdivision 17, and shall not generate state English learner aid
 21.34 under section 124D.65, subdivision 5, if:

22.1 (1) the pupil is not enrolled during the current fiscal year in an educational program
 22.2 for English learners ~~in accordance with~~ under sections 124D.58 to 124D.64; or

22.3 (2) the pupil has generated ~~five~~ six or more years of average daily membership in
 22.4 Minnesota public schools since July 1, 1996.

22.5 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2015 and
 22.6 later.

22.7 Sec. 32. Minnesota Statutes 2013 Supplement, section 124D.65, subdivision 5, is
 22.8 amended to read:

22.9 Subd. 5. **School district EL revenue.** (a) A district's English learner programs
 22.10 revenue equals the product of (1) ~~\$704~~ \$726 times (2) the greater of 20 or the adjusted
 22.11 average daily membership of eligible English learners enrolled in the district during the
 22.12 current fiscal year.

22.13 ~~(b) A pupil ceases to generate state English learner aid in the school year following~~
 22.14 ~~the school year in which the pupil attains the state cutoff score on a commissioner-provided~~
 22.15 ~~assessment that measures the pupil's emerging academic English.~~

22.16 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 22.17 and later.

22.18 Sec. 33. Minnesota Statutes 2013 Supplement, section 124D.862, subdivision 1,
 22.19 is amended to read:

22.20 Subdivision 1. **Initial achievement and integration revenue.** (a) An eligible
 22.21 district's initial achievement and integration revenue equals the lesser of 100.3 percent of
 22.22 the district's expenditures under the budget approved by the commissioner under section
 22.23 124D.861, subdivision 3, paragraph (c), excluding expenditures used to generate incentive
 22.24 revenue under subdivision 2, or the sum of (1) \$350 times the district's adjusted pupil
 22.25 units for that year times the ratio of the district's enrollment of protected students for the
 22.26 previous school year to total enrollment for the previous school year and (2) the greater of
 22.27 zero or 66 percent of the difference between the district's integration revenue for fiscal
 22.28 year 2013 and the district's integration revenue for fiscal year 2014 under clause (1).

22.29 (b) In each year, 0.3 percent of each district's initial achievement and integration
 22.30 revenue is transferred to the department for the oversight and accountability activities
 22.31 required under this section and section 124D.861.

22.32 **EFFECTIVE DATE.** This section is effective the day following final enactment
 22.33 and applies to revenue for fiscal year 2014 and later.

23.1 Sec. 34. Minnesota Statutes 2013 Supplement, section 124D.862, subdivision 2,
23.2 is amended to read:

23.3 Subd. 2. **Incentive revenue.** An eligible school district's maximum incentive
23.4 revenue equals \$10 per adjusted pupil unit. ~~In order to receive this revenue, a district must~~
23.5 ~~be~~ A district's incentive revenue equals the lesser of the maximum incentive revenue
23.6 or the district's expenditures for implementing a voluntary plan to reduce racial and
23.7 economic enrollment disparities through intradistrict and interdistrict activities that have
23.8 been approved as a part of the district's achievement and integration plan under the budget
23.9 approved by the commissioner under section 124D.861, subdivision 3, paragraph (c).

23.10 **EFFECTIVE DATE.** This section is effective the day following final enactment
23.11 and applies to revenue for fiscal year 2014 and later.

23.12 Sec. 35. Minnesota Statutes 2012, section 125A.08, is amended to read:

23.13 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS; DATA**
23.14 **REPORTING REQUIREMENTS.**

23.15 Subdivision 1. **Requirements for individualized education programs.** (a) At the
23.16 beginning of each school year, each school district shall have in effect, for each child with
23.17 a disability, an individualized education program.

23.18 (b) As defined in this section, every district must ensure the following:

23.19 (1) all students with disabilities are provided the special instruction and services
23.20 which are appropriate to their needs. Where the individualized education program team
23.21 has determined appropriate goals and objectives based on the student's needs, including
23.22 the extent to which the student can be included in the least restrictive environment,
23.23 and where there are essentially equivalent and effective instruction, related services, or
23.24 assistive technology devices available to meet the student's needs, cost to the district may
23.25 be among the factors considered by the team in choosing how to provide the appropriate
23.26 services, instruction, or devices that are to be made part of the student's individualized
23.27 education program. The individualized education program team shall consider and
23.28 may authorize services covered by medical assistance according to section 256B.0625,
23.29 subdivision 26. The student's needs and the special education instruction and services to
23.30 be provided must be agreed upon through the development of an individualized education
23.31 program. The program must address the student's need to develop skills to live and work
23.32 as independently as possible within the community. The individualized education program
23.33 team must consider positive behavioral interventions, strategies, and supports that address
23.34 behavior for children with attention deficit disorder or attention deficit hyperactivity

24.1 disorder. During grade 9, the program must address the student's needs for transition from
24.2 secondary services to postsecondary education and training, employment, community
24.3 participation, recreation, and leisure and home living. In developing the program, districts
24.4 must inform parents of the full range of transitional goals and related services that should
24.5 be considered. The program must include a statement of the needed transition services,
24.6 including a statement of the interagency responsibilities or linkages or both before
24.7 secondary services are concluded;

24.8 (2) children with a disability under age five and their families are provided special
24.9 instruction and services appropriate to the child's level of functioning and needs;

24.10 (3) children with a disability and their parents or guardians are guaranteed procedural
24.11 safeguards and the right to participate in decisions involving identification, assessment
24.12 including assistive technology assessment, and educational placement of children with a
24.13 disability;

24.14 (4) eligibility and needs of children with a disability are determined by an initial
24.15 assessment or reassessment, which may be completed using existing data under United
24.16 States Code, title 20, section 33, et seq.;

24.17 (5) to the maximum extent appropriate, children with a disability, including those
24.18 in public or private institutions or other care facilities, are educated with children who
24.19 are not disabled, and that special classes, separate schooling, or other removal of children
24.20 with a disability from the regular educational environment occurs only when and to the
24.21 extent that the nature or severity of the disability is such that education in regular classes
24.22 with the use of supplementary services cannot be achieved satisfactorily;

24.23 (6) in accordance with recognized professional standards, testing and evaluation
24.24 materials, and procedures used for the purposes of classification and placement of children
24.25 with a disability are selected and administered so as not to be racially or culturally
24.26 discriminatory; and

24.27 (7) the rights of the child are protected when the parents or guardians are not known
24.28 or not available, or the child is a ward of the state.

24.29 (c) For paraprofessionals employed to work in programs for students with
24.30 disabilities, the school board in each district shall ensure that:

24.31 (1) before or immediately upon employment, each paraprofessional develops
24.32 sufficient knowledge and skills in emergency procedures, building orientation, roles and
24.33 responsibilities, confidentiality, vulnerability, and reportability, among other things, to
24.34 begin meeting the needs of the students with whom the paraprofessional works;

24.35 (2) annual training opportunities are available to enable the paraprofessional to
24.36 continue to further develop the knowledge and skills that are specific to the students with

25.1 whom the paraprofessional works, including understanding disabilities, following lesson
25.2 plans, and implementing follow-up instructional procedures and activities; and

25.3 (3) a districtwide process obligates each paraprofessional to work under the ongoing
25.4 direction of a licensed teacher and, where appropriate and possible, the supervision of a
25.5 school nurse.

25.6 Subd. 2. Online reporting of required data. (a) To ensure a strong focus
25.7 on outcomes for children with disabilities informs federal and state compliance and
25.8 accountability requirements and to increase opportunities for special educators and
25.9 related-services providers to focus on teaching children with disabilities, the commissioner
25.10 must integrate, customize, and sustain a streamlined, user-friendly statewide online system,
25.11 with a single, integrated model online form, for effectively and efficiently collecting
25.12 and reporting required special education–related data to individuals with a legitimate
25.13 educational interest and who are authorized by law to access the data. Among other
25.14 data-related requirements, the online system must successfully interface with existing state
25.15 reporting systems such as MARSS and Child Count and with districts' local data systems.

25.16 (b) The commissioner must consult with qualified experts, including information
25.17 technology specialists, licensed special education teachers and directors of special
25.18 education, related-services providers, third-party vendors, a designee of the commissioner
25.19 of human services, parents of children with disabilities, representatives of advocacy groups
25.20 representing children with disabilities, and representatives of school districts and special
25.21 education cooperatives on integrating, field testing, customizing, and sustaining this simple,
25.22 easily accessible, efficient, and effective online data system for uniform statewide reporting
25.23 of required due process compliance data. Among other outcomes, the system must:

25.24 (1) reduce special education teachers' paperwork burden and thereby increase the
25.25 teachers' opportunities to focus on teaching children;

25.26 (2) to the extent authorized by chapter 13 or other applicable state or federal law
25.27 governing access to and dissemination of educational records, provide for efficiently and
25.28 effectively transmitting the records of all transferring children with disabilities, including
25.29 highly mobile and homeless children with disabilities, among others, to give an enrolling
25.30 school, school district, facility, or other institution immediate access to information about
25.31 the transferring child and to avoid fragmented service delivery;

25.32 (3) address language and other barriers and disparities that prevent parents from
25.33 understanding and communicating information about the needs of their children with
25.34 disabilities;

26.1 (4) facilitate school districts' ability to bill medical assistance, MinnesotaCare,
26.2 and other third-party payers for the costs of providing individualized education program
26.3 health-related services to an eligible child with disabilities;

26.4 (5) help continuously improve the interface among the online systems serving
26.5 children with disabilities in order to maintain and reinforce the children's ability to learn;
26.6 and

26.7 (6) have readily accessible expert technical assistance to maintain, sustain, and
26.8 improve the online system.

26.9 (c) The commissioner must use the federal Office of Special Education Programs
26.10 model forms for the (1) individualized education program, (2) notice of procedural
26.11 safeguards, and (3) prior written notice that are consistent with Part B of IDEA to integrate
26.12 and customize a state-sponsored universal special education online case management
26.13 system, consistent with the requirements of state law and this subdivision for integrating,
26.14 customizing, and sustaining a statewide online reporting system. The commissioner must
26.15 use a request for proposal process to contract for the technology and software needed
26.16 for integrating and customizing the online system in order for the system to be fully
26.17 functional, consistent with the requirements of this subdivision. This online system must
26.18 be made available to school districts without charge beginning in the 2015-2016 school
26.19 year. All actions in which data in the system are entered, updated, accessed, or shared or
26.20 disseminated outside of the system, must be recorded in a data audit trail. The audit trail
26.21 must identify the user responsible for the action, and the date and time the action occurred.
26.22 Data contained in the audit trail maintain the same classification as the underlying data
26.23 that was affected by the action, and may be accessed by the responsible authority at any
26.24 time for purposes of auditing the system's user activity and security safeguards. For the
26.25 2015-2016 through 2017-2018 school years, school districts may use this online system or
26.26 may contract with an outside vendor for compliance reporting. Beginning in the 2018-2019
26.27 school year and later, school districts must use this online system for compliance reporting.

26.28 (d) Consistent with this subdivision, the commissioner must establish a public
26.29 Internet Web interface to provide information to educators, parents, and the public about
26.30 the form and content of required special education reports, to respond to queries from
26.31 educators, parents, and the public about specific aspects of special education reports and
26.32 reporting, and to use the information garnered from the interface to streamline and revise
26.33 special education reporting on the online system under this subdivision. The public Internet
26.34 Web interface must not provide access to the educational records of any individual child.

26.35 (e) The commissioner annually by February 1 must submit to the legislature a report
26.36 on the status, recent changes, and sustainability of the online system under this subdivision.

27.1 Sec. 36. Minnesota Statutes 2013 Supplement, section 125A.11, subdivision 1, is
27.2 amended to read:

27.3 Subdivision 1. **Nonresident tuition rate; other costs.** (a) For fiscal year 2015 and
27.4 later, when a school district provides special instruction and services for a pupil with
27.5 a disability as defined in section 125A.02 outside the district of residence, excluding
27.6 a pupil for whom an adjustment to special education aid is calculated according to
27.7 section 127A.47, subdivision 7, paragraphs (b) to (d), special education aid paid to the
27.8 resident district must be reduced by an amount equal to (1) the actual cost of providing
27.9 special instruction and services to the pupil, including a proportionate amount for special
27.10 transportation and unreimbursed building lease and debt service costs for facilities used
27.11 primarily for special education, plus (2) the amount of general education revenue and
27.12 referendum equalization aid attributable to that pupil, calculated using the resident district's
27.13 average general education revenue and referendum equalization aid per adjusted pupil
27.14 unit excluding basic skills revenue, elementary sparsity revenue and secondary sparsity
27.15 revenue, minus (3) the amount of special education aid for children with a disability
27.16 under section 125A.76 received on behalf of that child, minus (4) if the pupil receives
27.17 special instruction and services outside the regular classroom for more than 60 percent
27.18 of the school day, the amount of general education revenue and referendum equalization
27.19 aid, excluding portions attributable to district and school administration, district support
27.20 services, operations and maintenance, capital expenditures, and pupil transportation,
27.21 attributable to that pupil for the portion of time the pupil receives special instruction
27.22 and services outside of the regular classroom, calculated using the resident district's
27.23 average general education revenue and referendum equalization aid per adjusted pupil unit
27.24 excluding basic skills revenue, elementary sparsity revenue and secondary sparsity revenue
27.25 and the serving district's basic skills revenue, elementary sparsity revenue and secondary
27.26 sparsity revenue per adjusted pupil unit. Notwithstanding clauses (1) and (4), for pupils
27.27 served by a cooperative unit without a fiscal agent school district, the general education
27.28 revenue and referendum equalization aid attributable to a pupil must be calculated using
27.29 the resident district's average general education revenue and referendum equalization aid
27.30 excluding compensatory revenue, elementary sparsity revenue, and secondary sparsity
27.31 revenue. Special education aid paid to the district or cooperative providing special
27.32 instruction and services for the pupil must be increased by the amount of the reduction in
27.33 the aid paid to the resident district. Amounts paid to cooperatives under this subdivision
27.34 and section 127A.47, subdivision 7, shall be recognized and reported as revenues and
27.35 expenditures on the resident school district's books of account under sections 123B.75

28.1 and 123B.76. If the resident district's special education aid is insufficient to make the full
 28.2 adjustment, the remaining adjustment shall be made to other state aid due to the district.

28.3 (b) Notwithstanding paragraph (a) and section 127A.47, subdivision 7, paragraphs
 28.4 (b) to (d), a charter school where more than 30 percent of enrolled students receive special
 28.5 education and related services, a site approved under section 125A.515, an intermediate
 28.6 district, a special education cooperative, or a school district that served as the applicant
 28.7 agency for a group of school districts for federal special education aids for fiscal year
 28.8 2006 may apply to the commissioner for authority to charge the resident district an
 28.9 additional amount to recover any remaining unreimbursed costs of serving pupils with
 28.10 a disability. The application must include a description of the costs and the calculations
 28.11 used to determine the unreimbursed portion to be charged to the resident district. Amounts
 28.12 approved by the commissioner under this paragraph must be included in the tuition billings
 28.13 or aid adjustments under paragraph (a), or section 127A.47, subdivision 7, paragraphs
 28.14 (b) to (d), as applicable.

28.15 (c) For purposes of this subdivision and section 127A.47, subdivision 7, ~~paragraphs~~
 28.16 ~~(d) and (e)~~ paragraph (b), "general education revenue and referendum equalization aid"
 28.17 means the sum of the general education revenue according to section 126C.10, subdivision
 28.18 1, excluding the local optional levy according to section 126C.10, subdivision 2e, paragraph
 28.19 (c), plus the referendum equalization aid according to section 126C.17, subdivision 7.

28.20 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 28.21 and later.

28.22 Sec. 37. Minnesota Statutes 2013 Supplement, section 125A.76, subdivision 1, is
 28.23 amended to read:

28.24 Subdivision 1. **Definitions.** (a) For the purposes of this section and section 125A.79,
 28.25 the definitions in this subdivision apply.

28.26 (b) "Basic revenue" has the meaning given it in section 126C.10, subdivision 2.
 28.27 For the purposes of computing basic revenue pursuant to this section, each child with a
 28.28 disability shall be counted as prescribed in section 126C.05, subdivision 1.

28.29 (c) "Essential personnel" means teachers, cultural liaisons, related services, and
 28.30 support services staff providing services to students. Essential personnel may also include
 28.31 special education paraprofessionals or clericals providing support to teachers and students
 28.32 by preparing paperwork and making arrangements related to special education compliance
 28.33 requirements, including parent meetings and individualized education programs. Essential
 28.34 personnel does not include administrators and supervisors.

28.35 (d) "Average daily membership" has the meaning given it in section 126C.05.

29.1 (e) "Program growth factor" means 1.046 for fiscal years 2012 ~~though~~ through 2015,
 29.2 1.0 for fiscal year 2016, 1.046 for fiscal year 2017, and the product of 1.046 and the
 29.3 program growth factor for the previous year for fiscal year 2018 and later.

29.4 (f) "Nonfederal special education expenditure" means all direct expenditures that
 29.5 are necessary and essential to meet the district's obligation to provide special instruction
 29.6 and services to children with a disability according to sections 124D.454, 125A.03 to
 29.7 125A.24, 125A.259 to 125A.48, and 125A.65 as submitted by the district and approved by
 29.8 the department under section 125A.75, subdivision 4, excluding expenditures:

- 29.9 (1) reimbursed with federal funds;
- 29.10 (2) reimbursed with other state aids under this chapter;
- 29.11 (3) for general education costs of serving students with a disability;
- 29.12 (4) for facilities;
- 29.13 (5) for pupil transportation; and
- 29.14 (6) for postemployment benefits.

29.15 (g) "Old formula special education expenditures" means expenditures eligible for
 29.16 revenue under Minnesota Statutes 2012, section 125A.76, subdivision 2.

29.17 (h) For the Minnesota State Academy for the Deaf and the Minnesota State Academy
 29.18 for the Blind, expenditures are limited to the salary and fringe benefits of one-to-one
 29.19 instructional and behavior management aides assigned to a child attending the academy, if
 29.20 the aides are required by the child's individualized education program.

29.21 ~~(h)~~ (i) "Cross subsidy reduction aid percentage" means 1.0 percent for fiscal year
 29.22 2014 and 2.27 percent for fiscal year 2015.

29.23 ~~(i)~~ (j) "Cross subsidy reduction aid limit" means \$20 for fiscal year 2014 and \$48
 29.24 for fiscal year 2015.

29.25 ~~(j)~~ (k) "Special education aid increase limit" means \$80 for fiscal year 2016, \$100
 29.26 for fiscal year 2017, and, for fiscal year 2018 and later, the sum of the special education
 29.27 aid increase limit for the previous fiscal year and \$40.

29.28 Sec. 38. Minnesota Statutes 2013 Supplement, section 125A.76, subdivision 2a,
 29.29 is amended to read:

29.30 Subd. 2a. **Special education initial aid.** For fiscal year 2016 and later, a district's
 29.31 special education initial aid equals the sum of:

- 29.32 (1) the ~~lesser~~ least of 62 percent of the district's old formula special education
 29.33 expenditures for the prior fiscal year, excluding pupil transportation expenditures, 50
 29.34 percent of the district's nonfederal special education expenditures for the prior year,

30.1 excluding pupil transportation expenditures, or 56 percent of the product of the sum of the
 30.2 following amounts, computed using prior fiscal year data, and the program growth factor:

30.3 (i) the product of the district's average daily membership served and the sum of:

30.4 (A) \$450; plus

30.5 (B) \$400 times the ratio of the sum of the number of pupils enrolled on October 1
 30.6 who are eligible to receive free lunch plus one-half of the pupils enrolled on October 1
 30.7 who are eligible to receive reduced-price lunch to the total October 1 enrollment; plus

30.8 (C) .008 times the district's average daily membership served; plus

30.9 (ii) \$10,400 times the December 1 child count for the primary disability areas of
 30.10 autism spectrum disorders, developmental delay, and severely multiply impaired; plus

30.11 (iii) \$18,000 times the December 1 child count for the primary disability areas of
 30.12 deaf and hard-of-hearing and emotional or behavioral disorders; plus

30.13 (iv) \$27,000 times the December 1 child count for the primary disability areas of
 30.14 developmentally cognitive mild-moderate, developmentally cognitive severe-profound,
 30.15 physically impaired, visually impaired, and deafblind; plus

30.16 (2) the cost of providing transportation services for children with disabilities under
 30.17 section 123B.92, subdivision 1, paragraph (b), clause (4).

30.18 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2016
 30.19 and later.

30.20 Sec. 39. Minnesota Statutes 2013 Supplement, section 125A.76, subdivision 2b,
 30.21 is amended to read:

30.22 Subd. 2b. **Cross subsidy reduction aid.** For fiscal years 2014 and 2015, the cross
 30.23 subsidy reduction aid for a school district, not including a charter school, equals the
 30.24 lesser of (a) the product of the cross subsidy reduction aid limit and the district's average
 30.25 daily membership served or (b) the sum of the product of the cross subsidy reduction aid
 30.26 percentage, the district's average daily membership served, and the sum of:

30.27 (1) \$450; plus

30.28 (2) \$400 times the ratio of the sum of the number of pupils enrolled on October 1
 30.29 who are eligible to receive free lunch plus one-half of the pupils enrolled on October 1
 30.30 who are eligible to receive reduced-price lunch to the total October 1 enrollment; plus

30.31 (3) .008 times the district's average daily membership served; plus the product of the
 30.32 cross subsidy aid percentage and the sum of:

30.33 (i) \$10,100 times the December 1 child count for the primary disability areas of
 30.34 autism spectrum disorders, developmental delay, and severely multiply impaired; plus

31.1 (ii) \$17,500 times the December 1 child count for the primary disability areas of
31.2 deaf and hard-of-hearing and emotional or behavioral disorders; plus

31.3 (iii) \$26,000 times the December 1 child count for the primary disability areas of
31.4 developmentally cognitive mild-moderate, developmentally cognitive severe-profound,
31.5 physically impaired, visually impaired, and deafblind.

31.6 **EFFECTIVE DATE.** This section is effective the day following final enactment
31.7 and applies to revenue for fiscal year 2014 and later.

31.8 Sec. 40. Minnesota Statutes 2013 Supplement, section 125A.76, subdivision 2c,
31.9 is amended to read:

31.10 Subd. 2c. **Special education aid.** (a) For fiscal year 2014 and fiscal year 2015, a
31.11 district's special education aid equals the sum of the district's special education ~~initial~~ aid
31.12 under subdivision 5, the district's cross subsidy reduction aid under subdivision 2b, and
31.13 the district's excess cost aid under section 125A.79, subdivision 7.

31.14 (b) For fiscal year 2016 and later, a district's special education aid equals the sum of
31.15 the district's special education initial aid under subdivision 2a and the district's excess cost
31.16 aid under section 125A.79, subdivision 5.

31.17 (c) Notwithstanding paragraph (b), for fiscal year 2016, the special education aid for
31.18 a school district must not exceed the sum of the special education aid the district would
31.19 have received for fiscal year 2016 under Minnesota Statutes 2012, sections 125A.76
31.20 and 125A.79, as adjusted according to Minnesota Statutes 2012, sections 125A.11 and
31.21 127A.47, subdivision 7, and the product of the district's average daily membership served
31.22 and the special education aid increase limit.

31.23 (d) Notwithstanding paragraph (b), for fiscal year 2017 and later, the special education
31.24 aid for a school district must not exceed the sum of: (i) the product of the district's average
31.25 daily membership served and the special education aid increase limit and (ii) the product
31.26 of the sum of the special education aid the district would have received for fiscal year 2016
31.27 under Minnesota Statutes 2012, sections 125A.76 and 125A.79, as adjusted according
31.28 to Minnesota Statutes 2012, sections 125A.11 and 127A.47, subdivision 7, the ratio of
31.29 the district's average daily membership served for the current fiscal year to the district's
31.30 average daily membership served for fiscal year 2016, and the program growth factor.

31.31 (e) Notwithstanding paragraph (b), for fiscal year 2016 and later the special education
31.32 aid for a school district, not including a charter school, must not be less than the lesser of
31.33 (1) the district's nonfederal special education expenditures for that fiscal year or (2) the
31.34 product of the sum of the special education aid the district would have received for fiscal
31.35 year 2016 under Minnesota Statutes 2012, sections 125A.76 and 125A.79, as adjusted

32.1 according to Minnesota Statutes 2012, sections 125A.11 and 127A.47, subdivision 7, the
 32.2 ratio of the district's adjusted daily membership for the current fiscal year to the district's
 32.3 average daily membership for fiscal year 2016, and the program growth factor.

32.4 **EFFECTIVE DATE.** This section is effective the day following final enactment
 32.5 and applies to revenue for fiscal year 2014 and later.

32.6 Sec. 41. Minnesota Statutes 2013 Supplement, section 125A.79, subdivision 1, is
 32.7 amended to read:

32.8 Subdivision 1. **Definitions.** For the purposes of this section, the definitions in this
 32.9 subdivision apply.

32.10 (a) "Unreimbursed old formula special education expenditures" means:

32.11 (1) old formula special education expenditures for the prior fiscal year; minus

32.12 (2) for fiscal years 2014 and 2015, the sum of the special education aid under section
 32.13 125A.76, subdivision 5, for the prior fiscal year and the cross subsidy reduction aid under
 32.14 section 125A.76, subdivision 2b, and for fiscal year 2016 and later, the special education
 32.15 initial aid under section 125A.76, subdivision 2a; minus

32.16 (3) for fiscal year 2016 and later, the amount of general education revenue, excluding
 32.17 local optional revenue, plus local optional aid and referendum equalization aid for the
 32.18 prior fiscal year attributable to pupils receiving special instruction and services outside the
 32.19 regular classroom for more than 60 percent of the school day for the portion of time the
 32.20 pupils receive special instruction and services outside the regular classroom, excluding
 32.21 portions attributable to district and school administration, district support services,
 32.22 operations and maintenance, capital expenditures, and pupil transportation.

32.23 (b) "Unreimbursed nonfederal special education expenditures" means:

32.24 (1) nonfederal special education expenditures for the prior fiscal year; minus

32.25 (2) special education initial aid under section 125A.76, subdivision 2a; minus

32.26 (3) the amount of general education revenue and referendum equalization aid for the
 32.27 prior fiscal year attributable to pupils receiving special instruction and services outside the
 32.28 regular classroom for more than 60 percent of the school day for the portion of time the
 32.29 pupils receive special instruction and services outside of the regular classroom, excluding
 32.30 portions attributable to district and school administration, district support services,
 32.31 operations and maintenance, capital expenditures, and pupil transportation.

32.32 (c) "General revenue" for a school district means the sum of the general education
 32.33 revenue according to section 126C.10, subdivision 1, excluding alternative teacher
 32.34 compensation revenue, ~~minus~~ transportation sparsity revenue ~~minus~~, local optional
 32.35 revenue, and total operating capital revenue. "General revenue" for a charter school means

33.1 the sum of the general education revenue according to section 124D.11, subdivision 1, and
 33.2 transportation revenue according to section 124D.11, subdivision 2, excluding alternative
 33.3 teacher compensation revenue, ~~minus~~ referendum equalization aid ~~minus~~, transportation
 33.4 sparsity revenue ~~minus~~, and operating capital revenue.

33.5 **EFFECTIVE DATE.** This section is effective the day following final enactment
 33.6 and applies to revenue for fiscal year 2014 and later.

33.7 Sec. 42. Minnesota Statutes 2013 Supplement, section 125A.79, subdivision 5, is
 33.8 amended to read:

33.9 Subd. 5. **Initial Excess cost aid.** For fiscal year 2016 and later, a district's ~~initial~~
 33.10 excess cost aid equals the greater of:

33.11 (1) 56 percent of the difference between (i) the district's unreimbursed nonfederal
 33.12 special education expenditures and (ii) 7.0 percent of the district's general revenue;

33.13 (2) 62 percent of the difference between (i) the district's unreimbursed old formula
 33.14 special education expenditures and (ii) 2.5 percent of the district's general revenue; or

33.15 (3) zero.

33.16 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2016
 33.17 and later.

33.18 Sec. 43. Minnesota Statutes 2013 Supplement, section 125A.79, subdivision 8, is
 33.19 amended to read:

33.20 Subd. 8. **Out-of-state tuition.** For children who are residents of the state, receive
 33.21 services under section 125A.76, subdivisions 1 and 2, and are placed in a care and
 33.22 treatment facility by court action in a state that does not have a reciprocity agreement with
 33.23 the commissioner under section 125A.155, the resident school district shall ~~submit the~~
 33.24 ~~balance~~ receive special education out-of-state tuition aid equal to the amount of the tuition
 33.25 bills, ~~minus~~ (1) the general education revenue, excluding basic skills revenue and the local
 33.26 optional levy attributable to the pupil, calculated using the resident district's average
 33.27 general education revenue per adjusted pupil unit, and (2) the referendum equalization aid
 33.28 attributable to the pupil, calculated using the resident district's ~~average general education~~
 33.29 ~~revenue and referendum equalization aid per adjusted pupil unit~~ ~~minus~~, and (3) the special
 33.30 education ~~contracted services initial revenue~~ aid attributable to the pupil.

33.31 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 33.32 and later.

34.1 Sec. 44. Minnesota Statutes 2013 Supplement, section 126C.05, subdivision 15,
34.2 is amended to read:

34.3 Subd. 15. **Learning year pupil units.** (a) When a pupil is enrolled in a learning
34.4 year program under section 124D.128, an area learning center or an alternative learning
34.5 program approved by the commissioner under sections 123A.05 and 123A.06, or a
34.6 contract alternative program under section 124D.68, subdivision 3, paragraph (d), or
34.7 subdivision 4, for more than 1,020 hours in a school year for a secondary student, more
34.8 than 935 hours in a school year for an elementary student, more than 850 hours in a school
34.9 year for a kindergarten student without a disability in an all-day kindergarten program,
34.10 or more than 425 hours in a school year for a half-day kindergarten student without a
34.11 disability, that pupil may be counted as more than one pupil in average daily membership
34.12 for purposes of section 126C.10, subdivision 2a. The amount in excess of one pupil must
34.13 be determined by the ratio of the number of hours of instruction provided to that pupil in
34.14 excess of: (i) the greater of 1,020 hours or the number of hours required for a full-time
34.15 secondary pupil in the district to 1,020 for a secondary pupil; (ii) the greater of 935 hours
34.16 or the number of hours required for a full-time elementary pupil in the district to 935 for
34.17 an elementary pupil in grades 1 through 6; and (iii) the greater of 425 850 hours or the
34.18 number of hours required for a full-time kindergarten student without a disability in the
34.19 district to 425 850 for a kindergarten student without a disability; ~~and (iv) the greater of~~
34.20 ~~425 hours or the number of hours required for a half-time kindergarten student without a~~
34.21 ~~disability in the district to 425 for a half-day kindergarten student without a disability.~~
34.22 Hours that occur after the close of the instructional year in June shall be attributable to
34.23 the following fiscal year. A student in kindergarten or grades 1 through 12 must not be
34.24 counted as more than 1.2 pupils in average daily membership under this subdivision.

34.25 (b)(i) To receive general education revenue for a pupil in an area learning center
34.26 or alternative learning program that has an independent study component, a district
34.27 must meet the requirements in this paragraph. The district must develop, for the pupil,
34.28 a continual learning plan consistent with section 124D.128, subdivision 3. Each school
34.29 district that has an area learning center or alternative learning program must reserve
34.30 revenue in an amount equal to at least 90 percent of the district average general education
34.31 revenue per pupil unit, minus an amount equal to the product of the formula allowance
34.32 according to section 126C.10, subdivision 2, times .0466, calculated without basic skills
34.33 and transportation sparsity revenue, times the number of pupil units generated by students
34.34 attending an area learning center or alternative learning program. The amount of reserved
34.35 revenue available under this subdivision may only be spent for program costs associated
34.36 with the area learning center or alternative learning program. Basic skills revenue

35.1 generated according to section 126C.10, subdivision 4, by pupils attending the eligible
35.2 program must be allocated to the program.

35.3 (ii) General education revenue for a pupil in a state-approved alternative program
35.4 without an independent study component must be prorated for a pupil participating for less
35.5 than a full year, or its equivalent. The district must develop a continual learning plan for the
35.6 pupil, consistent with section 124D.128, subdivision 3. Each school district that has an area
35.7 learning center or alternative learning program must reserve revenue in an amount equal to
35.8 at least 90 percent of the district average general education revenue per pupil unit, minus
35.9 an amount equal to the product of the formula allowance according to section 126C.10,
35.10 subdivision 2, times .0466, calculated without basic skills and transportation sparsity
35.11 revenue, times the number of pupil units generated by students attending an area learning
35.12 center or alternative learning program. The amount of reserved revenue available under this
35.13 subdivision may only be spent for program costs associated with the area learning center or
35.14 alternative learning program. Basic skills revenue generated according to section 126C.10,
35.15 subdivision 4, by pupils attending the eligible program must be allocated to the program.

35.16 (iii) General education revenue for a pupil in a state-approved alternative program
35.17 that has an independent study component must be paid for each hour of teacher contact
35.18 time and each hour of independent study time completed toward a credit or graduation
35.19 standards necessary for graduation. Average daily membership for a pupil shall equal the
35.20 number of hours of teacher contact time and independent study time divided by 1,020.

35.21 (iv) For a state-approved alternative program having an independent study
35.22 component, the commissioner shall require a description of the courses in the program, the
35.23 kinds of independent study involved, the expected learning outcomes of the courses, and
35.24 the means of measuring student performance against the expected outcomes.

35.25 Sec. 45. Minnesota Statutes 2013 Supplement, section 126C.10, subdivision 2a,
35.26 is amended to read:

35.27 Subd. 2a. **Extended time revenue.** (a) A school district's extended time revenue for
35.28 fiscal year 2014 is equal to the product of \$4,601 and the sum of the adjusted marginal
35.29 cost pupil units of the district for each pupil in average daily membership in excess of 1.0
35.30 and less than 1.2 according to section 126C.05, subdivision 8. A school district's extended
35.31 time revenue for fiscal year 2015 and later is equal to the product of \$5,017 and the sum
35.32 of the adjusted pupil units of the district for each pupil in average daily membership in
35.33 excess of 1.0 and less than 1.2 according to section 126C.05, subdivision 8.

36.1 (b) A school district's extended time revenue may be used for extended day
 36.2 programs, extended week programs, summer school, and other programming authorized
 36.3 under the learning year program.

36.4 **EFFECTIVE DATE.** This section is effective the day following final enactment
 36.5 and applies to revenue for fiscal year 2014 and later.

36.6 Sec. 46. Minnesota Statutes 2013 Supplement, section 126C.10, subdivision 2d,
 36.7 is amended to read:

36.8 Subd. 2d. **Declining enrollment revenue.** (a) A school district's declining
 36.9 enrollment revenue equals the greater of zero or the product of: (1) 28 percent of the
 36.10 formula allowance for that year and (2) the difference between the adjusted pupil units for
 36.11 the preceding year and the adjusted pupil units for the current year.

36.12 (b) Notwithstanding paragraph (a), for fiscal years 2015, 2016, and 2017 only, a pupil
 36.13 enrolled at the Crosswinds school shall not generate declining enrollment revenue for the
 36.14 district or charter school in which the pupil was last counted in average daily membership.

36.15 Sec. 47. Minnesota Statutes 2013 Supplement, section 126C.10, subdivision 13a,
 36.16 is amended to read:

36.17 Subd. 13a. **Operating capital levy.** To obtain operating capital revenue for fiscal
 36.18 year 2015 and later, a district may levy an amount not more than the product of its
 36.19 operating capital revenue for the fiscal year times the lesser of one or the ratio of its
 36.20 adjusted net tax capacity per adjusted ~~marginal-cost~~ pupil unit to the operating capital
 36.21 equalizing factor. The operating capital equalizing factor equals ~~\$14,500~~ \$14,500 for
 36.22 fiscal year 2015, \$15,364 for fiscal year 2016, and \$15,070 for fiscal year 2017 and later.

36.23 Sec. 48. Minnesota Statutes 2013 Supplement, section 126C.10, subdivision 24,
 36.24 is amended to read:

36.25 Subd. 24. **Equity revenue.** (a) A school district qualifies for equity revenue if:

36.26 (1) the school district's adjusted pupil unit amount of basic revenue, transition
 36.27 revenue, and referendum revenue is less than the value of the school district at or
 36.28 immediately above the 95th percentile of school districts in its equity region for those
 36.29 revenue categories; and

36.30 (2) the school district's administrative offices are not located in a city of the first
 36.31 class on July 1, 1999.

36.32 (b) Equity revenue for a qualifying district that receives referendum revenue under
 36.33 section 126C.17, subdivision 4, equals the product of (1) the district's adjusted pupil

37.1 units for that year; times (2) the sum of (i) \$14, plus (ii) \$80, times the school district's
 37.2 equity index computed under subdivision 27.

37.3 (c) Equity revenue for a qualifying district that does not receive referendum revenue
 37.4 under section 126C.17, subdivision 4, equals the product of the district's adjusted pupil
 37.5 units for that year times \$14.

37.6 (d) A school district's equity revenue is increased by the greater of zero or an amount
 37.7 equal to the district's ~~resident~~ adjusted pupil units times the difference between ten percent
 37.8 of the statewide average amount of referendum revenue per ~~resident~~ adjusted pupil unit for
 37.9 that year and the district's referendum revenue per ~~resident~~ adjusted pupil unit. A school
 37.10 district's revenue under this paragraph must not exceed \$100,000 for that year.

37.11 (e) A school district's equity revenue for a school district located in the metro equity
 37.12 region equals the amount computed in paragraphs (b), (c), and (d) multiplied by 1.25.

37.13 (f) A school district's additional equity revenue equals \$50 times its adjusted pupil
 37.14 units.

37.15 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 37.16 and later.

37.17 Sec. 49. Minnesota Statutes 2012, section 126C.10, subdivision 25, is amended to read:

37.18 Subd. 25. **Regional equity gap.** The regional equity gap equals the difference
 37.19 between the value of the school district at or immediately above the fifth percentile of
 37.20 adjusted general revenue per adjusted ~~marginal-cost~~ pupil unit and the value of the school
 37.21 district at or immediately above the 95th percentile of adjusted general revenue per
 37.22 adjusted ~~marginal-cost~~ pupil unit.

37.23 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 37.24 and later.

37.25 Sec. 50. Minnesota Statutes 2012, section 126C.10, subdivision 26, is amended to read:

37.26 Subd. 26. **District equity gap.** A district's equity gap equals the greater of zero
 37.27 or the difference between the district's adjusted general revenue and the value of the
 37.28 school district at or immediately above the regional 95th percentile of adjusted general
 37.29 revenue per adjusted ~~marginal-cost~~ pupil unit.

37.30 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 37.31 and later.

37.32 Sec. 51. Minnesota Statutes 2012, section 126C.10, subdivision 28, is amended to read:

38.1 Subd. 28. **Equity region.** For the purposes of computing equity revenue under
 38.2 subdivision 24, a district ~~with its administrative office located in Anoka, Carver, Dakota,~~
 38.3 ~~Hennepin, Ramsey, Scott, or Washington County on January 1, 2012,~~ with any of its area
 38.4 located within the seven-county metropolitan area is part of the metro equity region. All
 38.5 other districts are part of the rural equity region.

38.6 **EFFECTIVE DATE.** This section is effective for fiscal year 2015 and later.

38.7 Sec. 52. Minnesota Statutes 2013 Supplement, section 126C.10, subdivision 31,
 38.8 is amended to read:

38.9 Subd. 31. **Transition revenue.** (a) A district's transition allowance equals the
 38.10 sum of the transition revenue the district would have received for fiscal year 2015 under
 38.11 Minnesota Statutes 2012, section 126C.10, subdivisions 31, 31a, and 31c, and the greater
 38.12 of zero or the difference between:

38.13 (1) the sum of:

38.14 (i) the general education revenue the district would have received for fiscal year
 38.15 2015 according to Minnesota Statutes 2012, section 126C.10;

38.16 (ii) the integration revenue the district received for fiscal year 2013 under Minnesota
 38.17 Statutes 2012, section 124D.86;

38.18 (iii) the pension adjustment the district would have received for fiscal year 2015
 38.19 under Minnesota Statutes 2012, section 127A.50;

38.20 (iv) the special education aid the district would have received for fiscal year 2015
 38.21 under Minnesota Statutes 2012, section 125A.76; and

38.22 (v) the special education excess cost aid the district would have received for fiscal
 38.23 year 2015 under Minnesota Statutes 2012, section 125A.79; and

38.24 (2) the sum of the district's:

38.25 (i) general education revenue for fiscal year 2015 excluding transition revenue
 38.26 under this section;

38.27 (ii) achievement and integration revenue for fiscal year 2015 under section
 38.28 124D.862; ~~and~~

38.29 (iii) special education aid for fiscal year 2015 under section 125A.76; and

38.30 (iv) alternative teacher compensation revenue for fiscal year 2015 under section
 38.31 122A.415,

38.32 divided by the number of adjusted pupil units for fiscal year 2015.

38.33 (b) A district's transition revenue for fiscal year 2015 and later equals the product of
 38.34 the district's transition allowance times the district's adjusted pupil units.

39.1 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 39.2 and later.

39.3 Sec. 53. Minnesota Statutes 2013 Supplement, section 126C.17, subdivision 6, is
 39.4 amended to read:

39.5 Subd. 6. **Referendum equalization levy.** (a) ~~For fiscal year 2003 and later,~~
 39.6 A district's referendum equalization levy equals the sum of the first tier referendum
 39.7 equalization levy, the second tier referendum equalization levy, and the third tier
 39.8 referendum equalization levy.

39.9 (b) A district's first tier referendum equalization levy equals the district's first tier
 39.10 referendum equalization revenue times the lesser of one or the ratio of the district's
 39.11 referendum market value per resident pupil unit to \$880,000.

39.12 (c) A district's second tier referendum equalization levy equals the district's second
 39.13 tier referendum equalization revenue times the lesser of one or the ratio of the district's
 39.14 referendum market value per resident pupil unit to \$510,000.

39.15 (d) A district's third tier referendum equalization levy equals the district's third
 39.16 tier referendum equalization revenue times the lesser of one or the ratio of the district's
 39.17 referendum market value per resident pupil unit to \$290,000.

39.18 Sec. 54. Minnesota Statutes 2013 Supplement, section 126C.17, subdivision 7b,
 39.19 is amended to read:

39.20 Subd. 7b. **Referendum aid guarantee.** (a) Notwithstanding subdivision 7, the sum
 39.21 of a district's referendum equalization aid and local optional aid under section 126C.10,
 39.22 subdivision 2e, for fiscal year 2015 must not be less than the sum of the referendum
 39.23 equalization aid the district would have received for fiscal year 2015 under Minnesota
 39.24 Statutes 2012, section 126C.17, subdivision 7, and the adjustment the district would have
 39.25 received under Minnesota Statutes 2012, section 127A.47, subdivision 7, paragraphs
 39.26 (a), (b), and (c).

39.27 (b) Notwithstanding subdivision 7, the sum of referendum equalization aid and local
 39.28 optional aid under section 126C.10, subdivision 2e, for fiscal year 2016 and later, for a
 39.29 district qualifying for additional aid under paragraph (a) for fiscal year 2015, must not
 39.30 be less than the product of (1) the district's referendum equalization aid for fiscal year
 39.31 2015, times (2) the lesser of one or the ratio of the district's referendum revenue for that
 39.32 school year to the district's referendum revenue for fiscal year 2015, times (3) the lesser
 39.33 of one or the ratio of the district's referendum market value used for fiscal year 2015

40.1 referendum equalization calculations to the district's referendum market value used for
 40.2 that year's referendum equalization calculations.

40.3 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 40.4 and later.

40.5 Sec. 55. Minnesota Statutes 2013 Supplement, section 126C.17, subdivision 9, is
 40.6 amended to read:

40.7 Subd. 9. **Referendum revenue.** (a) The revenue authorized by section 126C.10,
 40.8 subdivision 1, may be increased in the amount approved by the voters of the district
 40.9 at a referendum called for the purpose. The referendum may be called by the board.
 40.10 The referendum must be conducted one or two calendar years before the increased levy
 40.11 authority, if approved, first becomes payable. Only one election to approve an increase
 40.12 may be held in a calendar year. Unless the referendum is conducted by mail under
 40.13 subdivision 11, paragraph (a), the referendum must be held on the first Tuesday after the
 40.14 first Monday in November. The ballot must state the maximum amount of the increased
 40.15 revenue per adjusted pupil unit. The ballot may state a schedule, determined by the board,
 40.16 of increased revenue per adjusted pupil unit that differs from year to year over the number
 40.17 of years for which the increased revenue is authorized or may state that the amount shall
 40.18 increase annually by the rate of inflation. For this purpose, the rate of inflation shall be the
 40.19 annual inflationary increase calculated under subdivision 2, paragraph (b). The ballot may
 40.20 state that existing referendum levy authority is expiring. In this case, the ballot may also
 40.21 compare the proposed levy authority to the existing expiring levy authority, and express
 40.22 the proposed increase as the amount, if any, over the expiring referendum levy authority.
 40.23 The ballot must designate the specific number of years, not to exceed ten, for which the
 40.24 referendum authorization applies. The ballot, including a ballot on the question to revoke
 40.25 or reduce the increased revenue amount under paragraph (c), must abbreviate the term
 40.26 "per adjusted pupil unit" as "per pupil." The notice required under section 275.60 may
 40.27 be modified to read, in cases of renewing existing levies at the same amount per pupil
 40.28 as in the previous year:

40.29 "BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING
 40.30 TO EXTEND AN EXISTING PROPERTY TAX REFERENDUM THAT IS
 40.31 SCHEDULED TO EXPIRE."

40.32 The ballot may contain a textual portion with the information required in this
 40.33 subdivision and a question stating substantially the following:

40.34 "Shall the increase in the revenue proposed by (petition to) the board of,
 40.35 School District No. ..., be approved?"

41.1 If approved, an amount equal to the approved revenue per adjusted pupil unit times
41.2 the adjusted pupil units for the school year beginning in the year after the levy is certified
41.3 shall be authorized for certification for the number of years approved, if applicable, or
41.4 until revoked or reduced by the voters of the district at a subsequent referendum.

41.5 (b) The board must prepare and deliver by first class mail at least 15 days but no more
41.6 than 30 days before the day of the referendum to each taxpayer a notice of the referendum
41.7 and the proposed revenue increase. The board need not mail more than one notice to any
41.8 taxpayer. For the purpose of giving mailed notice under this subdivision, owners must be
41.9 those shown to be owners on the records of the county auditor or, in any county where
41.10 tax statements are mailed by the county treasurer, on the records of the county treasurer.
41.11 Every property owner whose name does not appear on the records of the county auditor
41.12 or the county treasurer is deemed to have waived this mailed notice unless the owner
41.13 has requested in writing that the county auditor or county treasurer, as the case may be,
41.14 include the name on the records for this purpose. The notice must project the anticipated
41.15 amount of tax increase in annual dollars for typical residential homesteads, agricultural
41.16 homesteads, apartments, and commercial-industrial property within the school district.

41.17 The notice for a referendum may state that an existing referendum levy is expiring
41.18 and project the anticipated amount of increase over the existing referendum levy in
41.19 the first year, if any, in annual dollars for typical residential homesteads, agricultural
41.20 homesteads, apartments, and commercial-industrial property within the district.

41.21 The notice must include the following statement: "Passage of this referendum will
41.22 result in an increase in your property taxes." However, in cases of renewing existing levies,
41.23 the notice may include the following statement: "Passage of this referendum extends an
41.24 existing operating referendum at the same amount per pupil as in the previous year."

41.25 (c) A referendum on the question of revoking or reducing the increased revenue
41.26 amount authorized pursuant to paragraph (a) may be called by the board. A referendum to
41.27 revoke or reduce the revenue amount must state the amount per ~~resident marginal cost~~
41.28 adjusted pupil unit by which the authority is to be reduced. Revenue authority approved
41.29 by the voters of the district pursuant to paragraph (a) must be available to the school
41.30 district at least once before it is subject to a referendum on its revocation or reduction for
41.31 subsequent years. Only one revocation or reduction referendum may be held to revoke or
41.32 reduce referendum revenue for any specific year and for years thereafter.

41.33 (d) The approval of 50 percent plus one of those voting on the question is required to
41.34 pass a referendum authorized by this subdivision.

41.35 (e) At least 15 days before the day of the referendum, the district must submit a
41.36 copy of the notice required under paragraph (b) to the commissioner and to the county

42.1 auditor of each county in which the district is located. Within 15 days after the results
 42.2 of the referendum have been certified by the board, or in the case of a recount, the
 42.3 certification of the results of the recount by the canvassing board, the district must notify
 42.4 the commissioner of the results of the referendum.

42.5 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 42.6 and later.

42.7 Sec. 56. Minnesota Statutes 2013 Supplement, section 126C.17, subdivision 9a,
 42.8 is amended to read:

42.9 Subd. 9a. **Board-approved referendum allowance.** Notwithstanding subdivision
 42.10 9, a school district may convert up to \$300 per adjusted pupil unit of referendum authority
 42.11 from voter approved to board approved by a board vote. A district with less than \$300 per
 42.12 adjusted pupil unit of referendum authority after the local optional revenue subtraction
 42.13 under subdivision 1 may authorize new referendum authority up to the difference between
 42.14 \$300 per adjusted pupil unit and the district's referendum authority. The board may
 42.15 authorize this levy for up to five years and may subsequently reauthorize that authority
 42.16 in increments of up to five years.

42.17 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 42.18 and later.

42.19 Sec. 57. Minnesota Statutes 2013 Supplement, section 126C.40, subdivision 1, is
 42.20 amended to read:

42.21 Subdivision 1. **To lease building or land.** (a) When an independent or a special
 42.22 school district or a group of independent or special school districts finds it economically
 42.23 advantageous to rent or lease a building or land for any instructional purposes or for
 42.24 school storage or furniture repair, and it determines that the operating capital revenue
 42.25 authorized under section 126C.10, subdivision 13, is insufficient for this purpose, it may
 42.26 apply to the commissioner for permission to make an additional capital expenditure levy
 42.27 for this purpose. An application for permission to levy under this subdivision must contain
 42.28 financial justification for the proposed levy, the terms and conditions of the proposed
 42.29 lease, and a description of the space to be leased and its proposed use.

42.30 (b) The criteria for approval of applications to levy under this subdivision must
 42.31 include: the reasonableness of the price, the appropriateness of the space to the proposed
 42.32 activity, the feasibility of transporting pupils to the leased building or land, conformity
 42.33 of the lease to the laws and rules of the state of Minnesota, and the appropriateness of

43.1 the proposed lease to the space needs and the financial condition of the district. The
43.2 commissioner must not authorize a levy under this subdivision in an amount greater than
43.3 the cost to the district of renting or leasing a building or land for approved purposes.
43.4 The proceeds of this levy must not be used for custodial or other maintenance services.
43.5 A district may not levy under this subdivision for the purpose of leasing or renting a
43.6 district-owned building or site to itself.

43.7 (c) For agreements finalized after July 1, 1997, a district may not levy under this
43.8 subdivision for the purpose of leasing: (1) a newly constructed building used primarily
43.9 for regular kindergarten, elementary, or secondary instruction; or (2) a newly constructed
43.10 building addition or additions used primarily for regular kindergarten, elementary, or
43.11 secondary instruction that contains more than 20 percent of the square footage of the
43.12 previously existing building.

43.13 (d) Notwithstanding paragraph (b), a district may levy under this subdivision for the
43.14 purpose of leasing or renting a district-owned building or site to itself only if the amount
43.15 is needed by the district to make payments required by a lease purchase agreement,
43.16 installment purchase agreement, or other deferred payments agreement authorized by law,
43.17 and the levy meets the requirements of paragraph (c). A levy authorized for a district by
43.18 the commissioner under this paragraph may be in the amount needed by the district to
43.19 make payments required by a lease purchase agreement, installment purchase agreement,
43.20 or other deferred payments agreement authorized by law, provided that any agreement
43.21 include a provision giving the school districts the right to terminate the agreement
43.22 annually without penalty.

43.23 (e) The total levy under this subdivision for a district for any year must not exceed
43.24 ~~\$162~~ \$212 times the adjusted pupil units for the fiscal year to which the levy is attributable.

43.25 (f) For agreements for which a review and comment have been submitted to the
43.26 Department of Education after April 1, 1998, the term "instructional purpose" as used in
43.27 this subdivision excludes expenditures on stadiums.

43.28 (g) The commissioner of education may authorize a school district to exceed the
43.29 limit in paragraph (e) if the school district petitions the commissioner for approval. The
43.30 commissioner shall grant approval to a school district to exceed the limit in paragraph (e)
43.31 for not more than five years if the district meets the following criteria:

43.32 (1) the school district has been experiencing pupil enrollment growth in the
43.33 preceding five years;

43.34 (2) the purpose of the increased levy is in the long-term public interest;

43.35 (3) the purpose of the increased levy promotes colocation of government services; and

44.1 (4) the purpose of the increased levy is in the long-term interest of the district by
 44.2 avoiding over construction of school facilities.

44.3 (h) A school district that is a member of an intermediate school district may include
 44.4 in its authority under this section the costs associated with leases of administrative and
 44.5 classroom space for intermediate school district programs. This authority must not exceed
 44.6 ~~\$46~~ \$65 times the adjusted pupil units of the member districts. This authority is in addition
 44.7 to any other authority authorized under this section.

44.8 (i) In addition to the allowable capital levies in paragraph (a), for taxes payable in
 44.9 2012 to 2023, a district that is a member of the "Technology and Information Education
 44.10 Systems" data processing joint board, that finds it economically advantageous to enter into
 44.11 a lease agreement to finance improvements to a building and land for a group of school
 44.12 districts or special school districts for staff development purposes, may levy for its portion
 44.13 of lease costs attributed to the district within the total levy limit in paragraph (e). The total
 44.14 levy authority under this paragraph shall not exceed \$632,000.

44.15 (j) Notwithstanding paragraph (a), a district may levy under this subdivision for the
 44.16 purpose of leasing administrative space if the district can demonstrate to the satisfaction of
 44.17 the commissioner that the lease cost for the administrative space is no greater than the
 44.18 lease cost for instructional space that the district would otherwise lease. The commissioner
 44.19 must deny this levy authority unless the district passes a resolution stating its intent to
 44.20 lease instructional space under this section if the commissioner does not grant authority
 44.21 under this paragraph. The resolution must also certify that the lease cost for administrative
 44.22 space under this paragraph is no greater than the lease cost for the district's proposed
 44.23 instructional lease.

44.24 **EFFECTIVE DATE.** This section is effective for taxes payable in 2015 and later.

44.25 Sec. 58. Minnesota Statutes 2013 Supplement, section 126C.44, is amended to read:

44.26 **126C.44 SAFE SCHOOLS LEVY.**

44.27 (a) Each district may make a levy on all taxable property located within the district
 44.28 for the purposes specified in this section. The maximum amount which may be levied for
 44.29 all costs under this section shall be equal to \$36 multiplied by the district's adjusted pupil
 44.30 units for the school year. The proceeds of the levy must be reserved and used for directly
 44.31 funding the following purposes or for reimbursing the cities and counties who contract
 44.32 with the district for the following purposes:

44.33 (1) to pay the costs incurred for the salaries, benefits, and transportation costs of
 44.34 peace officers and sheriffs for liaison in services in the district's schools;

45.1 (2) to pay the costs for a drug abuse prevention program as defined in section
45.2 609.101, subdivision 3, paragraph (e), in the elementary schools;

45.3 (3) to pay the costs for a gang resistance education training curriculum in the
45.4 district's schools;

45.5 (4) to pay the costs for security in the district's schools and on school property;

45.6 (5) to pay the costs for other crime prevention, drug abuse, student and staff safety,
45.7 voluntary opt-in suicide prevention tools, and violence prevention measures taken by
45.8 the school district;

45.9 (6) to pay costs for licensed school counselors, licensed school nurses, licensed
45.10 school social workers, licensed school psychologists, and licensed alcohol and chemical
45.11 dependency counselors to help provide early responses to problems;

45.12 (7) to pay for facility security enhancements including laminated glass, public
45.13 announcement systems, emergency communications devices, and equipment and facility
45.14 modifications related to violence prevention and facility security;

45.15 (8) to pay for costs associated with improving the school climate; or

45.16 (9) to pay costs for colocating and collaborating with mental health professionals
45.17 who are not district employees or contractors.

45.18 (b) For expenditures under paragraph (a), clause (1), the district must initially
45.19 attempt to contract for services to be provided by peace officers or sheriffs with the
45.20 police department of each city or the sheriff's department of the county within the district
45.21 containing the school receiving the services. If a local police department or a county
45.22 sheriff's department does not wish to provide the necessary services, the district may
45.23 contract for these services with any other police or sheriff's department located entirely or
45.24 partially within the school district's boundaries.

45.25 (c) A school district that is a member of an intermediate school district may
45.26 include in its authority under this section the costs associated with safe schools activities
45.27 authorized under paragraph (a) for intermediate school district programs. This authority
45.28 must not exceed ~~\$10~~ \$15 times the adjusted ~~marginal~~ cost pupil units of the member
45.29 districts. This authority is in addition to any other authority authorized under this section.
45.30 Revenue raised under this paragraph must be transferred to the intermediate school district.

45.31 **EFFECTIVE DATE.** This section is effective for taxes payable in fiscal year 2015
45.32 and later.

45.33 Sec. 59. Minnesota Statutes 2013 Supplement, section 126C.48, subdivision 8, is
45.34 amended to read:

46.1 Subd. 8. **Taconite payment and other reductions.** (1) Reductions in levies
46.2 pursuant to subdivision 1 must be made prior to the reductions in clause (2).

46.3 (2) Notwithstanding any other law to the contrary, districts that have revenue
46.4 pursuant to sections 298.018; 298.225; 298.24 to 298.28, except an amount distributed
46.5 under sections 298.26; 298.28, subdivision 4, paragraphs (c), clause (ii), and (d); 298.34
46.6 to 298.39; 298.391 to 298.396; 298.405; 477A.15; and any law imposing a tax upon
46.7 severed mineral values must reduce the levies authorized by this chapter and chapters
46.8 120B, 122A, 123A, 123B, 124A, 124D, 125A, and 127A by 95 percent of the sum of the
46.9 previous year's revenue specified under this clause and the amount attributable to the same
46.10 production year distributed to the cities and townships within the school district under
46.11 section 298.28, subdivision 2, paragraph (c).

46.12 (3) The amount of any voter approved referendum, facilities down payment, and
46.13 debt levies shall not be reduced by more than 50 percent under this subdivision, except that
46.14 payments under sections 298.28, subdivision 7a, and 298.292, subdivision 2, clause (6),
46.15 may reduce the debt service levy by more than 50 percent. In administering this paragraph,
46.16 the commissioner shall first reduce the nonvoter approved levies of a district; then, if any
46.17 payments, severed mineral value tax revenue or recognized revenue under paragraph (2)
46.18 remains, the commissioner shall reduce any voter approved referendum levies authorized
46.19 under section 126C.17; then, if any payments, severed mineral value tax revenue or
46.20 recognized revenue under paragraph (2) remains, the commissioner shall reduce any voter
46.21 approved facilities down payment levies authorized under section 123B.63 and then, if
46.22 any payments, severed mineral value tax revenue or recognized revenue under paragraph
46.23 (2) remains, the commissioner shall reduce any voter approved debt levies.

46.24 (4) Before computing the reduction pursuant to this subdivision of the health and
46.25 safety levy authorized by sections 123B.57 and 126C.40, subdivision 5, the commissioner
46.26 shall ascertain from each affected school district the amount it proposes to levy under
46.27 each section or subdivision. The reduction shall be computed on the basis of the amount
46.28 so ascertained.

46.29 (5) To the extent the levy reduction calculated under paragraph (2) exceeds the
46.30 limitation in paragraph (3), an amount equal to the excess must be distributed from the
46.31 school district's distribution under sections 298.225, 298.28, and 477A.15 in the following
46.32 year to the cities and townships within the school district in the proportion that their
46.33 taxable net tax capacity within the school district bears to the taxable net tax capacity of
46.34 the school district for property taxes payable in the year prior to distribution. No city or
46.35 township shall receive a distribution greater than its levy for taxes payable in the year prior
46.36 to distribution. The commissioner of revenue shall certify the distributions of cities and

47.1 towns under this paragraph to the county auditor by September 30 of the year preceding
 47.2 distribution. The county auditor shall reduce the proposed and final levies of cities and
 47.3 towns receiving distributions by the amount of their distribution. Distributions to the cities
 47.4 and towns shall be made at the times provided under section 298.27.

47.5 Sec. 60. Minnesota Statutes 2012, section 127A.45, subdivision 2, is amended to read:

47.6 Subd. 2. **Definitions.** (a) "Other district receipts" means payments by county
 47.7 treasurers pursuant to section 276.10, apportionments from the school endowment fund
 47.8 pursuant to section 127A.33, apportionments by the county auditor pursuant to section
 47.9 127A.34, subdivision 2, and payments to school districts by the commissioner of revenue
 47.10 pursuant to chapter 298.

47.11 (b) "Cumulative amount guaranteed" means the product of

47.12 (1) the cumulative disbursement percentage shown in subdivision 3; times

47.13 (2) the sum of

47.14 (i) the current year aid payment percentage of the estimated aid and credit
 47.15 entitlements paid according to subdivision 13; plus

47.16 (ii) 100 percent of the entitlements paid according to subdivisions 11 and 12; plus

47.17 (iii) the other district receipts.

47.18 (c) "Payment date" means the date on which state payments to districts are made
 47.19 by the electronic funds transfer method. If a payment date falls on a Saturday, a Sunday,
 47.20 or a weekday which is a legal holiday, the payment shall be made on the immediately
 47.21 preceding business day. The commissioner may make payments on dates other than
 47.22 those listed in subdivision 3, but only for portions of payments from any preceding
 47.23 payment dates which could not be processed by the electronic funds transfer method due
 47.24 to documented extenuating circumstances.

47.25 (d) The current year aid payment percentage equals ~~73 in fiscal year 2010 and 70 in~~
 47.26 ~~fiscal year 2011, and 60 in fiscal years 2012 and later~~ 90.

47.27 Sec. 61. Minnesota Statutes 2013 Supplement, section 127A.47, subdivision 7, is
 47.28 amended to read:

47.29 Subd. 7. **Alternative attendance programs.** (a) The general education aid and
 47.30 special education aid for districts must be adjusted for each pupil attending a nonresident
 47.31 district under sections 123A.05 to 123A.08, 124D.03, 124D.08, and 124D.68. The
 47.32 adjustments must be made according to this subdivision.

47.33 (b) For purposes of this subdivision, the "unreimbursed cost of providing special
 47.34 education and services" means the difference between: (1) the actual cost of providing

48.1 special instruction and services, including special transportation and unreimbursed
48.2 building lease and debt service costs for facilities used primarily for special education, for
48.3 a pupil with a disability, as defined in section 125A.02, or a pupil, as defined in section
48.4 125A.51, who is enrolled in a program listed in this subdivision, minus (2) if the pupil
48.5 receives special instruction and services outside the regular classroom for more than
48.6 60 percent of the school day, the amount of general education revenue and referendum
48.7 equalization aid as defined in section 125A.11, subdivision 1, paragraph (c), attributable
48.8 to that pupil for the portion of time the pupil receives special instruction and services
48.9 outside of the regular classroom, excluding portions attributable to district and school
48.10 administration, district support services, operations and maintenance, capital expenditures,
48.11 and pupil transportation, minus (3) special education aid under section 125A.76
48.12 attributable to that pupil, that is received by the district providing special instruction and
48.13 services. For purposes of this paragraph, general education revenue and referendum
48.14 equalization aid attributable to a pupil must be calculated using the serving district's
48.15 average general education revenue and referendum equalization aid per adjusted pupil unit.

48.16 (c) For fiscal year 2015 and later, special education aid paid to a resident district
48.17 must be reduced by an amount equal to 90 percent of the unreimbursed cost of providing
48.18 special education and services.

48.19 (d) Notwithstanding paragraph (c), special education aid paid to a resident district
48.20 must be reduced by an amount equal to 100 percent of the unreimbursed cost of special
48.21 education and services provided to students at an intermediate district, cooperative, or
48.22 charter school where the percent of students eligible for special education services is at
48.23 least 70 percent of the charter school's total enrollment.

48.24 (e) Special education aid paid to the district or cooperative providing special
48.25 instruction and services for the pupil, or to the fiscal agent district for a cooperative,
48.26 must be increased by the amount of the reduction in the aid paid to the resident district
48.27 under paragraphs (c) and (d). If the resident district's special education aid is insufficient
48.28 to make the full adjustment, the remaining adjustment shall be made to other state aids
48.29 due to the district.

48.30 (f) An area learning center operated by a service cooperative, intermediate district,
48.31 education district, or a joint powers cooperative may elect through the action of the
48.32 constituent boards to charge the resident district tuition for pupils rather than to have the
48.33 general education revenue paid to a fiscal agent school district. Except as provided in
48.34 paragraph (e), the district of residence must pay tuition equal to at least between 90 and 100
48.35 percent of the district average general education revenue per pupil unit minus an amount
48.36 equal to the product of the formula allowance according to section 126C.10, subdivision

49.1 2, times .0466, calculated without compensatory revenue and transportation sparsity
 49.2 revenue, times the number of pupil units for pupils attending the area learning center.

49.3 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015
 49.4 and later.

49.5 Sec. 62. Minnesota Statutes 2013 Supplement, section 127A.70, subdivision 2, is
 49.6 amended to read:

49.7 Subd. 2. **Powers and duties; report.** (a) The partnership shall develop
 49.8 recommendations to the governor and the legislature designed to maximize the achievement
 49.9 of all P-20 students while promoting the efficient use of state resources, thereby helping
 49.10 the state realize the maximum value for its investment. These recommendations may
 49.11 include, but are not limited to, strategies, policies, or other actions focused on:

49.12 (1) improving the quality of and access to education at all points from preschool
 49.13 through graduate education;

49.14 (2) improving preparation for, and transitions to, postsecondary education and
 49.15 work; ~~and~~

49.16 (3) ensuring educator quality by creating rigorous standards for teacher recruitment,
 49.17 teacher preparation, induction and mentoring of beginning teachers, and continuous
 49.18 professional development for career teachers; and

49.19 (4) realigning the governance and administrative structures of early education,
 49.20 kindergarten through grade 12, and postsecondary systems in Minnesota.

49.21 (b) Under the direction of the P-20 Education Partnership Statewide Longitudinal
 49.22 Education Data System Governance Committee, the Office of Higher Education and the
 49.23 Departments of Education and Employment and Economic Development shall improve
 49.24 and expand the Statewide Longitudinal Education Data System (SLEDS) to provide
 49.25 policymakers, education and workforce leaders, researchers, and members of the public
 49.26 with data, research, and reports to:

49.27 (1) expand reporting on students' educational outcomes;

49.28 (2) evaluate the effectiveness of educational and workforce programs; and

49.29 (3) evaluate the relationship between education and workforce outcomes.

49.30 To the extent possible under federal and state law, research and reports should be
 49.31 accessible to the public on the Internet, and disaggregated by demographic characteristics,
 49.32 organization or organization characteristics, and geography.

49.33 It is the intent of the legislature that the Statewide Longitudinal Education Data
 49.34 System inform public policy and decision-making. The SLEDS governance committee,
 49.35 with assistance from staff of the Office of Higher Education, the Department of Education,

50.1 and the Department of Employment and Economic Development, shall respond to
50.2 legislative committee and agency requests on topics utilizing data made available through
50.3 the Statewide Longitudinal Education Data System as resources permit. Any analysis of
50.4 or report on the data must contain only summary data.

50.5 (c) By January 15 of each year, the partnership shall submit a report to the governor
50.6 and to the chairs and ranking minority members of the legislative committees and
50.7 divisions with jurisdiction over P-20 education policy and finance that summarizes the
50.8 partnership's progress in meeting its goals and identifies the need for any draft legislation
50.9 when necessary to further the goals of the partnership to maximize student achievement
50.10 while promoting efficient use of resources.

50.11 Sec. 63. Minnesota Statutes 2012, section 129C.10, subdivision 3, is amended to read:

50.12 Subd. 3. **Powers and duties of board.** (a) The board has the powers necessary for
50.13 the care, management, and control of the Perpich Center for Arts Education and any other
50.14 school authorized in this chapter, and all ~~its~~ their real and personal property. The powers
50.15 shall include, but are not limited to, those listed in this subdivision.

50.16 (b) The board may employ and discharge necessary employees, and contract for
50.17 other services to ensure the efficient operation of the Center for Arts Education and any
50.18 other school authorized in this chapter.

50.19 (c) The board may receive and award grants. The board may establish a charitable
50.20 foundation and accept, in trust or otherwise, any gift, grant, bequest, or devise for
50.21 educational purposes and hold, manage, invest, and dispose of them and the proceeds
50.22 and income of them according to the terms and conditions of the gift, grant, bequest, or
50.23 devise and its acceptance. The board must adopt internal procedures to administer and
50.24 monitor aids and grants.

50.25 (d) The board may establish or coordinate evening, continuing education, extension,
50.26 and summer programs for teachers and pupils.

50.27 (e) The board may identify pupils who have artistic talent, either demonstrated or
50.28 potential, in dance, literary arts, media arts, music, theater, and visual arts, or in more
50.29 than one art form.

50.30 (f) The board must educate pupils with artistic talent by providing:

50.31 (1) an interdisciplinary academic and arts program for pupils in the 11th and 12th
50.32 grades. The total number of pupils accepted under this clause and clause (2) shall not
50.33 exceed 310;

50.34 (2) additional instruction to pupils for a 13th grade. Pupils eligible for this
50.35 instruction are those enrolled in 12th grade who need extra instruction and who apply

51.1 to the board, or pupils enrolled in the 12th grade who do not meet learner outcomes
51.2 established by the board;

51.3 (3) intensive arts seminars for one or two weeks for pupils in grades 9 to 12;

51.4 (4) summer arts institutes for pupils in grades 9 to 12;

51.5 (5) artist mentor and extension programs in regional sites; and

51.6 (6) teacher education programs for indirect curriculum delivery.

51.7 (g) The board may determine the location for the Perpich Center for Arts Education
51.8 and any additional facilities related to the center, including the authority to lease a
51.9 temporary facility.

51.10 (h) The board must plan for the enrollment of pupils on an equal basis from each
51.11 congressional district.

51.12 (i) The board may establish task forces as needed to advise the board on policies and
51.13 issues. The task forces expire as provided in section 15.059, subdivision 6.

51.14 (j) The board may request the commissioner of education for assistance and services.

51.15 (k) The board may enter into contracts with other public and private agencies
51.16 and institutions for residential and building maintenance services if it determines that
51.17 these services could be provided more efficiently and less expensively by a contractor
51.18 than by the board itself. The board may also enter into contracts with public or private
51.19 agencies and institutions, school districts or combinations of school districts, or service
51.20 cooperatives to provide supplemental educational instruction and services.

51.21 (l) The board may provide or contract for services and programs by and for the
51.22 Center for Arts Education, including a store, operating in connection with the center;
51.23 theatrical events; and other programs and services that, in the determination of the board,
51.24 serve the purposes of the center.

51.25 (m) The board may provide for transportation of pupils to and from the Center for
51.26 Arts Education for all or part of the school year, as the board considers advisable and
51.27 subject to its rules. Notwithstanding any other law to the contrary, the board may charge a
51.28 reasonable fee for transportation of pupils. Every driver providing transportation of pupils
51.29 under this paragraph must possess all qualifications required by the commissioner of
51.30 education. The board may contract for furnishing authorized transportation under rules
51.31 established by the commissioner of education and may purchase and furnish gasoline to a
51.32 contract carrier for use in the performance of a contract with the board for transportation
51.33 of pupils to and from the Center for Arts Education. When transportation is provided,
51.34 scheduling of routes, establishment of the location of bus stops, the manner and method of
51.35 transportation, the control and discipline of pupils, and any other related matter is within
51.36 the sole discretion, control, and management of the board.

52.1 (n) The board may provide room and board for its pupils. If the board provides room
 52.2 and board, it shall charge a reasonable fee for the room and board. The fee is not subject
 52.3 to chapter 14 and is not a prohibited fee according to sections 123B.34 to 123B.39.

52.4 (o) The board may establish and set fees for services and programs. If the board sets
 52.5 fees not authorized or prohibited by the Minnesota public school fee law, it may do so
 52.6 without complying with the requirements of section 123B.38.

52.7 (p) The board may apply for all competitive grants administered by agencies of the
 52.8 state and other government or nongovernment sources.

52.9 **EFFECTIVE DATE.** This section is effective the day following final enactment.

52.10 Sec. 64. Minnesota Statutes 2012, section 129C.10, is amended by adding a
 52.11 subdivision to read:

52.12 **Subd. 5a. Interdistrict voluntary integration magnet program.** Notwithstanding
 52.13 Minnesota Rules, parts 3535.0110 and 3535.0150, the board may establish and operate
 52.14 an interdistrict integration magnet program according to section 129C.30. For fiscal year
 52.15 2016 and later, the board must have an approved achievement and integration plan and
 52.16 budget under section 124D.861.

52.17 **EFFECTIVE DATE.** This section is effective the day following final enactment.

52.18 Sec. 65. **[129C.30] CROSSWINDS INTEGRATION MAGNET SCHOOL.**

52.19 **Subdivision 1. Definitions.** (a) The following terms having the meanings given
 52.20 them for this chapter.

52.21 (b) "Board" means the board of directors of the Perpich Center for Arts Education.

52.22 (c) "Crosswinds school" means the Crosswinds school in Woodbury operated during
 52.23 the 2012-2013 school year by Joint Powers District No. 6067, East Metro Integration
 52.24 District.

52.25 **Subd. 2. Board to operate the Crosswinds school.** The board may operate the
 52.26 Crosswinds school with the powers and duties granted to it under this chapter. A student
 52.27 may apply to the Crosswinds school under section 124D.03 and the Crosswinds school
 52.28 may accept students under that section.

52.29 **Subd. 3. General education funding.** (a) General education revenue must be paid
 52.30 to the Crosswinds school as though it were a district. The general education revenue for
 52.31 each adjusted pupil unit is the state average general education revenue per pupil unit, plus
 52.32 the referendum equalization aid allowance in the pupil's district of residence, minus an
 52.33 amount equal to the product of the formula allowance according to section 126C.10,

53.1 subdivision 2, times .0466, calculated without declining enrollment, basic skills revenue,
53.2 extended time revenue, pension adjustment revenue, transition revenue, and transportation
53.3 sparsity revenue, plus declining enrollment, basic skills revenue, extended time revenue,
53.4 pension adjustment revenue, and transition revenue as though the school were a school
53.5 district. The general education revenue for each extended time pupil unit equals \$4,794.

53.6 (b) General education revenue under paragraph (a) must be reduced by an amount
53.7 equal to 75 percent of the school's equity revenue for that year.

53.8 Subd. 4. **Special education funding.** Special education aid must be paid to the
53.9 Crosswinds school according to sections 125A.76 and 125A.79, as though it were a
53.10 school district. The special education aid paid to the Crosswinds school shall be adjusted
53.11 as follows:

53.12 (1) if the Crosswinds school does not receive general education revenue on behalf of
53.13 the student according to subdivision 3, the aid shall be adjusted as provided in section
53.14 125A.11; or

53.15 (2) if the Crosswinds school receives general education revenue on behalf of the
53.16 student according to subdivision 3, the aid shall be adjusted as provided in section
53.17 127A.47, subdivision 7, paragraphs (b) to (d).

53.18 Subd. 5. **Pupil transportation.** For fiscal year 2015 only, a member district of Joint
53.19 Powers District No. 6067, East Metro Integration District must transport pupils enrolled at
53.20 the Crosswinds school in the same manner as they were transported in fiscal year 2014.
53.21 Pupil transportation expenses under this section are reimbursable under section 124D.87.

53.22 Subd. 6. **Achievement and integration aid.** For fiscal year 2016 and later, the
53.23 Crosswinds school is eligible for achievement and integration aid under section 124D.862
53.24 as if it were a school district.

53.25 Subd. 7. **Other aids, grants, revenue.** (a) The Crosswinds school is eligible to
53.26 receive other aids, grants, and revenue according to chapters 120A to 129C as though it
53.27 were a district.

53.28 (b) Notwithstanding paragraph (a), the Crosswinds school may not receive aid, a
53.29 grant, or revenue if a levy is required to obtain the money, or if the aid, grant, or revenue
53.30 replaces levy revenue that is not general education revenue, except as otherwise provided
53.31 in this section.

53.32 (c) Federal aid received by the state must be paid to the school, if it qualifies for
53.33 the aid as though it were a school district.

53.34 (d) In the year-end report to the commissioner of education, the Crosswinds school
53.35 shall report the total amount of funds received from grants and other outside sources.

54.1 Subd. 8. **Year-round programming.** The Crosswinds school may operate as a
54.2 flexible learning year program under sections 124D.12 to 124D.127.

54.3 Subd. 9. **Data requirements.** The commissioner of education shall require the
54.4 Crosswinds school to follow the budget and accounting procedures required for school
54.5 districts and the Crosswinds school shall report all data to the Department of Education in
54.6 the form and manner required by the commissioner.

54.7 Sec. 66. Minnesota Statutes 2013, section 298.28, subdivision 7a, as added by Laws
54.8 2014, chapter 150, article 6, section 13, is amended to read:

54.9 Subd. 7a. **Iron Range school consolidation and cooperatively operated school**
54.10 **account.** The following amounts must be allocated to the Iron Range Resources and
54.11 Rehabilitation Board to be deposited in the Iron Range school consolidation and
54.12 cooperatively operated school account that is hereby created:

54.13 (1) ten cents per taxable ton of the tax imposed under section 298.24;

54.14 (2) the amount as determined under section 298.17, paragraph (b), clause (3); and

54.15 (3) for distributions in 2015 through 2017, an amount equal to two-thirds of the
54.16 increased tax proceeds attributable to the increase in the implicit price deflator as provided
54.17 in section 298.24, subdivision 1.

54.18 Expenditures from this account shall be made only to provide disbursements to
54.19 assist school districts with the payment of bonds that were issued for qualified school
54.20 projects, or for any other disbursement as approved by the Iron Range Resources and
54.21 Rehabilitation Board. For purposes of this section, "qualified school projects" means
54.22 school projects within the taconite assistance area as defined in section 273.1341, that
54.23 were (1) approved, by referendum, after December 7, 2009; and (2) approved by the
54.24 commissioner of education pursuant to section 123B.71.

54.25 Beginning in fiscal year 2019, the disbursement to school districts for payments for
54.26 bonds issued under section 123A.482, subdivision 9, must be increased each year to
54.27 offset any reduction in debt service equalization aid that the school district qualifies for in
54.28 that year, under section 123B.53, subdivision 6, compared with the amount the school
54.29 district qualified for in fiscal year 2018.

54.30 No expenditure under this section shall be made unless approved by seven members
54.31 of the Iron Range Resources and Rehabilitation Board.

54.32 **EFFECTIVE DATE.** This section is effective for production year 2014 and
54.33 thereafter.

54.34 Sec. 67. Laws 2013, chapter 116, article 1, section 58, subdivision 2, is amended to read:

55.1 Subd. 2. **General education aid.** For general education aid under Minnesota
 55.2 Statutes, section 126C.13, subdivision 4:

55.3 ~~6,051,766,000~~
 55.4 \$ 6,851,419,000 2014
 55.5 ~~6,370,640,000~~
 55.6 \$ 6,441,753,000 2015

55.7 The 2014 appropriation includes ~~\$781,842,000~~ \$780,709,000 for 2013 and
 55.8 ~~\$5,269,924,000~~ \$6,071,263,000 for 2014.

55.9 The 2015 appropriation includes ~~\$823,040,000~~ \$589,095,000 for 2014 and
 55.10 ~~\$5,547,600,000~~ \$5,852,658,000 for 2015.

55.11 Sec. 68. Laws 2013, chapter 116, article 3, section 37, subdivision 15, is amended to
 55.12 read:

55.13 Subd. 15. **Early childhood literacy programs.** For early childhood literacy
 55.14 programs under Minnesota Statutes, section 119A.50, subdivision 3:

55.15 \$ 4,125,000 2014
 55.16 ~~4,125,000~~
 55.17 \$ 6,125,000 2015

55.18 Up to \$4,125,000 each in the first year and \$6,125,000 in the second year is for
 55.19 leveraging federal and private funding to support AmeriCorps members serving in the
 55.20 Minnesota Reading Corps program established by ServeMinnesota, including costs
 55.21 associated with the training and teaching of early literacy skills to children age three to
 55.22 grade 3 and the evaluation of the impact of the program under Minnesota Statutes, sections
 55.23 124D.38, subdivision 2, and 124D.42, subdivision 6. Up to \$2,000,000 in fiscal year
 55.24 2015 must be used to support priority and focus schools as defined by the Department
 55.25 of Education and to expand kindergarten programming.

55.26 Any balance in the first year does not cancel but is available in the second year.

55.27 The base for fiscal year 2016 and later is \$5,125,000.

55.28 Sec. 69. Laws 2013, chapter 116, article 5, section 31, subdivision 8, is amended to read:

55.29 Subd. 8. **Special education paperwork cost savings.** For the contract to effect
 55.30 special education paperwork cost savings under Minnesota Statutes, section 125A.08,
 55.31 subdivision 2, paragraph (c):

55.32 \$ 1,763,000 2014

55.33 For a transfer to MNIT. This appropriation is available in fiscal year 2015 ~~if not~~
 55.34 ~~expended.~~

56.1 **EFFECTIVE DATE.** This section is effective the day following final enactment.

56.2 Sec. 70. Laws 2013, chapter 116, article 7, section 21, subdivision 2, is amended to read:

56.3 Subd. 2. **School lunch.** For school lunch aid according to Minnesota Statutes,
56.4 section 124D.111, and Code of Federal Regulations, title 7, section 210.17:

56.5 \$ 13,032,000 2014

56.6 ~~13,293,000~~

56.7 \$ 16,185,000 2015

56.8 Sec. 71. Laws 2013, chapter 116, article 8, section 5, subdivision 2, is amended to read:

56.9 Subd. 2. **School readiness.** For revenue for school readiness programs under
56.10 Minnesota Statutes, sections 124D.15 and 124D.16:

56.11 ~~10,095,000~~

56.12 \$ 10,458,000 2014

56.13 ~~10,159,000~~

56.14 \$ 14,662,000 2015

56.15 The 2014 appropriation includes \$1,372,000 for 2013 and ~~\$8,723,000~~ \$9,086,000
56.16 for 2014.

56.17 The 2015 appropriation includes ~~\$1,372,000~~ \$1,009,000 for 2014 and ~~\$8,787,000~~
56.18 \$13,653,000 for 2015.

56.19 Sec. 72. Laws 2013, chapter 116, article 8, section 5, subdivision 8, is amended to read:

56.20 Subd. 8. **Early childhood education scholarships.** For transfer to the Office of
56.21 Early Learning for early learning scholarships under Minnesota Statutes, section 124D.165:

56.22 \$ 23,000,000 2014

56.23 ~~23,000,000~~

56.24 \$ 35,000,000 2015

56.25 Up to \$950,000 each year is for administration of this program.

56.26 Any balance in the first year does not cancel but is available in the second year.

56.27 **EFFECTIVE DATE.** This section is effective July 1, 2014.

56.28 Sec. 73. Laws 2013, chapter 116, article 8, section 5, subdivision 9, is amended to read:

56.29 Subd. 9. **Parent-child home program.** For a grant to the parent-child home
56.30 program:

56.31 \$ 250,000 2014

56.32 \$ ~~250,000~~ 350,000 2015

57.1 The grant must be used for an evidence-based and research-validated early childhood
 57.2 literacy and school readiness program for children ages 16 months to four years at its
 57.3 existing suburban program location. The program must expand to one additional urban
 57.4 and one additional rural program location for fiscal years 2014 and 2015.

57.5 Sec. 74. Laws 2013, chapter 116, article 8, section 5, subdivision 14, is amended to read:

57.6 Subd. 14. **Adult basic education aid.** For adult basic education aid under
 57.7 Minnesota Statutes, section 124D.531:

57.8		47,005,000		
57.9	\$	<u>48,776,000</u>	.....	2014
57.10		48,145,000		
57.11	\$	<u>48,415,000</u>	.....	2015

57.12 The 2014 appropriation includes \$6,284,000 for 2013 and ~~\$40,721,000~~ \$42,498,000
 57.13 for 2014.

57.14 The 2015 appropriation includes ~~\$6,409,000~~ \$4,722,000 for 2014 and ~~\$41,736,000~~
 57.15 \$43,693,000 for 2015.

57.16 Sec. 75. Laws 2013, chapter 116, article 9, section 2, is amended to read:

57.17 Sec. 2. **APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

57.18 The sums indicated in this section are appropriated from the general fund to the
 57.19 Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

57.20	\$	11,749,000	.....	2014
57.21		11,664,000		
57.22	\$	<u>11,964,000</u>	.....	2015

57.23 \$85,000 of the fiscal year 2014 appropriation is for costs associated with upgrading
 57.24 kitchen facilities. Any balance in the first year does not cancel but is available in the
 57.25 second year.

57.26 Sec. 76. **FISCAL YEAR 2015 LEASE LEVY AUTHORITY.**

57.27 (a) Notwithstanding Minnesota Statutes, section 126C.40, subdivision 1, paragraph
 57.28 (e), for taxes payable in 2015, a district may apply to the commissioner in a manner
 57.29 consistent with Minnesota Statutes, section 126C.40, subdivision 1, paragraph (a), to levy
 57.30 an amount not to exceed \$50 times the adjusted pupil units for fiscal year 2015.

57.31 (b) Notwithstanding Minnesota Statutes, section 126C.40, subdivision 1, paragraph
 57.32 (h), for taxes payable in 2015, a school district that is a member of an intermediate school
 57.33 district may include in its authority under this section the costs associated with leases of
 57.34 administrative and classroom space for intermediate school district programs. Authority

58.1 under this paragraph must not exceed \$19 times the adjusted pupil units of the member
58.2 districts and is in addition to any other authority authorized under this section.

58.3 (c) A levy made under this section must be used for purposes consistent with
58.4 Minnesota Statutes, section 126C.40, subdivision 1, and be recognized as revenue in
58.5 fiscal year 2015.

58.6 **Sec. 77. HARAMBEE COMMUNITY SCHOOL TRANSITION.**

58.7 Subdivision 1. **Facilities.** Notwithstanding the specified uses of state general
58.8 obligation bond proceeds appropriated in Laws 1994, chapter 643, section 14, subdivision
58.9 7, the real and personal property owned by the Joint Powers District No. 6067, East Metro
58.10 Integration District, in Maplewood, known as the Harambee community school, may be
58.11 conveyed to Independent School District No. 623, Roseville, for operation of a multidistrict
58.12 integration facility that serves students in any grade from early education through grade 12.

58.13 Subd. 2. **Student enrollment.** A student enrolled in the Harambee community
58.14 school during the 2013-2014 school year may continue to enroll in the Harambee
58.15 community school in any subsequent year. For the 2014-2015 school year and later, other
58.16 students may apply for enrollment under Minnesota Statutes, section 124D.03.

58.17 Subd. 3. **Compensatory revenue, literacy aid, and alternative compensation**
58.18 **revenue.** For the 2014-2015 school year only, the Department of Education must calculate
58.19 compensatory revenue, literacy aid, and alternative compensation revenue for the
58.20 Harambee community school based on the fall 2013 enrollment counts.

58.21 Subd. 4. **Year-round programming.** Harambee community school may operate as
58.22 a flexible learning year program under Minnesota Statutes, sections 124D.12 to 124D.127.

58.23 Subd. 5. **Pupil transportation.** The board may transport pupils enrolled in the
58.24 2013-2014 school year to and from the Harambee community school in succeeding school
58.25 years regardless of the students' districts of residence. Pupil transportation expenses under
58.26 this section are reimbursable under Minnesota Statutes, section 124D.87.

58.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

58.28 **Sec. 78. INFORMATION TECHNOLOGY CERTIFICATION PARTNERSHIPS;**
58.29 **REQUEST FOR PROPOSAL; PROGRAM REQUIREMENTS.**

58.30 (a) The commissioner shall contract with at least one provider to provide information
58.31 technology education opportunities to students in grades 9 through 12. This partnership
58.32 must allow participating students and teachers to secure broad-based information
58.33 technology certifications.

59.1 (b) The commissioner shall issue a competitive request for proposals, award the
 59.2 contract, and make available, through participating school districts, charter schools, and
 59.3 intermediate districts, instruction on information technology skills and competencies
 59.4 that are essential for career and college readiness. The request for proposals shall at
 59.5 least include the following components:

59.6 (1) a research-based curriculum;

59.7 (2) online access to the curriculum;

59.8 (3) instructional software for classroom and student use;

59.9 (4) certification of skills and competencies in a broad array of information
 59.10 technology-related skill areas;

59.11 (5) professional development for teachers; and

59.12 (6) deployment and program support, including, but not limited to, integration with
 59.13 academic standards under Minnesota Statutes, section 120B.021 or 120B.022.

59.14 (c) If the contract awarded under this section does not allow for the service to be
 59.15 delivered in every eligible school, the commissioner shall make the contracted service
 59.16 available on a first-come, first-served basis to an equal number of schools in each of the
 59.17 regions represented by a regional development commission under Minnesota Statutes,
 59.18 section 462.387, and in the region consisting of counties not represented by a regional
 59.19 development commission. If participating schools in any region do not exhaust the services
 59.20 allocated to that region, the commissioner may reallocate unused services to other regions.

59.21 **Sec. 79. LEASE LEVY; SATELLITE TRANSPORTATION HUB FOR**
 59.22 **ROSEMOUNT-APPLE VALLEY-EAGAN SCHOOL DISTRICT.**

59.23 Notwithstanding Minnesota Statutes, section 126C.40, subdivision 1, Independent
 59.24 School District No. 196, Rosemount-Apple Valley-Eagan, may lease a satellite
 59.25 transportation hub under Minnesota Statutes, section 126C.40, subdivision 1, if the district
 59.26 can demonstrate to the satisfaction of the commissioner of education that the satellite
 59.27 transportation hub will result in a significant financial savings. Levy authority under
 59.28 this section shall not exceed the total levy authority under Minnesota Statutes, section
 59.29 126C.40, subdivision 1, paragraph (e).

59.30 **EFFECTIVE DATE.** This section is effective for taxes payable in 2015 and later.

59.31 **Sec. 80. LEGISLATIVE REPORT ON K-12 STUDENTS' EXPERIENCE WITH**
 59.32 **PHYSICAL EDUCATION.**

59.33 (a) The commissioner of education must prepare and submit to the education policy
 59.34 and finance committees of the legislature by January 15, 2015, a written report on K-12

60.1 students' experience with physical education, consistent with this section. Among other
 60.2 physical education-related issues, the report must include:

60.3 (1) the number of minutes per day and frequency per week students in each grade
 60.4 level, kindergarten through grade 8, receive physical education, identify the requirements in
 60.5 high school physical education in terms of semesters, trimesters, quarters, or school years;

60.6 (2) the measures and data used to assess students' level of fitness and the uses made
 60.7 of the fitness data;

60.8 (3) the educational preparation of physical education instructors and the proportion
 60.9 of time certified physical education teachers provide physical education instruction;

60.10 (4) the amount of time and number of days per week each grade level, kindergarten
 60.11 through grade 6, receives recess;

60.12 (5) whether high school students are allowed to substitute other activities for
 60.13 required physical education, and, if so, which activities qualify;

60.14 (6) identify the number or percentage of high school students who earn required
 60.15 physical education credits online;

60.16 (7) whether schools offer before or after school physical activities opportunities in
 60.17 each grade level, kindergarten through grade 8, and in high school, and, if so, what are the
 60.18 opportunities; and

60.19 (8) the extent to which schools coordinate with developmentally adaptive physical
 60.20 education specialists when needed.

60.21 (b) Any costs of preparing this report must be paid for out of the Department of
 60.22 Education's current operating budget.

60.23 **EFFECTIVE DATE.** This section is effective the day following final enactment.

60.24 Sec. 81. **RECIPROCITY AGREEMENT EXEMPTION; HENDRICKS.**

60.25 Notwithstanding Minnesota Statutes, sections 124D.04, subdivision 6, paragraph
 60.26 (b); 124D.041, subdivision 3, paragraph (b); and 124D.05, subdivision 2a, the provisions
 60.27 of Minnesota Statutes, section 124D.041 and the agreement shall not apply to Independent
 60.28 School District No. 402, Hendricks.

60.29 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and
 60.30 later.

60.31 Sec. 82. **TRANSITION REQUIREMENTS; CROSSWINDS SCHOOL.**

60.32 Subdivision 1. **Transfer.** Notwithstanding the appropriation of state general
 60.33 obligation bond proceeds in Laws 1998, chapter 404, section 5, subdivision 5; Laws 1999,

61.1 chapter 240, article 1, section 3; Laws 2000, chapter 492, article 1, section 5, subdivision
61.2 2; Laws 2001, First Special Session chapter 12, section 2, subdivision 2; and Laws
61.3 2005, chapter 20, article 1, section 5, subdivision 3, to acquire and better the Crosswinds
61.4 school facilities by the Joint Powers District No. 6067, East Metro Integration District,
61.5 in Woodbury, the Crosswinds school may be conveyed to the Perpich Center for Arts
61.6 Education for use as an east metropolitan area integration magnet school.

61.7 Subd. 2. **Student enrollment.** Any student enrolled in the Crosswinds school
61.8 during the 2013-2014 school year may continue to enroll in the Crosswinds school in
61.9 any subsequent year. For the 2014-2015 school year and later, a student may apply for
61.10 enrollment to the school under Minnesota Statutes, section 124D.03.

61.11 Subd. 3. **Compensatory revenue, literacy aid, and alternative compensation**
61.12 **revenue.** For the 2014-2015 school year only, the Department of Education must calculate
61.13 compensatory revenue, literacy aid, and alternative compensation revenue for the
61.14 Crosswinds school based on the October 1, 2013, enrollment counts at that site.

61.15 Subd. 4. **Title 1 funding.** To the extent possible, the Department of Education
61.16 must qualify the Crosswinds school for Title 1, and if applicable, other federal funding,
61.17 as if the program were still operated by Joint Powers District No. 6067, East Metro
61.18 Integration District.

61.19 **EFFECTIVE DATE.** This section is effective the day following final enactment.

61.20 Sec. 83. **VISION THERAPY PILOT PROJECT.**

61.21 Subdivision 1. **Establishment.** A three-year grant program is established to fund
61.22 vision therapy pilot projects in up to two school districts.

61.23 Subd. 2. **Pilot project.** In each year of the pilot project, second and third grade
61.24 students identified by a set of criteria by the pilot school shall be admitted into the pilot
61.25 study. Identified students shall have a comprehensive eye examination with written
61.26 standard requirements of testing. Students identified with a diagnosis of convergence
61.27 insufficiency must undergo a vision efficiency evaluation by a licensed optometrist or
61.28 ophthalmologist trained in the evaluation of learning-related vision problems. The results
61.29 of this examination shall determine whether a student will qualify for neuro-optometric
61.30 vision therapy funded by the grant. The parent or guardian of a student who qualifies for
61.31 the pilot program under this paragraph may submit a written notification to the school
61.32 opting the student out of the program. Guidelines must be established to provide quality
61.33 standards and measures to ensure an appropriate diagnosis and treatment plan that is
61.34 consistent with the convergence insufficiency treatment trial study.

62.1 Subd. 3. **Application.** The applicant school district must submit a plan to the
62.2 commissioner of education in the form and manner the commissioner determines. A
62.3 charter school is not eligible to apply. The application must include:

62.4 (1) the school that will implement the pilot project;

62.5 (2) who will provide the comprehensive eye exam, visual efficiency evaluation, and
62.6 the neuro-optometric vision therapy treatment along with appropriate licensure;

62.7 (3) how the vision and reading skills of students participating in the program will be
62.8 evaluated before and after vision therapy;

62.9 (4) how students' progress will be monitored during and after receiving
62.10 neuro-optometric vision therapy; and

62.11 (5) what additional reading interventions will be available to students after
62.12 completion of the neuro-optometric vision therapy program.

62.13 Subd. 4. **Application review; grant awards.** (a) Grant money must be paid to the
62.14 recipient districts in the 2014-2015, 2015-2016, and 2016-2017 school years.

62.15 (b) The grant is awarded for a three-year time period.

62.16 (c) The commissioner shall oversee the grant distribution.

62.17 (d) A grant shall be awarded to Independent School District No. 12, Centennial,
62.18 provided the district meets the application requirements in subdivision 3.

62.19 (e) A grant shall be awarded to an applicant district with its administrative offices
62.20 not located in Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, or Washington County,
62.21 or a city of the first class.

62.22 Subd. 5. **Evaluation.** The commissioner of education must provide for an evaluation
62.23 of the pilot project and must report to the legislative committees with jurisdiction over
62.24 kindergarten through grade 12 education policy and finance by January 15, 2018.

62.25 Sec. 84. **APPROPRIATION; SAINT PAUL PROMISE NEIGHBORHOOD.**

62.26 (a) \$600,000 is appropriated in fiscal year 2015 only from the general fund to the
62.27 commissioner of education for a grant to the Saint Paul Promise Neighborhood. Funds
62.28 appropriated in this section are to reduce multigenerational poverty and the educational
62.29 achievement gap through increased enrollment of families within the zone, and may be
62.30 used for Saint Paul Promise Neighborhood programming and services consistent with
62.31 federal Promise Neighborhood program agreements and requirements.

62.32 (b) The Saint Paul Promise Neighborhood shall submit a report on January 15, 2016,
62.33 to the chairs of the legislative committees with jurisdiction over early childhood through
62.34 grade 12 education policy and finance. The report, at a minimum, must summarize
62.35 program activities, specify performance measures, and analyze program outcomes.

63.1 (c) The base appropriation for fiscal year 2016 is \$0.

63.2 **EFFECTIVE DATE.** This section is effective for fiscal year 2015.

63.3 Sec. 85. **APPROPRIATION; NORTHSIDE ACHIEVEMENT ZONE.**

63.4 (a) \$600,000 is appropriated in fiscal year 2015 only from the general fund to
 63.5 the commissioner of education for a grant to the Northside Achievement Zone. Funds
 63.6 appropriated in this section are to reduce multigenerational poverty and the educational
 63.7 achievement gap through increased enrollment of families within the zone, and may be
 63.8 used for Northside Achievement Zone programming and services consistent with federal
 63.9 Promise Neighborhood program agreements and requirements. The base appropriation
 63.10 for fiscal year 2016 is \$0.

63.11 (b) The Northside Achievement Zone shall submit a report to the chairs of the
 63.12 legislative committees with jurisdiction over early childhood through grade 12 education
 63.13 policy and finance that, at a minimum, summarizes program activities, specifies
 63.14 performance measures, and analyzes program outcomes. The report must be submitted by
 63.15 January 15, 2016.

63.16 **EFFECTIVE DATE.** This section is effective for fiscal year 2015.

63.17 Sec. 86. **APPROPRIATIONS.**

63.18 Subdivision 1. **Department of Education.** The sums indicated in this section
 63.19 are appropriated from the general fund to the Department of Education for the fiscal
 63.20 year designated.

63.21 Subd. 2. **Headwaters Science Center.** For a grant to the Headwaters Science
 63.22 Center for hands-on science, technology, engineering, and math (STEM) education.

63.23 \$ 50,000 2015

63.24 The base for fiscal year 2016 and later is \$0.

63.25 Subd. 3. **The Works Museum.** For a grant to the Works Museum for hands-on
 63.26 science, technology, engineering, and math (STEM) education.

63.27 \$ 75,000 2015

63.28 The base for fiscal year 2016 and later is \$0.

63.29 Subd. 4. **Northwestern Online College in the High School program.** For the
 63.30 Northwestern Online College in the High School program:

65.1 ~~44,000~~
 65.2 \$ 37,000 2014
 65.3 ~~48,000~~
 65.4 \$ 40,000 2015

65.5 Sec. 2. Laws 2013, chapter 116, article 1, section 58, subdivision 4, is amended to read:

65.6 Subd. 4. **Abatement revenue.** For abatement aid under Minnesota Statutes, section
 65.7 127A.49:

65.8 ~~2,747,000~~
 65.9 \$ 2,876,000 2014
 65.10 ~~3,136,000~~
 65.11 \$ 3,103,000 2015

65.12 The 2014 appropriation includes \$301,000 for 2013 and ~~\$2,446,000~~ \$2,575,000
 65.13 for 2014.

65.14 The 2015 appropriation includes ~~\$385,000~~ \$286,000 for 2014 and ~~\$2,751,000~~
 65.15 \$2,817,000 for 2015.

65.16 Sec. 3. Laws 2013, chapter 116, article 1, section 58, subdivision 5, is amended to read:

65.17 Subd. 5. **Consolidation transition.** For districts consolidating under Minnesota
 65.18 Statutes, section 123A.485:

65.19 ~~472,000~~
 65.20 \$ 585,000 2014
 65.21 ~~480,000~~
 65.22 \$ 254,000 2015

65.23 The 2014 appropriation includes \$40,000 for 2013 and ~~\$432,000~~ \$545,000 for 2014.

65.24 The 2015 appropriation includes ~~\$68,000~~ \$60,000 for 2014 and ~~\$412,000~~ \$194,000
 65.25 for 2015.

65.26 Sec. 4. Laws 2013, chapter 116, article 1, section 58, subdivision 6, is amended to read:

65.27 Subd. 6. **Nonpublic pupil education aid.** For nonpublic pupil education aid under
 65.28 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

65.29 ~~15,582,000~~
 65.30 \$ 16,068,000 2014
 65.31 ~~16,169,000~~
 65.32 \$ 16,074,000 2015

65.33 The 2014 appropriation includes \$2,099,000 for 2013 and ~~\$13,483,000~~ \$13,969,000
 65.34 for 2014.

65.35 The 2015 appropriation includes ~~\$2,122,000~~ \$1,552,000 for 2014 and ~~\$14,047,000~~
 65.36 \$14,522,000 for 2015.

66.1 Sec. 5. Laws 2013, chapter 116, article 1, section 58, subdivision 7, is amended to read:

66.2 Subd. 7. **Nonpublic pupil transportation.** For nonpublic pupil transportation aid
66.3 under Minnesota Statutes, section 123B.92, subdivision 9:

66.4		18,565,000		
66.5	\$	<u>18,566,000</u>	.....	2014
66.6		18,946,000		
66.7	\$	<u>17,646,000</u>	.....	2015

66.8 The 2014 appropriation includes \$2,668,000 for 2013 and ~~\$15,897,000~~ \$15,898,000
66.9 for 2014.

66.10 The 2015 appropriation includes ~~\$2,502,000~~ \$1,766,000 for 2014 and ~~\$16,444,000~~
66.11 \$15,880,000 for 2015.

66.12 Sec. 6. Laws 2013, chapter 116, article 1, section 58, subdivision 11, is amended to read:

66.13 Subd. 11. **Career and technical aid.** For career and technical aid under Minnesota
66.14 Statutes, section 124D.4531, subdivision 1b:

66.15		4,320,000		
66.16	\$	<u>3,959,000</u>	.....	2014
66.17		5,680,000		
66.18	\$	<u>5,172,000</u>	.....	2015

66.19 The 2014 appropriation includes \$0 for 2014 and ~~\$4,320,000~~ \$3,959,000 for 2015.

66.20 The 2015 appropriation includes ~~\$680,000~~ \$439,000 for 2014 and ~~\$5,000,000~~
66.21 \$4,733,000 for 2015.

66.22 B. EDUCATION EXCELLENCE

66.23 Sec. 7. Laws 2013, chapter 116, article 3, section 37, subdivision 3, is amended to read:

66.24 Subd. 3. **Achievement and integration aid.** For achievement and integration aid
66.25 under Minnesota Statutes, section 124D.862:

66.26		58,911,000		
66.27	\$	<u>55,609,000</u>	.....	2014
66.28		68,623,000		
66.29	\$	<u>62,692,000</u>	.....	2015

66.30 The 2014 appropriation includes \$0 for 2013 and ~~\$58,911,000~~ \$55,609,000 for 2014.

66.31 The 2015 appropriation includes ~~\$9,273,000~~ \$6,178,000 for 2014 and ~~\$59,350,000~~
66.32 \$56,514,000 for 2015.

66.33 Sec. 8. Laws 2013, chapter 116, article 3, section 37, subdivision 4, is amended to read:

66.34 Subd. 4. **Literacy incentive aid.** For literacy incentive aid under Minnesota
66.35 Statutes, section 124D.98:

67.1 ~~52,514,000~~
 67.2 \$ 50,998,000 2014
 67.3 ~~53,818,000~~
 67.4 \$ 47,458,000 2015

67.5 The 2014 appropriation includes \$6,607,000 for 2013 and ~~\$45,907,000~~ \$44,391,000
 67.6 for 2014.

67.7 The 2015 appropriation includes ~~\$7,225,000~~ \$4,932,000 for 2014 and ~~\$46,593,000~~
 67.8 \$42,526,000 for 2015.

67.9 Sec. 9. Laws 2013, chapter 116, article 3, section 37, subdivision 5, is amended to read:

67.10 Subd. 5. **Interdistrict desegregation or integration transportation grants.** For
 67.11 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
 67.12 section 124D.87:

67.13 ~~13,968,000~~
 67.14 \$ 13,521,000 2014
 67.15 ~~14,712,000~~
 67.16 \$ 14,248,000 2015

67.17 Sec. 10. Laws 2013, chapter 116, article 3, section 37, subdivision 6, is amended to read:

67.18 Subd. 6. **Success for the future.** For American Indian success for the future grants
 67.19 under Minnesota Statutes, section 124D.81:

67.20 ~~2,137,000~~
 67.21 \$ 2,214,000 2014
 67.22 \$ 2,137,000 2015

67.23 The 2014 appropriation includes \$290,000 for 2013 and ~~\$1,847,000~~ \$1,924,000
 67.24 for 2014.

67.25 The 2015 appropriation includes ~~\$290,000~~ \$213,000 for 2014 and ~~\$1,847,000~~
 67.26 \$1,924,000 for 2015.

67.27 Sec. 11. Laws 2013, chapter 116, article 3, section 37, subdivision 8, is amended to read:

67.28 Subd. 8. **Tribal contract schools.** For tribal contract school aid under Minnesota
 67.29 Statutes, section 124D.83:

67.30 ~~2,080,000~~
 67.31 \$ 2,144,000 2014
 67.32 ~~2,230,000~~
 67.33 \$ 2,152,000 2015

67.34 The 2014 appropriation includes \$266,000 for 2013 and ~~\$1,814,000~~ \$1,878,000
 67.35 for 2014.

68.1 The 2015 appropriation includes ~~\$285,000~~ \$208,000 for 2014 and ~~\$1,945,000~~
 68.2 \$1,944,000 for 2015.

68.3 Sec. 12. Laws 2013, chapter 116, article 3, section 37, subdivision 20, is amended to
 68.4 read:

68.5 Subd. 20. **Alternative compensation.** For alternative teacher compensation aid
 68.6 under Minnesota Statutes, section 122A.415, subdivision 4:

68.7 ~~60,340,000~~
 68.8 \$ 71,599,000 2015

68.9 The 2015 appropriation includes \$0 for 2014 and ~~\$59,711,000~~ \$71,599,000 for 2015.

68.10 C. CHARTER SCHOOLS

68.11 Sec. 13. Laws 2013, chapter 116, article 4, section 9, subdivision 2, is amended to read:

68.12 Subd. 2. **Charter school building lease aid.** For building lease aid under Minnesota
 68.13 Statutes, section 124D.11, subdivision 4:

68.14 ~~54,484,000~~
 68.15 \$ 54,763,000 2014
 68.16 ~~59,533,000~~
 68.17 \$ 58,294,000 2015

68.18 The 2014 appropriation includes \$6,819,000 for 2013 and ~~\$47,665,000~~ \$47,944,000
 68.19 for 2014.

68.20 The 2015 appropriation includes ~~\$7,502,000~~ \$5,327,000 for 2014 and ~~\$52,031,000~~
 68.21 \$52,967,000 for 2015.

68.22 D. SPECIAL PROGRAMS

68.23 Sec. 14. Laws 2013, chapter 116, article 5, section 31, subdivision 2, is amended to read:

68.24 Subd. 2. **Special education; regular.** For special education aid under Minnesota
 68.25 Statutes, section 125A.75:

68.26 ~~997,725,000~~
 68.27 \$ 1,038,514,000 2014
 68.28 ~~1,108,211,000~~
 68.29 \$ 1,111,641,000 2015

68.30 The 2014 appropriation includes \$118,232,000 for 2013 and ~~\$802,884,000~~
 68.31 \$920,282,000 for 2014.

68.32 The 2015 appropriation includes ~~\$169,929,000~~ \$129,549,000 for 2014 and
 68.33 ~~\$938,282,000~~ \$982,092,000 for 2015.

69.1 Sec. 15. Laws 2013, chapter 116, article 5, section 31, subdivision 3, is amended to read:

69.2 Subd. 3. **Aid for children with disabilities.** For aid under Minnesota Statutes,
69.3 section 125A.75, subdivision 3, for children with disabilities placed in residential facilities
69.4 within the district boundaries for whom no district of residence can be determined:

69.5		1,655,000		
69.6	\$	<u>1,548,000</u>	.....	2014
69.7		1,752,000		
69.8	\$	<u>1,674,000</u>	.....	2015

69.9 If the appropriation for either year is insufficient, the appropriation for the other
69.10 year is available.

69.11 Sec. 16. Laws 2013, chapter 116, article 5, section 31, subdivision 4, is amended to read:

69.12 Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based
69.13 services under Minnesota Statutes, section 125A.75, subdivision 1:

69.14		345,000		
69.15	\$	<u>351,000</u>	.....	2014
69.16		355,000		
69.17	\$	<u>346,000</u>	.....	2015

69.18 The 2014 appropriation includes \$45,000 for 2013 and ~~\$300,000~~ \$306,000 for 2014.

69.19 The 2015 appropriation includes ~~\$47,000~~ \$33,000 for 2014 and ~~\$308,000~~ \$313,000
69.20 for 2015.

69.21 Sec. 17. Laws 2013, chapter 116, article 5, section 31, subdivision 5, is amended to read:

69.22 Subd. 5. **Special education; excess costs.** For excess cost aid under Minnesota
69.23 Statutes, section 125A.79, subdivision 7:

69.24		42,030,000		
69.25	\$	<u>42,016,000</u>	.....	2014

69.26 The 2014 appropriation includes ~~\$42,030,000~~ \$42,016,000 for 2013 and \$0 for 2014.

69.27 E. FACILITIES AND TECHNOLOGY

69.28 Sec. 18. Laws 2013, chapter 116, article 6, section 12, subdivision 2, is amended to read:

69.29 Subd. 2. **Health and safety revenue.** For health and safety aid according to
69.30 Minnesota Statutes, section 123B.57, subdivision 5:

69.31		463,000		
69.32	\$	<u>473,000</u>	.....	2014
69.33		434,000		
69.34	\$	<u>651,000</u>	.....	2015

69.35 The 2014 appropriation includes \$26,000 for 2013 and ~~\$437,000~~ \$447,000 for 2014.

70.1 The 2015 appropriation includes ~~\$68,000~~ \$49,000 for 2014 and ~~\$366,000~~ \$602,000
70.2 for 2015.

70.3 Sec. 19. Laws 2013, chapter 116, article 6, section 12, subdivision 3, is amended to read:

70.4 Subd. 3. **Debt service equalization.** For debt service aid according to Minnesota
70.5 Statutes, section 123B.53, subdivision 6:

70.6 ~~19,083,000~~
70.7 \$ 19,778,000 2014

70.8 ~~25,060,000~~
70.9 \$ 22,591,000 2015

70.10 The 2014 appropriation includes \$2,397,000 for 2013 and ~~\$16,686,000~~ \$17,381,000
70.11 for 2014.

70.12 The 2015 appropriation includes ~~\$2,626,000~~ \$1,931,000 for 2014 and ~~\$22,434,000~~
70.13 \$20,660,000 for 2015.

70.14 Sec. 20. Laws 2013, chapter 116, article 6, section 12, subdivision 4, is amended to read:

70.15 Subd. 4. **Alternative facilities bonding aid.** For alternative facilities bonding aid,
70.16 according to Minnesota Statutes, section 123B.59, subdivision 1:

70.17 ~~19,287,000~~
70.18 \$ 19,982,000 2014

70.19 \$ 19,287,000 2015

70.20 The 2014 appropriation includes \$2,623,000 for 2013 and ~~\$16,664,000~~ \$17,359,000
70.21 for 2014.

70.22 The 2015 appropriation includes ~~\$2,623,000~~ \$1,928,000 for 2014 and ~~\$16,664,000~~
70.23 \$17,359,000 for 2015.

70.24 Sec. 21. Laws 2013, chapter 116, article 6, section 12, subdivision 6, is amended to read:

70.25 Subd. 6. **Deferred maintenance aid.** For deferred maintenance aid, according to
70.26 Minnesota Statutes, section 123B.591, subdivision 4:

70.27 ~~3,564,000~~
70.28 \$ 3,858,000 2014

70.29 ~~3,730,000~~
70.30 \$ 4,024,000 2015

70.31 The 2014 appropriation includes \$456,000 for 2013 and ~~\$3,108,000~~ \$3,402,000
70.32 for 2014.

70.33 The 2015 appropriation includes ~~\$489,000~~ \$378,000 for 2014 and ~~\$3,241,000~~
70.34 \$3,646,000 for 2015.

71.1

F. NUTRITION AND LIBRARIES

71.2 Sec. 22. Laws 2013, chapter 116, article 7, section 21, subdivision 3, is amended to read:

71.3 Subd. 3. **School breakfast.** For traditional school breakfast aid under Minnesota

71.4 Statutes, section 124D.1158:

71.5		5,711,000		
71.6	\$	<u>5,308,000</u>	.....	2014
71.7		6,022,000		
71.8	\$	<u>5,607,000</u>	.....	2015

71.9 Sec. 23. Laws 2013, chapter 116, article 7, section 21, subdivision 4, is amended to read:

71.10 Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,

71.11 section 124D.118:

71.12		1,039,000		
71.13	\$	<u>992,000</u>	.....	2014
71.14		1,049,000		
71.15	\$	<u>1,002,000</u>	.....	2015

71.16 Sec. 24. Laws 2013, chapter 116, article 7, section 21, subdivision 6, is amended to read:

71.17 Subd. 6. **Basic system support.** For basic system support grants under Minnesota

71.18 Statutes, section 134.355:

71.19		13,570,000		
71.20	\$	<u>14,058,000</u>	.....	2014
71.21		13,570,000		
71.22	\$	<u>13,570,000</u>	.....	2015

71.23 The 2014 appropriation includes \$1,845,000 for 2013 and ~~\$11,725,000~~ \$12,213,000

71.24 for 2014.

71.25 The 2015 appropriation includes ~~\$1,845,000~~ \$1,357,000 for 2014 and ~~\$11,725,000~~

71.26 \$12,213,000 for 2015.

71.27 Sec. 25. Laws 2013, chapter 116, article 7, section 21, subdivision 7, is amended to read:

71.28 Subd. 7. **Multicounty, multitype library systems.** For grants under Minnesota

71.29 Statutes, sections 134.353 and 134.354, to multicounty, multitype library systems:

71.30		1,300,000		
71.31	\$	<u>1,346,000</u>	.....	2014
71.32	\$	1,300,000	.....	2015

71.33 The 2014 appropriation includes \$176,000 for 2013 and ~~\$1,124,000~~ \$1,170,000

71.34 for 2014.

72.1 The 2015 appropriation includes ~~\$176,000~~ \$130,000 for 2014 and ~~\$1,124,000~~
 72.2 \$1,170,000 for 2015.

72.3 Sec. 26. Laws 2013, chapter 116, article 7, section 21, subdivision 9, is amended to read:

72.4 Subd. 9. **Regional library telecommunications aid.** For regional library
 72.5 telecommunications aid under Minnesota Statutes, section 134.355:

72.6		2,300,000		
72.7	\$	<u>2,382,000</u>	.....	2014
72.8	\$	2,300,000	.....	2015

72.9 The 2014 appropriation includes \$312,000 for 2013 and ~~\$1,988,000~~ \$2,070,000
 72.10 for 2014.

72.11 The 2015 appropriation includes ~~\$312,000~~ \$230,000 for 2014 and ~~\$1,988,000~~
 72.12 \$2,070,000 for 2015.

72.13 **G. EARLY CHILDHOOD EDUCATION, SELF-SUFFICIENCY,**
 72.14 **AND LIFELONG LEARNING**

72.15 Sec. 27. Laws 2013, chapter 116, article 8, section 5, subdivision 4, is amended to read:

72.16 Subd. 4. **Health and developmental screening aid.** For health and developmental
 72.17 screening aid under Minnesota Statutes, sections 121A.17 and 121A.19:

72.18		3,421,000		
72.19	\$	<u>3,527,000</u>	.....	2014
72.20		3,344,000		
72.21	\$	<u>3,330,000</u>	.....	2015

72.22 The 2014 appropriation includes \$474,000 for 2013 and ~~\$2,947,000~~ \$3,053,000
 72.23 for 2014.

72.24 The 2015 appropriation includes ~~\$463,000~~ \$339,000 for 2014 and ~~\$2,881,000~~
 72.25 \$2,991,000 for 2015.

72.26 Sec. 28. Laws 2013, chapter 116, article 8, section 5, subdivision 10, is amended to read:

72.27 Subd. 10. **Community education aid.** For community education aid under
 72.28 Minnesota Statutes, section 124D.20:

72.29		935,000		
72.30	\$	<u>955,000</u>	.....	2014
72.31		1,056,000		
72.32	\$	<u>1,060,000</u>	.....	2015

72.33 The 2014 appropriation includes \$118,000 for 2013 and ~~\$817,000~~ \$837,000 for 2014.

73.1 The 2015 appropriation includes ~~\$128,000~~ \$93,000 for 2014 and ~~\$928,000~~ \$967,000
73.2 for 2015.

73.3 Sec. 29. Laws 2013, chapter 116, article 8, section 5, subdivision 11, is amended to read:

73.4 Subd. 11. **Adults with disabilities program aid.** For adults with disabilities
73.5 programs under Minnesota Statutes, section 124D.56:

73.6		710,000		
73.7	\$	<u>735,000</u>	.....	2014
73.8	\$	710,000	.....	2015

73.9 The 2014 appropriation includes \$96,000 for 2013 and ~~\$614,000~~ \$639,000 for 2014.

73.10 The 2015 appropriation includes ~~\$96,000~~ \$71,000 for 2014 and ~~\$614,000~~ \$639,000
73.11 for 2015.

73.12 ARTICLE 3

73.13 ENGLISH LEARNERS

73.14 Section 1. Minnesota Statutes 2012, section 119A.50, subdivision 3, is amended to read:

73.15 Subd. 3. **Early childhood literacy programs.** (a) A research-based early childhood
73.16 literacy program premised on actively involved parents, ongoing professional staff
73.17 development, and high quality early literacy program standards is established to increase
73.18 the literacy skills of children participating in Head Start to prepare them to be successful
73.19 readers and to increase families' participation in providing early literacy experiences to
73.20 their children. Program providers must:

73.21 (1) work to prepare children to be successful learners;

73.22 (2) work to close the achievement gap for at-risk children;

73.23 (3) use ~~an~~ a culturally relevant integrated approach to early literacy that daily offers
73.24 a literacy-rich classroom learning environment composed of books, writing materials,
73.25 writing centers, labels, rhyming, and other related literacy materials and opportunities;

73.26 (4) support children's home language while helping the children master English and
73.27 use multiple literacy strategies to provide a cultural bridge between home and school;

73.28 (5) use literacy mentors, ongoing literacy groups, and other teachers and staff to
73.29 provide appropriate, extensive professional development opportunities in early literacy
73.30 and classroom strategies for preschool teachers and other preschool staff;

73.31 (6) use ongoing data-based assessments that enable preschool teachers to understand,
73.32 plan, and implement literacy strategies, activities, and curriculum that meet children's
73.33 literacy needs and continuously improve children's literacy; ~~and~~

74.1 (7) foster participation by parents, community stakeholders, literacy advisors, and
 74.2 evaluation specialists; and

74.3 (8) provide parents of English learners with oral and written information to monitor
 74.4 the program's impact on their children's English language development, to know whether
 74.5 their children are progressing in developing their English proficiency and, where
 74.6 practicable, their native language proficiency, and to actively engage with their children in
 74.7 developing their English and native language proficiency.

74.8 Program providers are encouraged to collaborate with qualified, community-based
 74.9 early childhood providers in implementing this program and to seek nonstate funds to
 74.10 supplement the program.

74.11 (b) Program providers under paragraph (a) interested in extending literacy programs
 74.12 to children in kindergarten through grade 3 may elect to form a partnership with an
 74.13 eligible organization under section 124D.38, subdivision 2, or 124D.42, subdivision 6,
 74.14 clause (3), schools enrolling children in kindergarten through grade 3, and other interested
 74.15 and qualified community-based entities to provide ongoing literacy programs that offer
 74.16 seamless literacy instruction focused on closing the literacy achievement gap. To close the
 74.17 literacy achievement gap by the end of third grade, partnership members must agree to use
 74.18 best efforts and practices and to work collaboratively to implement a seamless literacy
 74.19 model from age three to grade 3, consistent with paragraph (a). Literacy programs under
 74.20 this paragraph must collect and use literacy data to:

74.21 (1) evaluate children's literacy skills; ~~and~~

74.22 (2) monitor the progress and provide reading instruction appropriate to the specific
 74.23 needs of English learners; and

74.24 (3) formulate specific intervention strategies to provide reading instruction to
 74.25 children premised on the outcomes of formative and summative assessments and
 74.26 research-based indicators of literacy development.

74.27 The literacy programs under this paragraph also must train teachers and other
 74.28 providers working with children to use the assessment outcomes under clause (2) to
 74.29 develop and use effective, long-term literacy coaching models that are specific to the
 74.30 program providers.

74.31 Sec. 2. Minnesota Statutes 2013 Supplement, section 120B.11, is amended to read:

74.32 **120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM,**
 74.33 **INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE**
 74.34 **WORLD'S BEST WORKFORCE.**

75.1 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10,
75.2 the following terms have the meanings given them.

75.3 (a) "Instruction" means methods of providing learning experiences that enable a
75.4 ~~student~~ students to meet state and district academic standards and graduation requirements,
75.5 including providing English learners with appropriate, full, effective, and meaningful
75.6 access to regular classroom instruction in core curriculum.

75.7 (b) "Curriculum" means district or school adopted programs and written plans for
75.8 providing students with learning experiences that lead to expected knowledge and skills
75.9 and career and college readiness.

75.10 (c) "World's best workforce" means striving to: meet school readiness goals; have
75.11 all third grade students achieve grade-level literacy; close the academic achievement gap
75.12 among all racial and ethnic groups of students and between students living in poverty and
75.13 students not living in poverty; ensure all English learners have the appropriate English
75.14 learner instruction and content area support to achieve academic language proficiency,
75.15 including oral academic language proficiency, in English and are taught the same state
75.16 and local academic standards as native English-speaking students; have all students attain
75.17 career and college readiness before graduating from high school; and have all students
75.18 graduate from high school.

75.19 (d) "Cultural competence," "cultural competency," or "culturally competent"
75.20 means the ability and will to interact effectively with people of different cultures, native
75.21 languages, and socioeconomic backgrounds.

75.22 Subd. 1a. **Performance measures.** (a) Measures to determine school district and
75.23 school site progress in striving to create the world's best workforce must include at least:

75.24 (1) student performance on the National ~~Association~~ Assessment of Education
75.25 Progress;

75.26 (2) the size of the academic achievement gap and rigorous course taking and
75.27 enrichment experiences by student subgroup;

75.28 (3) student performance on the Minnesota Comprehensive Assessments;

75.29 (4) high school graduation rates; ~~and~~

75.30 (5) career and college readiness under section 120B.30, subdivision 1; and

75.31 (6) the English language development and academic progress, including the oral
75.32 academic development, of English learners and their native language development if the
75.33 native language is used as a language of instruction.

75.34 (b) When administering formative or summative assessments used to measure
75.35 the academic progress, including the oral academic development, of English learners
75.36 and inform their instruction, schools must ensure that the assessments are accessible to

76.1 the students and students have the modifications and supports they need to sufficiently
76.2 understand the assessments.

76.3 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall
76.4 adopt a comprehensive, long-term strategic plan to support and improve teaching and
76.5 learning that is aligned with creating the world's best workforce and includes:

76.6 (1) clearly defined district and school site goals and benchmarks for instruction and
76.7 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
76.8 paragraph (b), clause (2);

76.9 (2) a process for assessing and evaluating each student's progress toward meeting state
76.10 and local academic standards and identifying the strengths and weaknesses of instruction
76.11 in pursuit of student and school success and curriculum affecting students' progress and
76.12 growth toward career and college readiness and leading to the world's best workforce;

76.13 (3) a system to periodically review and evaluate the effectiveness of all instruction
76.14 and curriculum, taking into account strategies and best practices, student outcomes, school
76.15 principal evaluations under section 123B.147, subdivision 3, and teacher evaluations
76.16 under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

76.17 (4) strategies for improving instruction, curriculum, and student achievement,
76.18 including the English and, where practicable, the native language development and the
76.19 academic achievement of English learners;

76.20 (5) education effectiveness practices that integrate high-quality instruction, rigorous
76.21 curriculum, technology, and a collaborative professional culture that develops and
76.22 supports teacher quality, performance, and effectiveness; and

76.23 (6) an annual budget for continuing to implement the district plan.

76.24 Subd. 3. **District advisory committee.** Each school board shall establish an
76.25 advisory committee to ensure active community participation in all phases of planning and
76.26 improving the instruction and curriculum affecting state and district academic standards,
76.27 consistent with subdivision 2. A district advisory committee, to the extent possible,
76.28 shall reflect the diversity of the district and its school sites, ~~and shall~~ include teachers,
76.29 parents, support staff, students, and other community residents, and provide translation
76.30 to the extent appropriate and practicable. The district advisory committee shall pursue
76.31 community support to accelerate the academic and native literacy and achievement of
76.32 English learners with varied needs, from young children to adults, consistent with section
76.33 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees
76.34 of the district advisory committee under subdivision 4. The district advisory committee
76.35 shall recommend to the school board rigorous academic standards, student achievement
76.36 goals and measures consistent with subdivision 1a and sections 120B.022, subdivision

77.1 1, paragraphs (b) and (c), and 120B.35, district assessments, and program evaluations.
77.2 School sites may expand upon district evaluations of instruction, curriculum, assessments,
77.3 or programs. Whenever possible, parents and other community residents shall comprise at
77.4 least two-thirds of advisory committee members.

77.5 Subd. 4. **Site team.** A school may establish a site team to develop and implement
77.6 strategies and education effectiveness practices to improve instruction, curriculum,
77.7 cultural competencies, including cultural awareness and cross-cultural communication,
77.8 and student achievement at the school site, consistent with subdivision 2. The team advises
77.9 the board and the advisory committee about developing the annual budget and revising an
77.10 instruction and curriculum improvement plan that aligns curriculum, assessment of student
77.11 progress, and growth in meeting state and district academic standards and instruction.

77.12 Subd. 5. **Report.** Consistent with requirements for school performance reports
77.13 under section 120B.36, subdivision 1, the school board shall publish a report in the local
77.14 newspaper with the largest circulation in the district, by mail, or by electronic means on
77.15 the district Web site. The school board shall hold an annual public meeting to review,
77.16 and revise where appropriate, student achievement goals, local assessment outcomes,
77.17 plans, strategies, and practices for improving curriculum and instruction and cultural
77.18 responsiveness, including cultural awareness and cross-cultural communication, and to
77.19 review district success in realizing the previously adopted student achievement goals and
77.20 related benchmarks and the improvement plans leading to the world's best workforce. The
77.21 school board must transmit an electronic summary of its report to the commissioner in the
77.22 form and manner the commissioner determines.

77.23 Subd. 7. **Periodic report.** Each school district shall periodically survey affected
77.24 constituencies, in their native languages where appropriate, about their connection to and
77.25 level of satisfaction with school. The district shall include the results of this evaluation in
77.26 the summary report required under subdivision 5.

77.27 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective
77.28 strategies, practices, and use of resources by districts and school sites in striving for the
77.29 world's best workforce. The commissioner must assist districts and sites throughout the
77.30 state in implementing these effective strategies, practices, and use of resources.

77.31 (b) The commissioner must identify those districts in any consecutive three-year
77.32 period not making sufficient progress toward improving teaching and learning for all
77.33 students, including English learners with varied needs, consistent with section 124D.59,
77.34 subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in
77.35 collaboration with the identified district, may require the district to use up to two percent
77.36 of its basic general education revenue per fiscal year during the proximate three school

78.1 years to implement commissioner-specified strategies and practices, consistent with
 78.2 paragraph (a), to improve and accelerate its progress in realizing its goals under this
 78.3 section. In implementing this section, the commissioner must consider districts' budget
 78.4 constraints and legal obligations.

78.5 Sec. 3. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:

78.6 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

78.7 (a) Regional centers of excellence are established to assist and support school
 78.8 boards, school districts, school sites, and charter schools in implementing research-based
 78.9 interventions and practices to increase the students' achievement within a region.
 78.10 The centers must develop partnerships with local and regional service cooperatives,
 78.11 postsecondary institutions, integrated school districts, the department, children's mental
 78.12 health providers, or other local or regional entities interested in providing a cohesive
 78.13 and consistent regional delivery system that serves all schools equitably. Centers must
 78.14 assist school districts, school sites, and charter schools in developing similar partnerships.
 78.15 Center support may include assisting school districts, school sites, and charter schools
 78.16 with common principles of effective practice, including:

78.17 (1) defining measurable education goals under section 120B.11, subdivision 2;

78.18 (2) implementing evidence-based practices;

78.19 (3) engaging in data-driven decision-making;

78.20 (4) providing multilayered levels of support;

78.21 (5) supporting culturally responsive teaching and learning aligning the development
 78.22 of academic English proficiency, state and local academic standards, and career and
 78.23 college readiness benchmarks; and

78.24 (6) engaging parents, families, youth, and local community members in programs
 78.25 and activities at the school district, school site, or charter school that foster collaboration
 78.26 and shared accountability for the achievement of all students; and

78.27 (7) translating district forms and other information such as a multilingual glossary of
 78.28 commonly used education terms and phrases.

78.29 Centers must work with school site leadership teams to build capacity, the expertise and
 78.30 experience to implement programs that close the achievement gap, provide effective and
 78.31 differentiated programs and instruction for different types of English learners, including
 78.32 English learners with limited or interrupted formal schooling and long-term English
 78.33 learners under section 124D.59, subdivisions 2 and 2a, increase students' progress and
 78.34 growth toward career and college readiness, and increase student graduation rates.

79.1 (b) The department must assist the regional centers of excellence to meet staff,
 79.2 facilities, and technical needs, provide the centers with programmatic support, and work
 79.3 with the centers to establish a coherent statewide system of regional support, including
 79.4 consulting, training, and technical support, to help school boards, school districts, school
 79.5 sites, and charter schools effectively and efficiently implement the world's best workforce
 79.6 goals under section 120B.11 and other state and federal education initiatives.

79.7 Sec. 4. Minnesota Statutes 2012, section 120B.12, is amended to read:

79.8 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF**
 79.9 **GRADE 3.**

79.10 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
 79.11 above grade level no later than the end of grade 3, including English learners, and that
 79.12 teachers provide comprehensive, scientifically based reading instruction consistent with
 79.13 section 122A.06, subdivision 4.

79.14 Subd. 2. **Identification; report.** For the 2011-2012 school year and later, each
 79.15 school district shall identify before the end of kindergarten, grade 1, and grade 2 students
 79.16 who are not reading at grade level before the end of the current school year. Reading
 79.17 assessments in English, and in the predominant languages of district students where
 79.18 practicable, must identify and evaluate students' areas of academic need related to literacy.
 79.19 The district also must monitor the progress and provide reading instruction appropriate
 79.20 to the specific needs of English learners. The district must use a locally adopted,
 79.21 developmentally appropriate, and culturally responsive assessment and annually report
 79.22 summary assessment results to the commissioner by July 1.

79.23 Subd. 2a. **Parent notification and involvement.** Schools, at least annually,
 79.24 must give the parent of each student who is not reading at or above grade level timely
 79.25 information about:

79.26 (1) student's reading proficiency as measured by a locally adopted assessment;

79.27 (2) reading-related services currently being provided to the student; and

79.28 (3) strategies for parents to use at home in helping their student succeed in becoming
 79.29 grade-level proficient in reading in English and in their native language.

79.30 Subd. 3. **Intervention.** For each student identified under subdivision 2, the district
 79.31 shall provide reading intervention to accelerate student growth ~~in order to~~ and reach the
 79.32 goal of reading at or above grade level by the end of the current grade and school year.
 79.33 District intervention methods shall encourage ~~parental involvement~~ family engagement
 79.34 and, where possible, collaboration with appropriate school and community programs.
 79.35 Intervention methods may include, but are not limited to, requiring attendance in summer

80.1 school, intensified reading instruction that may require that the student be removed from
 80.2 the regular classroom for part of the school day ~~or~~, extended-day programs, or programs
 80.3 that strengthen students' cultural connections.

80.4 Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to
 80.5 identify the staff development needs so that:

80.6 (1) elementary teachers are able to implement comprehensive, scientifically based
 80.7 reading and oral language instruction in the five reading areas of phonemic awareness,
 80.8 phonics, fluency, vocabulary, and comprehension as defined in section 122A.06,
 80.9 subdivision 4, and other literacy-related areas including writing until the student achieves
 80.10 grade-level reading proficiency;

80.11 (2) elementary teachers have sufficient training to provide comprehensive,
 80.12 scientifically based reading and oral language instruction that meets students'
 80.13 developmental, linguistic, and literacy needs using the intervention methods or programs
 80.14 selected by the district for the identified students;

80.15 (3) licensed teachers employed by the district have regular opportunities to improve
 80.16 reading and writing instruction; ~~and~~

80.17 (4) licensed teachers recognize students' diverse needs in cross-cultural settings
 80.18 and are able to serve the oral language and linguistic needs of students who are English
 80.19 learners by maximizing strengths in their native languages in order to cultivate students'
 80.20 English language development, including oral academic language development, and
 80.21 build academic literacy; and

80.22 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
 80.23 students to master content, develop skills to access content, and build relationships.

80.24 Subd. 4a. **Local literacy plan.** Consistent with this section, a school district must
 80.25 adopt a local literacy plan to have every child reading at or above grade level no later than
 80.26 the end of grade 3, including English learners. The plan must include a process to assess
 80.27 students' level of reading proficiency, notify and involve parents, intervene with students
 80.28 who are not reading at or above grade level, and identify and meet staff development
 80.29 needs. The district must post its literacy plan on the official school district Web site.

80.30 Subd. 5. **Commissioner.** The commissioner shall recommend to districts multiple
 80.31 assessment tools to assist districts and teachers with identifying students under subdivision
 80.32 2. The commissioner shall also make available examples of nationally recognized and
 80.33 research-based instructional methods or programs to districts to provide comprehensive,
 80.34 scientifically based reading instruction and intervention under this section.

81.1 Sec. 5. Minnesota Statutes 2013 Supplement, section 120B.125, is amended to read:

81.2 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
 81.3 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**
 81.4 **CAREER TRACKING PROHIBITED.**

81.5 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 81.6 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 81.7 school districts, beginning in the 2013-2014 school year, must assist all students by no
 81.8 later than grade 9 to explore their college and career interests and aspirations and develop
 81.9 a plan for a smooth and successful transition to postsecondary education or employment.

81.10 All students' plans must be designed to:

81.11 (1) provide a comprehensive academic plan for completing a college and
 81.12 career-ready curriculum premised on meeting state and local academic standards
 81.13 and developing 21st century skills such as team work, collaboration, creativity,
 81.14 communication, critical thinking, and good work habits;

81.15 (2) emphasize academic rigor and high expectations;

81.16 (3) help students identify personal learning styles that may affect their postsecondary
 81.17 education and employment choices;

81.18 (4) help students gain access to postsecondary education and career options;

81.19 (5) integrate strong academic content into career-focused courses and integrate
 81.20 relevant career-focused courses into strong academic content;

81.21 (6) help students and families identify and gain access to appropriate counseling
 81.22 and other supports and assistance that enable students to complete required coursework,
 81.23 prepare for postsecondary education and careers, and obtain information about
 81.24 postsecondary education costs and eligibility for financial aid and scholarship;

81.25 (7) help students and families identify collaborative partnerships of ~~kindergarten~~
 81.26 prekindergarten through grade 12 schools, postsecondary institutions, economic
 81.27 development agencies, and employers that support students' transition to postsecondary
 81.28 education and employment and provide students with experiential learning opportunities;
 81.29 and

81.30 (8) be reviewed and revised at least annually by the student, the student's parent or
 81.31 guardian, and the school or district to ensure that the student's course-taking schedule
 81.32 keeps the student making adequate progress to meet state and local high school graduation
 81.33 requirements and with a reasonable chance to succeed with employment or postsecondary
 81.34 education without the need to first complete remedial course work.

81.35 (b) A school district may develop grade-level curricula or provide instruction that
 81.36 introduces students to various careers, but must not require any curriculum, instruction,

82.1 or employment-related activity that obligates an elementary or secondary student to
82.2 involuntarily select a career, career interest, employment goals, or related job training.

82.3 (c) Educators must possess the knowledge and skills to effectively teach all English
82.4 learners in their classrooms. School districts must provide appropriate curriculum,
82.5 targeted materials, professional development opportunities for educators, and sufficient
82.6 resources to enable English learners to become career- and college-ready.

82.7 Sec. 6. Minnesota Statutes 2013 Supplement, section 120B.35, subdivision 3, is
82.8 amended to read:

82.9 Subd. 3. **State growth target; other state measures.** (a) The state's educational
82.10 assessment system measuring individual students' educational growth is based on
82.11 indicators of achievement growth that show an individual student's prior achievement.
82.12 Indicators of achievement and prior achievement must be based on highly reliable
82.13 statewide or districtwide assessments.

82.14 (b) The commissioner, in consultation with a stakeholder group that includes
82.15 assessment and evaluation directors and, district staff, experts in culturally responsive
82.16 teaching, and researchers, must implement a model that uses a value-added growth
82.17 indicator and includes criteria for identifying schools and school districts that demonstrate
82.18 medium and high growth under section 120B.299, subdivisions 8 and 9, and may
82.19 recommend other value-added measures under section 120B.299, subdivision 3. The model
82.20 may be used to advance educators' professional development and replicate programs that
82.21 succeed in meeting students' diverse learning needs. Data on individual teachers generated
82.22 under the model are personnel data under section 13.43. The model must allow users to:

82.23 (1) report student growth consistent with this paragraph; and

82.24 (2) for all student categories, report and compare aggregated and disaggregated state
82.25 growth data using the nine student categories identified under the federal 2001 No Child
82.26 Left Behind Act and two student gender categories of male and female, respectively,
82.27 following appropriate reporting practices to protect nonpublic student data.

82.28 The commissioner must report measures of student growth, consistent with this
82.29 paragraph.

82.30 (c) When reporting student performance under section 120B.36, subdivision 1, the
82.31 commissioner annually, beginning July 1, 2011, must report two core measures indicating
82.32 the extent to which current high school graduates are being prepared for postsecondary
82.33 academic and career opportunities:

82.34 (1) a preparation measure indicating the number and percentage of high school
82.35 graduates in the most recent school year who completed course work important to

83.1 preparing them for postsecondary academic and career opportunities, consistent with
83.2 the core academic subjects required for admission to Minnesota's public colleges and
83.3 universities as determined by the Office of Higher Education under chapter 136A; and

83.4 (2) a rigorous coursework measure indicating the number and percentage of high
83.5 school graduates in the most recent school year who successfully completed one or more
83.6 college-level advanced placement, international baccalaureate, postsecondary enrollment
83.7 options including concurrent enrollment, other rigorous courses of study under section
83.8 120B.021, subdivision 1a, or industry certification courses or programs.

83.9 When reporting the core measures under clauses (1) and (2), the commissioner must also
83.10 analyze and report separate categories of information using the nine student categories
83.11 identified under the federal 2001 No Child Left Behind Act and two student gender
83.12 categories of male and female, respectively, following appropriate reporting practices to
83.13 protect nonpublic student data.

83.14 (d) When reporting student performance under section 120B.36, subdivision 1, the
83.15 commissioner annually, beginning July 1, 2014, must report summary data on school
83.16 safety and students' engagement and connection at school. The summary data under this
83.17 paragraph are separate from and must not be used for any purpose related to measuring
83.18 or evaluating the performance of classroom teachers. The commissioner, in consultation
83.19 with qualified experts on student engagement and connection and classroom teachers,
83.20 must identify highly reliable variables that generate summary data under this paragraph.
83.21 The summary data may be used at school, district, and state levels only. Any data on
83.22 individuals received, collected, or created that are used to generate the summary data
83.23 under this paragraph are nonpublic data under section 13.02, subdivision 9.

83.24 (e) For purposes of statewide educational accountability, the commissioner must
83.25 identify and report measures that demonstrate the success of learning year program
83.26 providers under sections 123A.05 and 124D.68, among other such providers, in improving
83.27 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
83.28 report summary data on:

83.29 (1) the four- and six-year graduation rates of students under this paragraph;

83.30 (2) the percent of students under this paragraph whose progress and performance
83.31 levels are meeting career and college readiness benchmarks under section 120B.30,
83.32 subdivision 1; and

83.33 (3) the success that learning year program providers experience in:

83.34 (i) identifying at-risk and off-track student populations by grade;

83.35 (ii) providing successful prevention and intervention strategies for at-risk students;

84.1 (iii) providing successful recuperative and recovery or reenrollment strategies for
84.2 off-track students; and

84.3 (iv) improving the graduation outcomes of at-risk and off-track students.

84.4 The commissioner may include in the annual report summary data on other education
84.5 providers serving a majority of students eligible to participate in a learning year program.

84.6 (f) The commissioner, in consultation with recognized experts with knowledge and
84.7 experience in assessing the language proficiency and academic performance of English
84.8 learners, must identify and report appropriate and effective measures to improve current
84.9 categories of language difficulty and assessments, and monitor and report data on students'
84.10 English proficiency levels, program placement, and academic language development,
84.11 including oral academic language.

84.12 Sec. 7. Minnesota Statutes 2013 Supplement, section 120B.36, subdivision 1, is
84.13 amended to read:

84.14 Subdivision 1. **School performance reports.** (a) The commissioner shall report
84.15 student academic performance under section 120B.35, subdivision 2; the percentages of
84.16 students showing low, medium, and high growth under section 120B.35, subdivision
84.17 3, paragraph (b); school safety and student engagement and connection under section
84.18 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,
84.19 subdivision 3, paragraph (c); the percentage of students under section 120B.35,
84.20 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are
84.21 meeting career and college readiness benchmarks under sections 120B.30, subdivision 1,
84.22 and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of eligible
84.23 districts in reducing disparities in students' academic achievement and realizing racial and
84.24 economic integration under section 124D.861; the acquisition of English, and where
84.25 practicable, native language academic literacy, including oral academic language, and
84.26 the academic progress of English learners under section 124D.59, subdivisions 2 and
84.27 2a; two separate student-to-teacher ratios that clearly indicate the definition of teacher
84.28 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;
84.29 staff characteristics excluding salaries; student enrollment demographics; district mobility;
84.30 and extracurricular activities. The report also must indicate a school's adequate yearly
84.31 progress status under applicable federal law, and must not set any designations applicable
84.32 to high- and low-performing schools due solely to adequate yearly progress status.

84.33 (b) The commissioner shall develop, annually update, and post on the department
84.34 Web site school performance reports.

85.1 (c) The commissioner must make available performance reports by the beginning
85.2 of each school year.

85.3 (d) A school or district may appeal its adequate yearly progress status in writing to
85.4 the commissioner within 30 days of receiving the notice of its status. The commissioner's
85.5 decision to uphold or deny an appeal is final.

85.6 (e) School performance data are nonpublic data under section 13.02, subdivision 9,
85.7 until the commissioner publicly releases the data. The commissioner shall annually post
85.8 school performance reports to the department's public Web site no later than September 1,
85.9 except that in years when the reports reflect new performance standards, the commissioner
85.10 shall post the school performance reports no later than October 1.

85.11 Sec. 8. Minnesota Statutes 2012, section 122A.06, subdivision 4, is amended to read:

85.12 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a)
85.13 "Comprehensive, scientifically based reading instruction" includes a program or collection
85.14 of instructional practices that is based on valid, replicable evidence showing that when
85.15 these programs or practices are used, students can be expected to achieve, at a minimum,
85.16 satisfactory reading progress. The program or collection of practices must include, at a
85.17 minimum, effective, balanced instruction in all five areas of reading: phonemic awareness,
85.18 phonics, fluency, vocabulary development, and reading comprehension.

85.19 Comprehensive, scientifically based reading instruction also includes and integrates
85.20 instructional strategies for continuously assessing, evaluating, and communicating
85.21 the student's reading progress and needs in order to design and implement ongoing
85.22 interventions so that students of all ages and proficiency levels can read and comprehend
85.23 text, write, and apply higher level thinking skills. For English learners developing literacy
85.24 skills, districts are encouraged to use strategies that teach reading and writing in the
85.25 students' native language and English at the same time.

85.26 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
85.27 expression.

85.28 (c) "Phonemic awareness" is the ability of students to notice, think about, and
85.29 manipulate individual sounds in spoken syllables and words.

85.30 (d) "Phonics" is the understanding that there are systematic and predictable
85.31 relationships between written letters and spoken words. Phonics instruction is a way
85.32 of teaching reading that stresses learning how letters correspond to sounds and how to
85.33 apply this knowledge in reading and spelling.

85.34 (e) "Reading comprehension" is an active process that requires intentional thinking
85.35 during which meaning is constructed through interactions between text and reader.

86.1 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
86.2 implementing specific cognitive strategies to help beginning readers derive meaning
86.3 through intentional, problem-solving thinking processes.

86.4 (f) "Vocabulary development" is the process of teaching vocabulary both directly
86.5 and indirectly, with repetition and multiple exposures to vocabulary items. Learning in
86.6 rich contexts, incidental learning, and use of computer technology enhance the acquiring
86.7 of vocabulary.

86.8 (g) Nothing in this subdivision limits the authority of a school district to select a
86.9 school's reading program or curriculum.

86.10 Sec. 9. Minnesota Statutes 2013 Supplement, section 122A.09, subdivision 4, is
86.11 amended to read:

86.12 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
86.13 teachers and interns subject to chapter 14.

86.14 (b) The board must adopt rules requiring a person to pass a skills examination in
86.15 reading, writing, and mathematics as a requirement for initial teacher licensure, except
86.16 that the board may issue up to two additional temporary, one-year teaching licenses to an
86.17 otherwise qualified candidate who has not yet passed the skills exam. Such rules must
86.18 require college and universities offering a board-approved teacher preparation program to
86.19 provide remedial assistance to persons who did not achieve a qualifying score on the skills
86.20 examination, including those for whom English is a second language.

86.21 (c) The board must adopt rules to approve teacher preparation programs. The board,
86.22 upon the request of a postsecondary student preparing for teacher licensure or a licensed
86.23 graduate of a teacher preparation program, shall assist in resolving a dispute between the
86.24 person and a postsecondary institution providing a teacher preparation program when the
86.25 dispute involves an institution's recommendation for licensure affecting the person or the
86.26 person's credentials. At the board's discretion, assistance may include the application
86.27 of chapter 14.

86.28 (d) The board must provide the leadership and adopt rules for the redesign of teacher
86.29 education programs to implement a research based, results-oriented curriculum that
86.30 focuses on the skills teachers need in order to be effective. The board shall implement new
86.31 systems of teacher preparation program evaluation to assure program effectiveness based
86.32 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher
86.33 preparation programs including alternative teacher preparation programs under section
86.34 122A.245, among other programs, must include a content-specific, board-approved,
86.35 performance-based assessment that measures teacher candidates in three areas: planning

87.1 for instruction and assessment; engaging students and supporting learning; and assessing
87.2 student learning.

87.3 (e) The board must adopt rules requiring candidates for initial licenses to pass an
87.4 examination of general pedagogical knowledge and examinations of licensure-specific
87.5 teaching skills. The rules shall be effective by September 1, 2001. The rules under this
87.6 paragraph also must require candidates for initial licenses to teach prekindergarten or
87.7 elementary students to pass, as part of the examination of licensure-specific teaching
87.8 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,
87.9 scientifically based reading instruction under section 122A.06, subdivision 4, and their
87.10 knowledge and understanding of the foundations of reading development, the development
87.11 of reading comprehension, and reading assessment and instruction, and their ability to
87.12 integrate that knowledge and understanding.

87.13 (f) The board must adopt rules requiring teacher educators to work directly with
87.14 elementary or secondary school teachers in elementary or secondary schools to obtain
87.15 periodic exposure to the elementary or secondary teaching environment.

87.16 (g) The board must grant licenses to interns and to candidates for initial licenses
87.17 based on appropriate professional competencies that are aligned with the board's licensing
87.18 system and students' diverse learning needs. All teacher candidates must have preparation
87.19 in English language development and content instruction for English learners in order to be
87.20 able to effectively instruct the English learners in their classrooms. The board must include
87.21 these licenses in a statewide differentiated licensing system that creates new leadership
87.22 roles for successful experienced teachers premised on a collaborative professional culture
87.23 dedicated to meeting students' diverse learning needs in the 21st century, recognizes the
87.24 importance of cultural and linguistic competencies, including the ability to teach and
87.25 communicate in culturally competent and aware ways, and formalizes mentoring and
87.26 induction for newly licensed teachers ~~that is~~ provided through a teacher support framework.

87.27 (h) The board must design and implement an assessment system which requires a
87.28 candidate for an initial license and first continuing license to demonstrate the abilities
87.29 necessary to perform selected, representative teaching tasks at appropriate levels.

87.30 (i) The board must receive recommendations from local committees as established
87.31 by the board for the renewal of teaching licenses. The board must require licensed teachers
87.32 who are renewing a continuing license to include in the renewal requirements further
87.33 preparation in English language development and specially designed content instruction
87.34 in English for English learners.

88.1 (j) The board must grant life licenses to those who qualify according to requirements
88.2 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
88.3 214.10. The board must not establish any expiration date for application for life licenses.

88.4 (k) The board must adopt rules that require all licensed teachers who are renewing
88.5 their continuing license to include in their renewal requirements further preparation in
88.6 the areas of using positive behavior interventions and in accommodating, modifying, and
88.7 adapting curricula, materials, and strategies to appropriately meet the needs of individual
88.8 students and ensure adequate progress toward the state's graduation rule.

88.9 (l) In adopting rules to license public school teachers who provide health-related
88.10 services for disabled children, the board shall adopt rules consistent with license or
88.11 registration requirements of the commissioner of health and the health-related boards who
88.12 license personnel who perform similar services outside of the school.

88.13 (m) The board must adopt rules that require all licensed teachers who are renewing
88.14 their continuing license to include in their renewal requirements further reading
88.15 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
88.16 until they are approved by law. Teachers who do not provide direct instruction including, at
88.17 least, counselors, school psychologists, school nurses, school social workers, audiovisual
88.18 directors and coordinators, and recreation personnel are exempt from this section.

88.19 (n) The board must adopt rules that require all licensed teachers who are renewing
88.20 their continuing license to include in their renewal requirements further preparation,
88.21 first, in understanding the key warning signs of early-onset mental illness in children
88.22 and adolescents and then, during subsequent licensure renewal periods, preparation may
88.23 include providing a more in-depth understanding of students' mental illness trauma,
88.24 accommodations for students' mental illness, parents' role in addressing students' mental
88.25 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942
88.26 governing restrictive procedures, and de-escalation methods, among other similar topics.

88.27 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
88.28 individuals entering a teacher preparation program after that date.

88.29 Sec. 10. Minnesota Statutes 2012, section 122A.14, subdivision 2, is amended to read:

88.30 Subd. 2. **Preparation programs.** The board shall review and approve or
88.31 disapprove preparation programs for school administrators and alternative preparation
88.32 programs for administrators under section 122A.27, and must consider other alternative
88.33 competency-based preparation programs leading to licensure. Among other requirements,
88.34 preparation programs must include instruction on meeting the varied needs of English

89.1 learners, from young children to adults, in English and, where practicable, in students'
 89.2 native language.

89.3 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 89.4 individuals entering a school administrator preparation program after that date.

89.5 Sec. 11. Minnesota Statutes 2012, section 122A.14, subdivision 3, is amended to read:

89.6 Subd. 3. **Rules for continuing education requirements.** The board shall
 89.7 adopt rules establishing continuing education requirements that promote continuous
 89.8 improvement and acquisition of new and relevant skills by school administrators.
 89.9 Continuing education programs, among other things, must provide school administrators
 89.10 with information and training about building coherent and effective English learner
 89.11 strategies that include relevant professional development, accountability for student
 89.12 progress, students' access to the general curriculum, and sufficient staff capacity to effect
 89.13 these strategies. A retired school principal who serves as a substitute principal or assistant
 89.14 principal for the same person on a day-to-day basis for no more than 15 consecutive
 89.15 school days is not subject to continuing education requirements as a condition of serving
 89.16 as a substitute principal or assistant principal.

89.17 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to school
 89.18 administrators renewing an administrator's license after that date.

89.19 Sec. 12. Minnesota Statutes 2013 Supplement, section 122A.18, subdivision 2, is
 89.20 amended to read:

89.21 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of
 89.22 Teaching must issue licenses under its jurisdiction to persons the board finds to be
 89.23 qualified and competent for their respective positions.

89.24 (b) The board must require a person to pass an examination of skills in reading,
 89.25 writing, and mathematics before being granted an initial teaching license to provide direct
 89.26 instruction to pupils in prekindergarten, elementary, secondary, or special education
 89.27 programs, except that the board may issue up to two additional temporary, one-year
 89.28 teaching licenses to an otherwise qualified candidate who has not yet passed the skills
 89.29 exam. The board must require colleges and universities offering a board approved teacher
 89.30 preparation program to make available upon request remedial assistance that includes a
 89.31 formal diagnostic component to persons enrolled in their institution who did not achieve a
 89.32 qualifying score on the skills examination, including those for whom English is a second
 89.33 language. The colleges and universities must make available assistance in the specific

90.1 academic areas of deficiency in which the person did not achieve a qualifying score.
90.2 School districts may make available upon request similar, appropriate, and timely remedial
90.3 assistance that includes a formal diagnostic component to those persons employed by the
90.4 district who completed their teacher education program, who did not achieve a qualifying
90.5 score on the skills examination, including those persons for whom English is a second
90.6 language and persons under section 122A.23, subdivision 2, paragraph (h), who completed
90.7 their teacher's education program outside the state of Minnesota, and who received a
90.8 temporary license to teach in Minnesota. The Board of Teaching shall report annually
90.9 to the education committees of the legislature on the total number of teacher candidates
90.10 during the most recent school year taking the skills examination, the number who achieve
90.11 a qualifying score on the examination, the number who do not achieve a qualifying score
90.12 on the examination, the distribution of all candidates' scores, the number of candidates
90.13 who have taken the examination at least once before, and the number of candidates who
90.14 have taken the examination at least once before and achieve a qualifying score.

90.15 (c) The Board of Teaching must grant continuing licenses only to those persons who
90.16 have met board criteria for granting a continuing license, which includes passing the
90.17 skills examination in reading, writing, and mathematics consistent with paragraph (b) and
90.18 section 122A.09, subdivision 4, paragraph (b).

90.19 (d) All colleges and universities approved by the board of teaching to prepare persons
90.20 for teacher licensure must include in their teacher preparation programs a common core
90.21 of teaching knowledge and skills to be acquired by all persons recommended for teacher
90.22 licensure. Among other requirements, teacher candidates must demonstrate the knowledge
90.23 and skills needed to provide appropriate instruction to English learners to support and
90.24 accelerate their academic literacy, including oral academic language, and achievement in
90.25 content areas in a regular classroom setting. This common core shall meet the standards
90.26 developed by the interstate new teacher assessment and support consortium in its 1992
90.27 "model standards for beginning teacher licensing and development." Amendments to
90.28 standards adopted under this paragraph are covered by chapter 14. The board of teaching
90.29 shall report annually to the education committees of the legislature on the performance
90.30 of teacher candidates on common core assessments of knowledge and skills under this
90.31 paragraph during the most recent school year.

90.32 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
90.33 individuals entering a teacher preparation program after that date.

90.34 Sec. 13. Minnesota Statutes 2012, section 122A.18, subdivision 2a, is amended to read:

91.1 Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the
 91.2 Board of Teaching to prepare persons for classroom teacher licensure must include in
 91.3 their teacher preparation programs research-based best practices in reading, consistent
 91.4 with section 122A.06, subdivision 4, that enable the licensure candidate to know how to
 91.5 teach reading in the candidate's content areas. Teacher candidates must be instructed
 91.6 in using students' native languages as a resource in creating effective differentiated
 91.7 instructional strategies for English learners developing literacy skills. These colleges and
 91.8 universities also must prepare candidates for initial licenses to teach prekindergarten or
 91.9 elementary students for the assessment of reading instruction portion of the examination
 91.10 of licensure-specific teaching skills under section 122A.09, subdivision 4, paragraph (e).

91.11 (b) Board-approved teacher preparation programs for teachers of elementary
 91.12 education must require instruction in the application of comprehensive, scientifically
 91.13 based, and balanced reading instruction programs that:

91.14 (1) teach students to read using foundational knowledge, practices, and strategies
 91.15 consistent with section 122A.06, subdivision 4, so that all students will achieve continuous
 91.16 progress in reading; and

91.17 (2) teach specialized instruction in reading strategies, interventions, and remediations
 91.18 that enable students of all ages and proficiency levels to become proficient readers.

91.19 (c) Nothing in this section limits the authority of a school district to select a school's
 91.20 reading program or curriculum.

91.21 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 91.22 individuals entering a teacher preparation program after that date.

91.23 Sec. 14. Minnesota Statutes 2012, section 122A.18, subdivision 4, is amended to read:

91.24 Subd. 4. **Expiration and renewal.** (a) Each license the Department of Education
 91.25 issues through its licensing section must bear the date of issue. Licenses must expire
 91.26 and be renewed according to the respective rules the Board of Teaching, the Board
 91.27 of School Administrators, or the commissioner of education adopts. Requirements for
 91.28 renewing a license must include showing satisfactory evidence of successful teaching or
 91.29 administrative experience for at least one school year during the period covered by the
 91.30 license in grades or subjects for which the license is valid or completing such additional
 91.31 preparation as the Board of Teaching prescribes. The Board of School Administrators
 91.32 shall establish requirements for renewing the licenses of supervisory personnel except
 91.33 athletic coaches. The State Board of Teaching shall establish requirements for renewing
 91.34 the licenses of athletic coaches.

92.1 (b) Relicensure applicants who have been employed as a teacher during the renewal
 92.2 period of their expiring license, as a condition of relicensure, must present to their local
 92.3 continuing education and relicensure committee or other local relicensure committee
 92.4 evidence of work that demonstrates professional reflection and growth in best teaching
 92.5 practices, including among other things, practices in meeting the varied needs of English
 92.6 learners, from young children to adults under section 124D.59, subdivisions 2 and 2a. The
 92.7 applicant must include a reflective statement of professional accomplishment and the
 92.8 applicant's own assessment of professional growth showing evidence of:

92.9 (1) support for student learning;

92.10 (2) use of best practices techniques and their applications to student learning;

92.11 (3) collaborative work with colleagues that includes examples of collegiality such as
 92.12 attested-to committee work, collaborative staff development programs, and professional
 92.13 learning community work; or

92.14 (4) continual professional development that may include (i) job-embedded or other
 92.15 ongoing formal professional learning or (ii) for teachers employed for only part of the
 92.16 renewal period of their expiring license, other similar professional development efforts
 92.17 made during the relicensure period.

92.18 The Board of Teaching must ensure that its teacher relicensing requirements also include
 92.19 this paragraph.

92.20 (c) The Board of Teaching shall offer alternative continuing relicensure options for
 92.21 teachers who are accepted into and complete the National Board for Professional Teaching
 92.22 Standards certification process, and offer additional continuing relicensure options for
 92.23 teachers who earn National Board for Professional Teaching Standards certification.
 92.24 Continuing relicensure requirements for teachers who do not maintain National Board for
 92.25 Professional Teaching Standards certification are those the board prescribes, consistent
 92.26 with this section.

92.27 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 92.28 licensed teachers renewing a teaching license after that date.

92.29 Sec. 15. Minnesota Statutes 2012, section 122A.19, is amended to read:

92.30 **122A.19 BILINGUAL AND ENGLISH AS A SECOND LANGUAGE**
 92.31 **TEACHERS; LICENSES.**

92.32 Subdivision 1. **Bilingual and English as a second language licenses.** The Board of
 92.33 Teaching, hereinafter the board, must grant teaching licenses in bilingual education and
 92.34 English as a second language to persons who present satisfactory evidence that they:

93.1 (a) Possess competence and communicative skills in English and in another language;
 93.2 (b) Possess a bachelor's degree or other academic degree approved by the board,
 93.3 and meet such requirements as to course of study and training as the board may prescribe,
 93.4 consistent with subdivision 4.

93.5 Subd. 2. **Persons holding general teaching licenses.** The board may license a
 93.6 person ~~holding~~ who holds a general teaching license and who presents the board with
 93.7 satisfactory evidence of competence and communicative skills in a language other than
 93.8 English may be licensed under this section.

93.9 Subd. 3. **Employment of teachers.** ~~Teachers employed in a bilingual education~~
 93.10 ~~or English as a second language program established pursuant to sections 124D.58 to~~
 93.11 ~~124D.64 shall not be employed to replace any presently employed teacher who otherwise~~
 93.12 ~~would not be replaced.~~

93.13 Subd. 4. **Teacher preparation programs.** For the purpose of licensing bilingual
 93.14 and English as a second language teachers, the board may approve programs at colleges
 93.15 or universities designed for their training. These programs must provide instruction in
 93.16 implementing research-based practices designed specifically for English learners. The
 93.17 programs must focus on developing English learners' academic language proficiency in
 93.18 English, including oral academic language, giving English learners meaningful access to
 93.19 the full school curriculum, developing culturally relevant teaching practices appropriate
 93.20 for immigrant students, and providing more intensive instruction and resources to English
 93.21 learners with lower levels of academic English proficiency and varied needs, consistent
 93.22 with section 124D.59, subdivisions 2 and 2a.

93.23 Subd. 5. **Persons eligible for employment.** Any person licensed under this section
 93.24 ~~shall be~~ is eligible for employment by a school board as a teacher in a bilingual education
 93.25 or English as a second language program in which the language for which the person is
 93.26 licensed is taught or used as a medium of instruction. A board may prescribe only those
 93.27 additional qualifications for teachers licensed under this section as that are approved
 93.28 by the board of teaching.

93.29 Subd. 6. **Affirmative efforts in hiring.** In hiring for all ~~positions in~~ bilingual
 93.30 education ~~programs~~ program positions, districts must give preference to and make
 93.31 affirmative efforts to seek, recruit, and employ persons who (1) are (a) native speakers of
 93.32 the language which is the medium of instruction in the bilingual education program or share
 93.33 a native language with the majority of their students, and (b)(2) who share the culture of the
 93.34 English learners who are enrolled in the program. The district shall provide procedures for
 93.35 the involvement of involving the parent advisory committees in designing the procedures

94.1 for ~~the recruitment~~ recruiting, screening, and ~~selection of~~ selecting applicants. This section
 94.2 must not be construed to limit the school board's authority to hire and discharge personnel.

94.3 **EFFECTIVE DATE.** Subdivisions 1, 2, 5, and 6 are effective August 1, 2015.
 94.4 Subdivision 3 is effective the day following final enactment. Subdivision 4 is effective
 94.5 August 1, 2015, and applies to an individual entering a teacher preparation program after
 94.6 that date.

94.7 Sec. 16. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8, is
 94.8 amended to read:

94.9 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
 94.10 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 94.11 representative of the teachers in the district, consistent with paragraph (b), may develop
 94.12 a teacher evaluation and peer review process for probationary and continuing contract
 94.13 teachers through joint agreement. If a school board and the exclusive representative of the
 94.14 teachers do not agree to an annual teacher evaluation and peer review process, then the
 94.15 school board and the exclusive representative of the teachers must implement the plan
 94.16 for evaluation and review under paragraph (c). The process must include having trained
 94.17 observers serve as peer coaches or having teachers participate in professional learning
 94.18 communities, consistent with paragraph (b).

94.19 (b) To develop, improve, and support qualified teachers and effective teaching
 94.20 practices and improve student learning and success, the annual evaluation process for
 94.21 teachers:

94.22 (1) must, for probationary teachers, provide for all evaluations required under
 94.23 subdivision 5;

94.24 (2) must establish a three-year professional review cycle for each teacher that
 94.25 includes an individual growth and development plan, a peer review process, the
 94.26 opportunity to participate in a professional learning community under paragraph (a), and
 94.27 at least one summative evaluation performed by a qualified and trained evaluator such as a
 94.28 school administrator. For the years when a tenured teacher is not evaluated by a qualified
 94.29 and trained evaluator, the teacher must be evaluated by a peer review;

94.30 (3) must be based on professional teaching standards established in rule;

94.31 (4) must coordinate staff development activities under sections 122A.60 and
 94.32 122A.61 with this evaluation process and teachers' evaluation outcomes;

94.33 (5) may provide time during the school day and school year for peer coaching and
 94.34 teacher collaboration;

94.35 (6) may include mentoring and induction programs;

95.1 (7) must include an option for teachers to develop and present a portfolio
95.2 demonstrating evidence of reflection and professional growth, consistent with section
95.3 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
95.4 based on student work samples and examples of teachers' work, which may include video
95.5 among other activities for the summative evaluation;

95.6 (8) must use data from valid and reliable assessments aligned to state and local
95.7 academic standards and must use state and local measures of student growth and literacy
95.8 that may include value-added models or student learning goals to determine 35 percent of
95.9 teacher evaluation results;

95.10 (9) must use longitudinal data on student engagement and connection, the academic
95.11 literacy, including oral academic language, and achievement of content areas of English
95.12 learners, and other student outcome measures explicitly aligned with the elements of
95.13 curriculum for which teachers are responsible;

95.14 (10) must require qualified and trained evaluators such as school administrators to
95.15 perform summative evaluations;

95.16 (11) must give teachers not meeting professional teaching standards under clauses
95.17 (3) through (10) support to improve through a teacher improvement process that includes
95.18 established goals and timelines; and

95.19 (12) must discipline a teacher for not making adequate progress in the teacher
95.20 improvement process under clause (11) that may include a last chance warning,
95.21 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
95.22 other discipline a school administrator determines is appropriate.

95.23 Data on individual teachers generated under this subdivision are personnel data
95.24 under section 13.43.

95.25 (c) The department, in consultation with parents who may represent parent
95.26 organizations and teacher and administrator representatives appointed by their respective
95.27 organizations, representing the Board of Teaching, the Minnesota Association of School
95.28 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
95.29 and Secondary Principals Associations, Education Minnesota, and representatives of
95.30 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
95.31 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
95.32 in teacher evaluation, must create and publish a teacher evaluation process that complies
95.33 with the requirements in paragraph (b) and applies to all teachers under this section and
95.34 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher
95.35 evaluation and peer review process. The teacher evaluation process created under this

96.1 subdivision does not create additional due process rights for probationary teachers under
96.2 subdivision 5.

96.3 Sec. 17. Minnesota Statutes 2013 Supplement, section 122A.41, subdivision 5, is
96.4 amended to read:

96.5 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
96.6 **teachers.** (a) To improve student learning and success, a school board and an exclusive
96.7 representative of the teachers in the district, consistent with paragraph (b), may develop an
96.8 annual teacher evaluation and peer review process for probationary and nonprobationary
96.9 teachers through joint agreement. If a school board and the exclusive representative of
96.10 the teachers in the district do not agree to an annual teacher evaluation and peer review
96.11 process, then the school board and the exclusive representative of the teachers must
96.12 implement the plan for evaluation and review developed under paragraph (c). The process
96.13 must include having trained observers serve as peer coaches or having teachers participate
96.14 in professional learning communities, consistent with paragraph (b).

96.15 (b) To develop, improve, and support qualified teachers and effective teaching
96.16 practices and improve student learning and success, the annual evaluation process for
96.17 teachers:

96.18 (1) must, for probationary teachers, provide for all evaluations required under
96.19 subdivision 2;

96.20 (2) must establish a three-year professional review cycle for each teacher that
96.21 includes an individual growth and development plan, a peer review process, the
96.22 opportunity to participate in a professional learning community under paragraph (a), and
96.23 at least one summative evaluation performed by a qualified and trained evaluator such
96.24 as a school administrator;

96.25 (3) must be based on professional teaching standards established in rule;

96.26 (4) must coordinate staff development activities under sections 122A.60 and
96.27 122A.61 with this evaluation process and teachers' evaluation outcomes;

96.28 (5) may provide time during the school day and school year for peer coaching and
96.29 teacher collaboration;

96.30 (6) may include mentoring and induction programs;

96.31 (7) must include an option for teachers to develop and present a portfolio
96.32 demonstrating evidence of reflection and professional growth, consistent with section
96.33 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
96.34 based on student work samples and examples of teachers' work, which may include video
96.35 among other activities for the summative evaluation;

97.1 (8) must use data from valid and reliable assessments aligned to state and local
97.2 academic standards and must use state and local measures of student growth and literacy
97.3 that may include value-added models or student learning goals to determine 35 percent of
97.4 teacher evaluation results;

97.5 (9) must use longitudinal data on student engagement and connection, the academic
97.6 literacy, including oral academic language, and achievement of English learners, and
97.7 other student outcome measures explicitly aligned with the elements of curriculum for
97.8 which teachers are responsible;

97.9 (10) must require qualified and trained evaluators such as school administrators to
97.10 perform summative evaluations;

97.11 (11) must give teachers not meeting professional teaching standards under clauses
97.12 (3) through (10) support to improve through a teacher improvement process that includes
97.13 established goals and timelines; and

97.14 (12) must discipline a teacher for not making adequate progress in the teacher
97.15 improvement process under clause (11) that may include a last chance warning,
97.16 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
97.17 other discipline a school administrator determines is appropriate.

97.18 Data on individual teachers generated under this subdivision are personnel data
97.19 under section 13.43.

97.20 (c) The department, in consultation with parents who may represent parent
97.21 organizations and teacher and administrator representatives appointed by their respective
97.22 organizations, representing the Board of Teaching, the Minnesota Association of School
97.23 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
97.24 and Secondary Principals Associations, Education Minnesota, and representatives of
97.25 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
97.26 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
97.27 in teacher evaluation, must create and publish a teacher evaluation process that complies
97.28 with the requirements in paragraph (b) and applies to all teachers under this section and
97.29 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher
97.30 evaluation and peer review process. The teacher evaluation process created under this
97.31 subdivision does not create additional due process rights for probationary teachers under
97.32 subdivision 2.

97.33 Sec. 18. Minnesota Statutes 2012, section 122A.413, subdivision 2, is amended to read:

97.34 Subd. 2. **Plan components.** The educational improvement plan must be approved
97.35 by the school board and have at least these elements:

- 98.1 (1) assessment and evaluation tools to measure student performance and progress,
 98.2 including the academic literacy, oral academic language, and achievement of English
 98.3 learners, among other measures;
- 98.4 (2) performance goals and benchmarks for improvement;
- 98.5 (3) measures of student attendance and completion rates;
- 98.6 (4) a rigorous research and practice-based professional development system, based
 98.7 on national and state standards of effective teaching practice applicable to all students
 98.8 including English learners with varied needs under section 124D.59, subdivisions 2 and
 98.9 2a, and consistent with section 122A.60, that is aligned with educational improvement and
 98.10 designed to achieve ongoing and schoolwide progress and growth in teaching practice;
- 98.11 (5) measures of student, family, and community involvement and satisfaction;
- 98.12 (6) a data system about students and their academic progress that provides parents
 98.13 and the public with understandable information;
- 98.14 (7) a teacher induction and mentoring program for probationary teachers that
 98.15 provides continuous learning and sustained teacher support; and
- 98.16 (8) substantial participation by the exclusive representative of the teachers in
 98.17 developing the plan.

98.18 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to plans
 98.19 approved after that date.

98.20 Sec. 19. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

98.21 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this
 98.22 program, a school district, intermediate school district, school site, or charter school must
 98.23 have an educational improvement plan under section 122A.413 and an alternative teacher
 98.24 professional pay system agreement under paragraph (b). A charter school participant also
 98.25 must comply with subdivision 2a.

98.26 (b) The alternative teacher professional pay system agreement must:

98.27 (1) describe how teachers can achieve career advancement and additional
 98.28 compensation;

98.29 (2) describe how the school district, intermediate school district, school site, or
 98.30 charter school will provide teachers with career advancement options that allow teachers
 98.31 to retain primary roles in student instruction and facilitate site-focused professional
 98.32 development that helps other teachers improve their skills;

98.33 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation
 98.34 paid before implementing the pay system from being reduced as a result of participating

99.1 in this system, and base at least 60 percent of any compensation increase on teacher
99.2 performance using:

99.3 (i) schoolwide student achievement gains under section 120B.35 or locally selected
99.4 standardized assessment outcomes, or both;

99.5 (ii) measures of student achievement, including the academic literacy, oral academic
99.6 language, and achievement of English learners, among other measures; and

99.7 (iii) an objective evaluation program that includes:

99.8 (A) individual teacher evaluations aligned with the educational improvement plan
99.9 under section 122A.413 and the staff development plan under section 122A.60; and

99.10 (B) objective evaluations using multiple criteria conducted by a locally selected and
99.11 periodically trained evaluation team that understands teaching and learning;

99.12 (4) provide integrated ongoing site-based professional development activities to
99.13 improve instructional skills and learning that are aligned with student needs under section
99.14 122A.413, consistent with the staff development plan under section 122A.60 and led
99.15 during the school day by trained teacher leaders such as master or mentor teachers;

99.16 (5) allow any teacher in a participating school district, intermediate school district,
99.17 school site, or charter school that implements an alternative pay system to participate in
99.18 that system without any quota or other limit; and

99.19 (6) encourage collaboration rather than competition among teachers.

99.20 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to
99.21 agreements approved after that date.

99.22 Sec. 20. Minnesota Statutes 2012, section 122A.60, subdivision 1a, is amended to read:

99.23 Subd. 1a. **Effective staff development activities.** (a) Staff development activities
99.24 must:

99.25 (1) focus on the school classroom and research-based strategies that improve student
99.26 learning;

99.27 (2) provide opportunities for teachers to practice and improve their instructional
99.28 skills over time;

99.29 (3) provide opportunities for teachers to use student data as part of their daily work
99.30 to increase student achievement;

99.31 (4) enhance teacher content knowledge and instructional skills, including to
99.32 accommodate the delivery of digital and blended learning and curriculum and engage
99.33 students with technology;

99.34 (5) align with state and local academic standards;

100.1 (6) provide opportunities to build professional relationships, foster collaboration
 100.2 among principals and staff who provide instruction, and provide opportunities for
 100.3 teacher-to-teacher mentoring; ~~and~~

100.4 (7) align with the plan of the district or site for an alternative teacher professional
 100.5 pay system; and

100.6 (8) provide teachers of English learners, including English as a second language and
 100.7 content teachers, with differentiated instructional strategies critical for ensuring students'
 100.8 long-term academic success; the means to effectively use assessment data on the academic
 100.9 literacy, oral academic language, and English language development of English learners;
 100.10 and skills to support native and English language development across the curriculum.

100.11 Staff development activities may include curriculum development and curriculum training
 100.12 programs, and activities that provide teachers and other members of site-based teams
 100.13 training to enhance team performance. The school district also may implement other
 100.14 staff development activities required by law and activities associated with professional
 100.15 teacher compensation models.

100.16 (b) Release time provided for teachers to supervise students on field trips and school
 100.17 activities, or independent tasks not associated with enhancing the teacher's knowledge
 100.18 and instructional skills, such as preparing report cards, calculating grades, or organizing
 100.19 classroom materials, may not be counted as staff development time that is financed with
 100.20 staff development reserved revenue under section 122A.61.

100.21 Sec. 21. Minnesota Statutes 2012, section 122A.60, subdivision 2, is amended to read:

100.22 Subd. 2. **Contents of plan.** The plan must include the staff development outcomes
 100.23 under subdivision 3, the means to achieve the outcomes, and procedures for evaluating
 100.24 progress at each school site toward meeting education outcomes, consistent with
 100.25 relicensure requirements under section 122A.18, subdivision 4. The plan also must:

100.26 (1) support stable and productive professional communities achieved through
 100.27 ongoing and schoolwide progress and growth in teaching practice;

100.28 (2) emphasize coaching, professional learning communities, classroom action
 100.29 research, and other job-embedded models;

100.30 (3) maintain a strong subject matter focus premised on students' learning goals;

100.31 (4) ensure specialized preparation and learning about issues related to teaching
 100.32 English learners and students with special needs by focusing on long-term systemic efforts
 100.33 to improve educational services and opportunities and raise student achievement; and

100.34 (5) reinforce national and state standards of effective teaching practice.

101.1 Sec. 22. Minnesota Statutes 2012, section 122A.60, subdivision 3, is amended to read:

101.2 Subd. 3. **Staff development outcomes.** The advisory staff development committee
101.3 must adopt a staff development plan for improving student achievement. The plan must
101.4 be consistent with education outcomes that the school board determines. The plan
101.5 must include ongoing staff development activities that contribute toward continuous
101.6 improvement in achievement of the following goals:

101.7 (1) improve student achievement of state and local education standards in all areas
101.8 of the curriculum by using research-based best practices methods;

101.9 (2) effectively meet the needs of a diverse student population, including at-risk
101.10 children, children with disabilities, English learners, and gifted children, within the
101.11 regular classroom and other settings;

101.12 (3) provide an inclusive curriculum for a racially, ethnically, linguistically, and
101.13 culturally diverse student population that is consistent with the state education diversity
101.14 rule and the district's education diversity plan;

101.15 (4) improve staff collaboration and develop mentoring and peer coaching programs
101.16 for teachers new to the school or district;

101.17 (5) effectively teach and model violence prevention policy and curriculum that
101.18 address early intervention alternatives, issues of harassment, and teach nonviolent
101.19 alternatives for conflict resolution;

101.20 (6) effectively deliver digital and blended learning and curriculum and engage
101.21 students with technology; and

101.22 (7) provide teachers and other members of site-based management teams with
101.23 appropriate management and financial management skills.

101.24 Sec. 23. Minnesota Statutes 2012, section 122A.68, subdivision 3, is amended to read:

101.25 Subd. 3. **Program components.** In order to be approved by the Board of Teaching,
101.26 a school district's residency program must at minimum include:

101.27 (1) training to prepare teachers to serve as mentors to teaching residents;

101.28 (2) a team mentorship approach to expose teaching residents to a variety of
101.29 teaching methods, philosophies, and classroom environments that includes differentiated
101.30 instructional strategies, effective use of student achievement data, and support for native
101.31 and English language development across the curriculum and grade levels, among other
101.32 things;

101.33 (3) ongoing peer coaching and assessment;

101.34 (4) assistance to the teaching resident in preparing an individual professional
101.35 development plan that includes goals, activities, and assessment methodologies; and

102.1 (5) collaboration with one or more teacher education institutions, career teachers,
 102.2 and other community experts to provide local or regional professional development
 102.3 seminars or other structured learning experiences for teaching residents.

102.4 A teaching resident's direct classroom supervision responsibilities shall not exceed
 102.5 80 percent of the instructional time required of a full-time equivalent teacher in the
 102.6 district. During the time a resident does not supervise a class, the resident shall participate
 102.7 in professional development activities according to the individual plan developed by the
 102.8 resident in conjunction with the school's mentoring team. Examples of development
 102.9 activities include observing other teachers, sharing experiences with other teaching
 102.10 residents, and professional meetings and workshops.

102.11 Sec. 24. Minnesota Statutes 2012, section 122A.74, is amended to read:

102.12 **122A.74 PRINCIPALS' LEADERSHIP INSTITUTE.**

102.13 Subdivision 1. **Establishment.** (a) The commissioner of education may contract
 102.14 with the regents of the University of Minnesota to establish a Principals' Leadership
 102.15 Institute to provide professional development to school principals by:

102.16 (1) creating a network of leaders in the educational and business communities to
 102.17 communicate current and future trends in leadership techniques;

102.18 (2) helping to create a vision for the school that is aligned with the community
 102.19 and district priorities; ~~and~~

102.20 (3) developing strategies to retain highly qualified teachers and ensure that diverse
 102.21 student populations, including at-risk students, children with disabilities, English learners,
 102.22 and gifted students, among others, have equal access to these highly qualified teachers; and

102.23 (4) providing training to analyze data using culturally competent tools.

102.24 (b) The University of Minnesota must cooperate with participating members of the
 102.25 business community to provide funding and content for the institute.

102.26 (c) Participants must agree to attend the Principals' Leadership Institute for four
 102.27 weeks during the academic summer.

102.28 (d) The Principals' Leadership Institute must incorporate program elements offered
 102.29 by leadership programs at the University of Minnesota and program elements used by
 102.30 the participating members of the business community to enhance leadership within their
 102.31 businesses.

102.32 Subd. 2. **Method of selection and requirements.** (a) The board of each school
 102.33 district in the state may select a principal, upon the recommendation of the district's
 102.34 superintendent and based on the principal's leadership potential, to attend the institute.

103.1 (b) The school board annually shall forward its list of recommended participants to
103.2 the commissioner ~~of education~~ by February 1 ~~each year~~. In addition, a principal may submit
103.3 an application directly to the commissioner by February 1. The commissioner ~~of education~~
103.4 shall notify the school board, the principal candidates, and the University of Minnesota of
103.5 the principals selected to participate in the Principals' Leadership Institute each year.

103.6 Sec. 25. Minnesota Statutes 2012, section 123A.06, subdivision 2, is amended to read:

103.7 Subd. 2. **People to be served.** A state-approved alternative program shall provide
103.8 programs for secondary pupils and adults. A center may also provide programs and
103.9 services for elementary and secondary pupils who are not attending the state-approved
103.10 alternative program to assist them in being successful in school. A center shall use
103.11 research-based best practices for serving English learners and their parents, taking into
103.12 account the variations in students' backgrounds and needs and the amount of time and the
103.13 staff resources necessary for students to overcome gaps in their education and to develop
103.14 English proficiency and work-related skills. An individualized education program team
103.15 may identify a state-approved alternative program as an appropriate placement to the
103.16 extent a state-approved alternative program can provide the student with the appropriate
103.17 special education services described in the student's plan. Pupils eligible to be served are
103.18 those who qualify under the graduation incentives program in section 124D.68, subdivision
103.19 2, those enrolled under section 124D.02, subdivision 2, or those pupils who are eligible to
103.20 receive special education services under sections 125A.03 to 125A.24, and 125A.65.

103.21 Sec. 26. Minnesota Statutes 2012, section 123B.04, subdivision 4, is amended to read:

103.22 Subd. 4. **Achievement contract.** A school board may enter a written education site
103.23 achievement contract with each site decision-making team for: (1) setting individualized
103.24 learning and achievement measures and short- and long-term educational goals for each
103.25 student at that site that may include site-based strategies for English language instruction
103.26 targeting the teachers of English learners and all teachers and school administrators;
103.27 (2) recognizing each student's educational needs and aptitudes and levels of academic
103.28 attainment, whether on grade level or above or below grade level, so as to improve student
103.29 performance through such means as a cost-effective, research-based formative assessment
103.30 system designed to promote individualized learning and assessment; (3) using student
103.31 performance data to diagnose a student's academic strengths and weaknesses and indicate
103.32 to the student's teachers the specific skills and concepts that need to be introduced to
103.33 the student and developed through academic instruction or applied learning, organized
103.34 by strands within subject areas and linked to state and local academic standards during

104.1 the next year, consistent with the student's short- and long-term educational goals; and
104.2 (4) assisting the education site if progress in achieving student or contract goals or other
104.3 performance expectations or measures agreed to by the board and the site decision-making
104.4 team are not realized or implemented.

104.5 Sec. 27. Minnesota Statutes 2012, section 123B.147, subdivision 3, is amended to read:

104.6 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative,
104.7 supervisory, and instructional leadership services, under the supervision of the
104.8 superintendent of schools of the district and according to the policies, rules, and
104.9 regulations of the school board, for the planning, management, operation, and evaluation
104.10 of the education program of the building or buildings to which the principal is assigned.

104.11 (b) To enhance a principal's leadership skills and support and improve teaching
104.12 practices, school performance, and student achievement for diverse student populations,
104.13 including at-risk students, children with disabilities, English learners, and gifted students,
104.14 among others, a district must develop and implement a performance-based system for
104.15 annually evaluating school principals assigned to supervise a school building within the
104.16 district. The evaluation must be designed to improve teaching and learning by supporting
104.17 the principal in shaping the school's professional environment and developing teacher
104.18 quality, performance, and effectiveness. The annual evaluation must:

104.19 (1) support and improve a principal's instructional leadership, organizational
104.20 management, and professional development, and strengthen the principal's capacity in the
104.21 areas of instruction, supervision, evaluation, and teacher development;

104.22 (2) include formative and summative evaluations based on multiple measures of
104.23 student progress toward career and college readiness;

104.24 (3) be consistent with a principal's job description, a district's long-term plans and
104.25 goals, and the principal's own professional multiyear growth plans and goals, all of which
104.26 must support the principal's leadership behaviors and practices, rigorous curriculum,
104.27 school performance, and high-quality instruction;

104.28 (4) include on-the-job observations and previous evaluations;

104.29 (5) allow surveys to help identify a principal's effectiveness, leadership skills and
104.30 processes, and strengths and weaknesses in exercising leadership in pursuit of school
104.31 success;

104.32 (6) use longitudinal data on student academic growth as 35 percent of the evaluation
104.33 and incorporate district achievement goals and targets;

105.1 (7) be linked to professional development that emphasizes improved teaching and
105.2 learning, curriculum and instruction, student learning, and a collaborative professional
105.3 culture; and

105.4 (8) for principals not meeting standards of professional practice or other criteria
105.5 under this subdivision, implement a plan to improve the principal's performance and
105.6 specify the procedure and consequence if the principal's performance is not improved.

105.7 The provisions of this paragraph are intended to provide districts with sufficient
105.8 flexibility to accommodate district needs and goals related to developing, supporting,
105.9 and evaluating principals.

105.10 Sec. 28. Minnesota Statutes 2012, section 124D.13, subdivision 2, is amended to read:

105.11 Subd. 2. **Program requirements.** (a) Early childhood family education programs
105.12 are programs for children in the period of life from birth to kindergarten, for the parents
105.13 and other relatives of these children, and for expectant parents. To the extent that funds
105.14 are insufficient to provide programs for all children, early childhood family education
105.15 programs should emphasize programming for a child from birth to age three and
105.16 encourage parents and other relatives to involve four- and five-year-old children in school
105.17 readiness programs, and other public and nonpublic early learning programs. A district
105.18 may not limit participation to school district residents. Early childhood family education
105.19 programs must provide:

105.20 (1) programs to educate parents and other relatives about the physical, mental, and
105.21 emotional development of children and to enhance the skills of parents and other relatives
105.22 in providing for their children's learning and development;

105.23 (2) structured learning activities requiring interaction between children and their
105.24 parents or relatives;

105.25 (3) structured learning activities for children that promote children's development
105.26 and positive interaction with peers, which are held while parents or relatives attend parent
105.27 education classes;

105.28 (4) information on related community resources;

105.29 (5) information, materials, and activities that support the safety of children, including
105.30 prevention of child abuse and neglect; and

105.31 (6) a community outreach plan to ensure participation by families who reflect the
105.32 racial, cultural, linguistic, and economic diversity of the school district.

105.33 Early childhood family education programs are encouraged to provide parents of
105.34 English learners with translated oral and written information to monitor the program's
105.35 impact on their children's English language development, to know whether their children

106.1 are progressing in developing their English and native language proficiency, and to
 106.2 actively engage with and support their children in developing their English and native
 106.3 language proficiency.

106.4 The programs must include learning experiences for children, parents, and other
 106.5 relatives that promote children's early literacy and, where practicable, their native
 106.6 language skills. ~~The program must not include~~ and activities for children that ~~do not~~
 106.7 require substantial involvement of the children's parents or other relatives. Providers must
 106.8 review the program ~~must be reviewed~~ periodically to assure the instruction and materials
 106.9 are not racially, culturally, or sexually biased. The programs must encourage parents to be
 106.10 aware of practices that may affect equitable development of children.

106.11 (b) For the purposes of this section, "relative" or "relatives" means noncustodial
 106.12 grandparents or other persons related to a child by blood, marriage, adoption, or foster
 106.13 placement, excluding parents.

106.14 Sec. 29. Minnesota Statutes 2012, section 124D.15, subdivision 3, is amended to read:

106.15 Subd. 3. **Program requirements.** A school readiness program provider must:

106.16 (1) assess each child's cognitive and language skills with a comprehensive child
 106.17 assessment instrument when the child enters and again before the child leaves the program
 106.18 to ~~inform~~ improve program planning and implementation, communicate with parents, and
 106.19 promote kindergarten readiness;

106.20 (2) provide comprehensive program content and intentional instructional practice
 106.21 aligned with the state early childhood learning guidelines and kindergarten standards and
 106.22 based on early childhood research and professional practice that is focused on children's
 106.23 cognitive, social, emotional, and physical skills and development and prepares children
 106.24 for the transition to kindergarten, including early literacy and language skills;

106.25 (3) coordinate appropriate kindergarten transition with parents and kindergarten
 106.26 teachers;

106.27 (4) involve parents in program planning and decision making;

106.28 (5) coordinate with relevant community-based services;

106.29 (6) cooperate with adult basic education programs and other adult literacy programs;

106.30 (7) ensure staff-child ratios of one-to-ten and maximum group size of 20 children
 106.31 with the first staff required to be a teacher; and

106.32 (8) have teachers knowledgeable in early childhood curriculum content, assessment,
 106.33 native and English language development programs, and instruction.

106.34 Sec. 30. Minnesota Statutes 2012, section 124D.49, subdivision 3, is amended to read:

107.1 Subd. 3. **Local education and employment transitions systems.** A local education
107.2 and employment transitions partnership must assess the needs of employers, employees,
107.3 and learners, and develop a plan for implementing and achieving the objectives of a local
107.4 or regional education and employment transitions system. The plan must provide for a
107.5 comprehensive local system for assisting learners and workers in making the transition
107.6 from school to work or for retraining in a new vocational area. The objectives of a local
107.7 education and employment transitions system include:

107.8 (1) increasing the effectiveness of the educational programs and curriculum of
107.9 elementary, secondary, and postsecondary schools and the work site in preparing students
107.10 in the skills and knowledge needed to be successful in the workplace;

107.11 (2) implementing learner outcomes for students in grades kindergarten through 12
107.12 designed to introduce the world of work and to explore career opportunities, including
107.13 nontraditional career opportunities;

107.14 (3) eliminating barriers to providing effective integrated applied learning,
107.15 service-learning, or work-based curriculum;

107.16 (4) increasing opportunities to apply academic knowledge and skills, including
107.17 skills needed in the workplace, in local settings which include the school, school-based
107.18 enterprises, postsecondary institutions, the workplace, and the community;

107.19 (5) increasing applied instruction in the attitudes and skills essential for success in
107.20 the workplace, including cooperative working, leadership, problem-solving, English
107.21 language proficiency, and respect for diversity;

107.22 (6) providing staff training for vocational guidance counselors, teachers, and other
107.23 appropriate staff in the importance of preparing learners for the transition to work, and in
107.24 methods of providing instruction that incorporate applied learning, work-based learning,
107.25 English language proficiency, and service-learning experiences;

107.26 (7) identifying and enlisting local and regional employers who can effectively
107.27 provide work-based or service-learning opportunities, including, but not limited to,
107.28 apprenticeships, internships, and mentorships;

107.29 (8) recruiting community and workplace mentors including peers, parents, employers
107.30 and employed individuals from the community, and employers of high school students;

107.31 (9) identifying current and emerging educational, training, native and English
107.32 language development, and employment needs of the area or region, especially within
107.33 industries with potential for job growth;

107.34 (10) improving the coordination and effectiveness of local vocational and job training
107.35 programs, including vocational education, adult basic education, tech prep, apprenticeship,
107.36 service-learning, youth entrepreneur, youth training and employment programs

108.1 administered by the commissioner of employment and economic development, and local
108.2 job training programs under the Workforce Investment Act of 1998, Public Law 105-220;
108.3 (11) identifying and applying for federal, state, local, and private sources of funding
108.4 for vocational or applied learning programs;
108.5 (12) providing students with current information and counseling about career
108.6 opportunities, potential employment, educational opportunities in postsecondary
108.7 institutions, workplaces, and the community, and the skills and knowledge necessary to
108.8 succeed;
108.9 (13) providing educational technology, including interactive television networks
108.10 and other distance learning methods, to ensure access to a broad variety of work-based
108.11 learning opportunities;
108.12 (14) including students with disabilities in a district's vocational or applied learning
108.13 program and ways to serve at-risk learners through collaboration with area learning
108.14 centers under sections 123A.05 to 123A.09, or other alternative programs; and
108.15 (15) providing a warranty to employers, postsecondary education programs, and
108.16 other postsecondary training programs, that learners successfully completing a high school
108.17 work-based or applied learning program will be able to apply the knowledge and work
108.18 skills included in the program outcomes or graduation requirements. The warranty shall
108.19 require education and training programs to continue to work with those learners that need
108.20 additional skill or English language development until they can demonstrate achievement
108.21 of the program outcomes or graduation requirements.

108.22 Sec. 31. Minnesota Statutes 2012, section 124D.52, as amended by Laws 2013, chapter
108.23 116, article 2, section 7, is amended to read:

108.24 **124D.52 ADULT BASIC EDUCATION.**

108.25 Subdivision 1. **Program requirements.** (a) An adult basic education program is a
108.26 day or evening program offered by a district that is for people over 16 years of age who do
108.27 not attend an elementary or secondary school. The program offers academic and English
108.28 language instruction necessary to earn a high school diploma or equivalency certificate.

108.29 (b) Notwithstanding any law to the contrary, a school board or the governing body of
108.30 a consortium offering an adult basic education program may adopt a sliding fee schedule
108.31 based on a family's income, but must waive the fee for participants who are under the age
108.32 of 21 or unable to pay. The fees charged must be designed to enable individuals of all
108.33 socioeconomic levels to participate in the program. A program may charge a security
108.34 deposit to assure return of materials, supplies, and equipment.

109.1 (c) Each approved adult basic education program must develop a memorandum of
 109.2 understanding with the local workforce development centers located in the approved
 109.3 program's service delivery area. The memorandum of understanding must describe how
 109.4 the adult basic education program and the workforce development centers will cooperate
 109.5 and coordinate services to provide unduplicated, efficient, and effective services to clients.

109.6 (d) Adult basic education aid must be spent for adult basic education purposes as
 109.7 specified in sections 124D.518 to 124D.531.

109.8 (e) A state-approved adult basic education program must count and submit student
 109.9 contact hours for a program that offers high school credit toward an adult high school
 109.10 diploma according to student eligibility requirements and measures of student progress
 109.11 toward work-based competency demonstration requirements and, where appropriate,
 109.12 English language proficiency requirements established by the commissioner and posted on
 109.13 the department Web site in a readily accessible location and format.

109.14 Subd. 2. **Program approval.** (a) To receive aid under this section, a district, a
 109.15 consortium of districts, the Department of Corrections, or a private nonprofit organization
 109.16 must submit an application by June 1 describing the program, on a form provided by
 109.17 the department. The program must be approved by the commissioner according to the
 109.18 following criteria:

109.19 (1) how the needs of different levels of learning and English language proficiency
 109.20 will be met;

109.21 (2) for continuing programs, an evaluation of results;

109.22 (3) anticipated number and education level of participants;

109.23 (4) coordination with other resources and services;

109.24 (5) participation in a consortium, if any, and money available from other participants;

109.25 (6) management and program design;

109.26 (7) volunteer training and use of volunteers;

109.27 (8) staff development services;

109.28 (9) program sites and schedules;

109.29 (10) program expenditures that qualify for aid;

109.30 (11) program ability to provide data related to learner outcomes as required by
 109.31 law; and

109.32 (12) a copy of the memorandum of understanding described in subdivision 1
 109.33 submitted to the commissioner.

109.34 (b) Adult basic education programs may be approved under this subdivision for
 109.35 up to five years. Five-year program approval must be granted to an applicant who has
 109.36 demonstrated the capacity to:

- 110.1 (1) offer comprehensive learning opportunities and support service choices
110.2 appropriate for and accessible to adults at all basic skill ~~need~~ and English language levels
110.3 of need;
- 110.4 (2) provide a participatory and experiential learning approach based on the strengths,
110.5 interests, and needs of each adult, that enables adults with basic skill needs to:
- 110.6 (i) identify, plan for, and evaluate their own progress toward achieving their defined
110.7 educational and occupational goals;
- 110.8 (ii) master the basic academic reading, writing, and computational skills, as well
110.9 as the problem-solving, decision making, interpersonal effectiveness, and other life and
110.10 learning skills they need to function effectively in a changing society;
- 110.11 (iii) locate and be able to use the health, governmental, and social services and
110.12 resources they need to improve their own and their families' lives; and
- 110.13 (iv) continue their education, if they desire, to at least the level of secondary school
110.14 completion, with the ability to secure and benefit from continuing education that will
110.15 enable them to become more employable, productive, and responsible citizens;
- 110.16 (3) plan, coordinate, and develop cooperative agreements with community resources
110.17 to address the needs that the adults have for support services, such as transportation, English
110.18 language learning, flexible course scheduling, convenient class locations, and child care;
- 110.19 (4) collaborate with business, industry, labor unions, and employment-training
110.20 agencies, as well as with family and occupational education providers, to arrange for
110.21 resources and services through which adults can attain economic self-sufficiency;
- 110.22 (5) provide sensitive and well trained adult education personnel who participate in
110.23 local, regional, and statewide adult basic education staff development events to master
110.24 effective adult learning and teaching techniques;
- 110.25 (6) participate in regional adult basic education peer program reviews and evaluations;
- 110.26 (7) submit accurate and timely performance and fiscal reports;
- 110.27 (8) submit accurate and timely reports related to program outcomes and learner
110.28 follow-up information; and
- 110.29 (9) spend adult basic education aid on adult basic education purposes only, which
110.30 are specified in sections 124D.518 to 124D.531.
- 110.31 (c) The commissioner shall require each district to provide notification by February
110.32 1, 2001, of its intent to apply for funds under this section as a single district or as part of
110.33 an identified consortium of districts. A district receiving funds under this section must
110.34 notify the commissioner by February 1 of its intent to change its application status for
110.35 applications due the following June 1.

111.1 Subd. 3. **Accounts; revenue; aid.** (a) Each district, group of districts, or private
111.2 nonprofit organization providing adult basic education programs must establish and
111.3 maintain a reserve account within the community service fund for ~~the receipt~~ receiving
111.4 and ~~disbursement of~~ disbursing all funds related to these programs. All revenue received
111.5 ~~pursuant to~~ under this section must be ~~utilized~~ used solely for the purposes of adult basic
111.6 education programs. State aid must not equal more than 100 percent of the unreimbursed
111.7 expenses of providing these programs, excluding in-kind costs.

111.8 (b) For purposes of paragraph (a), an adult basic education program may include as
111.9 valid expenditures for the previous fiscal year program spending that occurs from July
111.10 1 to September 30 of the following year. A program may carry over a maximum of 20
111.11 percent of its adult basic education aid revenue into the next fiscal year. Program spending
111.12 may only be counted for one fiscal year.

111.13 (c) Notwithstanding section 123A.26 or any other law to the contrary, an adult basic
111.14 education consortium providing an approved adult basic education program may be its own
111.15 fiscal agent and is eligible to receive state-aid payments directly from the commissioner.

111.16 Subd. 4. **English as a second language programs.** Persons may teach English
111.17 as a second language classes ~~conducted~~ at a worksite, if they meet the requirements
111.18 of section 122A.19, subdivision 1, clause (a), regardless of whether they are licensed
111.19 teachers. Persons teaching English as a second language for an approved adult basic
111.20 education program must possess a bachelor's or master's degree in English as a second
111.21 language, applied linguistics, or bilingual education, or a related degree ~~as~~ approved by
111.22 the commissioner.

111.23 Subd. 5. **Basic service level.** A district, or a consortium of districts, with a program
111.24 approved by the commissioner under subdivision 2 must establish, in consultation with the
111.25 commissioner, a basic level of service for every adult basic education site in the district
111.26 or consortium. The basic service level must describe minimum levels of academic and
111.27 English language instruction and support services to be provided at each site. The program
111.28 must set a basic service level that promotes effective learning and student achievement
111.29 with measurable results. Each district or consortium of districts must submit its basic
111.30 service level to the commissioner for approval.

111.31 Subd. 6. **Cooperative English as a second language and adult basic education**
111.32 **programs.** (a) A school district, or adult basic education consortium that receives revenue
111.33 under section 124D.531, may deliver English as a second language, citizenship, or other
111.34 adult education programming in collaboration with community-based and nonprofit
111.35 organizations located within its district or region, and with correctional institutions. The
111.36 organization or correctional institution must have the demonstrated capacity to offer

112.1 education programs for adults. Community-based or nonprofit organizations must meet
 112.2 the criteria in paragraph (b), or have prior experience. A community-based or nonprofit
 112.3 organization or a correctional institution may be reimbursed for unreimbursed expenses
 112.4 as defined in section 124D.518, subdivision 5, for ~~the administration of~~ administering
 112.5 English as a second language or adult basic education programs, not to exceed eight
 112.6 percent of the total funds provided by a school district or adult basic education consortium.
 112.7 The administrative reimbursement for a school district or adult basic education consortium
 112.8 that delivers services cooperatively with a community-based or nonprofit organization
 112.9 or correctional institution is limited to five percent of the program aid, not to exceed the
 112.10 unreimbursed expenses of administering programs delivered by community-based or
 112.11 nonprofit organizations or correctional institutions.

112.12 (b) A community-based organization or nonprofit organization that delivers education
 112.13 services under this section must demonstrate that it has met the following criteria:

112.14 (1) be legally established as a nonprofit organization;

112.15 (2) have an established system for fiscal accounting and reporting that is consistent
 112.16 with the ~~Department of Education's~~ department's adult basic education completion report
 112.17 and reporting requirements under section 124D.531;

112.18 (3) require all instructional staff to complete a training course in teaching adult
 112.19 learners; and

112.20 (4) develop a learning plan for each student that identifies defined educational and
 112.21 occupational goals with measures to evaluate progress.

112.22 **Subd. 7. Performance tracking system.** (a) By July 1, 2000, each approved adult
 112.23 basic education program must develop and implement a performance tracking system to
 112.24 provide information necessary to comply with federal law and serve as one means of
 112.25 assessing the effectiveness of adult basic education programs. For required reporting,
 112.26 longitudinal studies, and program improvement, the tracking system must be designed to
 112.27 collect data on the following core outcomes for learners, including English learners, who
 112.28 have completed participating in the adult basic education program:

112.29 (1) demonstrated improvements in literacy skill levels in reading, writing, speaking
 112.30 the English language, numeracy, problem solving, English language acquisition, and
 112.31 other literacy skills;

112.32 (2) placement in, retention in, or completion of postsecondary education, training,
 112.33 unsubsidized employment, or career advancement;

112.34 (3) receipt of a secondary school diploma or its recognized equivalent; and

112.35 (4) reduction in participation in the diversionary work program, Minnesota family
 112.36 investment program, and food support education and training program.

113.1 (b) A district, group of districts, state agency, or private nonprofit organization
113.2 providing an adult basic education program may meet this requirement by developing a
113.3 tracking system based on either or both of the following methodologies:

113.4 (1) conducting a reliable follow-up survey; or

113.5 (2) submitting student information, including Social Security numbers for data
113.6 matching.

113.7 Data related to obtaining employment must be collected in the first quarter following
113.8 program completion or can be collected while the student is enrolled, if known. Data
113.9 related to employment retention must be collected in the third quarter following program
113.10 exit. Data related to any other specified outcome may be collected at any time during a
113.11 program year.

113.12 (c) When a student in a program is requested to provide the student's Social Security
113.13 number, the student must be notified in a written form easily understandable to the student
113.14 that:

113.15 (1) providing the Social Security number is optional and no adverse action may be
113.16 taken against the student if the student chooses not to provide the Social Security number;

113.17 (2) the request is made under section 124D.52, subdivision 7;

113.18 (3) if the student provides the Social Security number, it will be used to assess the
113.19 effectiveness of the program by tracking the student's subsequent career; and

113.20 (4) the Social Security number will be shared with the Department of Education;
113.21 Minnesota State Colleges and Universities; Office of Higher Education; Department of
113.22 Human Services; and Department of Employment and Economic Development in order
113.23 to accomplish the purposes described in paragraph (a) and will not be used for any other
113.24 purpose or reported to any other governmental entities.

113.25 (d) Annually a district, group of districts, state agency, or private nonprofit
113.26 organization providing programs under this section must forward the tracking data
113.27 collected to the Department of Education. For the purposes of longitudinal studies on the
113.28 employment status of former students under this section, the Department of Education
113.29 must forward the Social Security numbers to the Department of Employment and
113.30 Economic Development to electronically match the Social Security numbers of former
113.31 students with wage detail reports filed under section 268.044. The results of data matches
113.32 must, for purposes of this section and consistent with the requirements of the United
113.33 States Code, title 29, section 2871, of the Workforce Investment Act of 1998, be compiled
113.34 in a longitudinal form by the Department of Employment and Economic Development
113.35 and released to the Department of Education in the form of summary data that does not
113.36 identify the individual students. The Department of Education may release this summary

114.1 data. State funding for adult basic education programs must not be based on the number or
 114.2 percentage of students who decline to provide their Social Security numbers or on whether
 114.3 the program is evaluated by means of a follow-up survey instead of data matching.

114.4 Subd. 8. **Standard high school diploma for adults.** (a) The commissioner shall
 114.5 adopt rules for providing a standard adult high school diploma to persons who:

114.6 (1) are not eligible for kindergarten through grade 12 services;

114.7 (2) do not have a high school diploma; and

114.8 (3) successfully complete an adult basic education program of instruction approved
 114.9 by the commissioner of education necessary to earn an adult high school diploma.

114.10 (b) Persons participating in an approved adult basic education program of instruction
 114.11 must demonstrate the competencies, knowledge, and skills and, where appropriate,
 114.12 English language proficiency, sufficient to ensure that postsecondary programs and
 114.13 institutions and potential employers regard persons with a standard high school diploma
 114.14 and persons with a standard adult high school diploma as equally well prepared and
 114.15 qualified graduates. Approved adult basic education programs of instruction under this
 114.16 subdivision must issue a standard adult high school diploma to persons who successfully
 114.17 demonstrate the competencies, knowledge, and skills required by the program.

114.18 Sec. 32. Minnesota Statutes 2012, section 124D.522, is amended to read:

114.19 **124D.522 ADULT BASIC EDUCATION SUPPLEMENTAL SERVICE**
 114.20 **GRANTS.**

114.21 (a) The commissioner, in consultation with the policy review task force under
 114.22 section 124D.521, may make grants to nonprofit organizations to provide services that are
 114.23 not offered by a district adult basic education program or that are supplemental to either
 114.24 the statewide adult basic education program, or a district's adult basic education program.
 114.25 The commissioner may make grants for: staff development for adult basic education
 114.26 teachers and administrators; training for volunteer tutors; training, services, and materials
 114.27 for serving disabled students through adult basic education programs; statewide promotion
 114.28 of adult basic education services and programs; development and dissemination of
 114.29 instructional and administrative technology for adult basic education programs; programs
 114.30 which primarily serve communities of color; adult basic education distance learning
 114.31 projects, including television instruction programs; initiatives to accelerate English
 114.32 language acquisition and the achievement of career- and college-ready skills among
 114.33 English learners; and other supplemental services to support the mission of adult basic
 114.34 education and innovative delivery of adult basic education services.

115.1 (b) The commissioner must establish eligibility criteria and grant application
 115.2 procedures. Grants under this section must support services throughout the state, focus
 115.3 on educational results for adult learners, and promote outcome-based achievement
 115.4 through adult basic education programs. Beginning in fiscal year 2002, the commissioner
 115.5 may make grants under this section from the state total adult basic education aid set
 115.6 aside for supplemental service grants under section 124D.531. Up to one-fourth of the
 115.7 appropriation for supplemental service grants must be used for grants for adult basic
 115.8 education programs to encourage and support innovations in adult basic education
 115.9 instruction and service delivery. A grant to a single organization cannot exceed 20 percent
 115.10 of the total supplemental services aid. Nothing in this section prevents an approved adult
 115.11 basic education program from using state or federal aid to purchase supplemental services.

115.12 Sec. 33. Minnesota Statutes 2012, section 124D.59, is amended by adding a
 115.13 subdivision to read:

115.14 Subd. 2a. **English learner; interrupted formal education.** Consistent with
 115.15 subdivision 2, an English learner includes an English learner with an interrupted formal
 115.16 education who:

115.17 (1) comes from a home where the language usually spoken is other than English, or
 115.18 usually speaks a language other than English;

115.19 (2) enters school in the United States after grade 6;

115.20 (3) has at least two years less schooling than the English learner's peers;

115.21 (4) functions at least two years below expected grade level in reading and
 115.22 mathematics; and

115.23 (5) may be preliterate in the English learner's native language.

115.24 Sec. 34. Minnesota Statutes 2012, section 124D.895, is amended to read:

115.25 **124D.895 PARENTAL INVOLVEMENT PROGRAMS.**

115.26 Subdivision 1. **Program goals.** The department, in consultation with the state
 115.27 curriculum advisory committee, must develop guidelines and model plans for parental
 115.28 involvement programs that will:

115.29 (1) engage the interests and talents of parents or guardians in recognizing and
 115.30 meeting the emotional, intellectual, native and English language development, and
 115.31 physical needs of their school-age children;

115.32 (2) promote healthy self-concepts among parents or guardians and other family
 115.33 members;

116.1 (3) offer parents or guardians a chance to share and learn about educational skills,
116.2 techniques, and ideas;

116.3 (4) provide creative learning experiences for parents or guardians and their
116.4 school-age children, including involvement from parents or guardians of color;

116.5 (5) encourage parents to actively participate in their district's curriculum advisory
116.6 committee under section 120B.11 in order to assist the school board in improving
116.7 children's education programs; and

116.8 (6) encourage parents to help in promoting school desegregation/integration under
116.9 sections 124D.861 and 124D.862.

116.10 Subd. 2. **Plan contents.** Model plans for a parental involvement program must
116.11 include at least the following:

116.12 (1) program goals;

116.13 (2) means for achieving program goals;

116.14 (3) methods for informing parents or guardians, in a timely way, about the program;

116.15 (4) strategies for ensuring the full participation of parents or guardians, including
116.16 those parents or guardians who lack literacy skills or whose native language is not English,
116.17 including the involvement from of parents or guardians of color;

116.18 (5) procedures for coordinating the program with kindergarten through grade 12
116.19 curriculum, with parental involvement programs currently available in the community,
116.20 with the ~~process under sections 120B.10 to~~ world's best workforce under section 120B.11,
116.21 and with other education facilities located in the community;

116.22 (6) strategies for training teachers and other school staff to work effectively with
116.23 parents and guardians;

116.24 (7) procedures for parents or guardians and educators to evaluate and report progress
116.25 toward program goals; and

116.26 (8) a mechanism for convening a local community advisory committee composed
116.27 primarily of parents or guardians to advise a district on implementing a parental
116.28 involvement program.

116.29 Subd. 3. **Plan activities.** Activities contained in the model plans must include:

116.30 (1) educational opportunities for families that enhance children's learning and native
116.31 and English language development;

116.32 (2) educational programs for parents or guardians on families' educational
116.33 responsibilities and resources;

116.34 (3) the hiring, training, and use of parental involvement liaison workers to
116.35 coordinate family involvement activities and to foster linguistic and culturally competent

- 117.1 communication among families, educators, and students, consistent with the definition of
 117.2 culturally competent under section 120B.11, subdivision 1, paragraph (d);
- 117.3 (4) curriculum materials and assistance in implementing home and community-based
 117.4 learning activities that reinforce and extend classroom instruction and student motivation;
- 117.5 (5) technical assistance, including training to design and carry out family
 117.6 involvement programs;
- 117.7 (6) parent resource centers;
- 117.8 (7) parent training programs and reasonable and necessary expenditures associated
 117.9 with parents' attendance at training sessions;
- 117.10 (8) reports to parents on children's progress;
- 117.11 (9) use of parents as classroom volunteers, or as volunteers in before and after
 117.12 school programs for school-age children, tutors, and aides;
- 117.13 (10) soliciting parents' suggestions in planning, developing, and implementing
 117.14 school programs;
- 117.15 (11) educational programs and opportunities for parents or guardians that are
 117.16 multicultural, multilingual, gender fair, and disability sensitive;
- 117.17 (12) involvement in a district's curriculum advisory committee or a school building
 117.18 team under section 120B.11; and
- 117.19 (13) opportunities for parent involvement in developing, implementing, or evaluating
 117.20 school and district desegregation/integration plans under sections 124D.861 and 124D.862.

117.21 Sec. 35. Minnesota Statutes 2012, section 124D.8955, is amended to read:

117.22 **124D.8955 PARENT AND FAMILY INVOLVEMENT POLICY.**

117.23 (a) In order to promote and support student achievement, a local school board is
 117.24 encouraged to formally adopt and implement a parent and family involvement policy that
 117.25 promotes and supports:

- 117.26 (1) oral and written communication between home and school that is regular,
 117.27 two-way, ~~and meaningful,~~ and in families' native language;
- 117.28 (2) parenting skills;
- 117.29 (3) parents and caregivers who play an integral role in assisting student learning and
 117.30 learn about fostering students' academic success and learning at home and school;
- 117.31 (4) welcoming parents in the school and using networks that support families'
 117.32 cultural connections, seeking their support and assistance;
- 117.33 (5) partnerships with parents in the decisions that affect children and families
 117.34 in the schools; and

118.1 (6) providing community resources to strengthen schools, families, and student
118.2 learning.

118.3 (b) A school board that implements a parent and family involvement policy under
118.4 paragraph (a) must convene an advisory committee composed of an equal number of
118.5 resident parents who are not district employees and school staff to make recommendations
118.6 to the board on developing and evaluating the board's parent and family involvement
118.7 policy. If possible, the advisory committee must represent the diversity of the district. The
118.8 advisory committee must consider the district's demographic diversity and barriers to
118.9 parent involvement when developing its recommendations. The advisory committee must
118.10 present its recommendations to the board for board consideration.

118.11 (c) The board must consider research-based best practices when implementing
118.12 this policy.

118.13 (d) The board periodically must review this policy to determine whether it is aligned
118.14 with the most current research findings on parent involvement policies and practices and
118.15 how effective the policy is in supporting increased student achievement.

118.16 (e) Nothing in this section obligates a school district to exceed any parent or family
118.17 involvement requirement under federal law.

118.18 Sec. 36. Minnesota Statutes 2013 Supplement, section 127A.70, subdivision 2, is
118.19 amended to read:

118.20 Subd. 2. **Powers and duties; report.** (a) The partnership shall develop
118.21 recommendations to the governor and the legislature designed to maximize the achievement
118.22 of all P-20 students while promoting the efficient use of state resources, thereby helping
118.23 the state realize the maximum value for its investment. These recommendations may
118.24 include, but are not limited to, strategies, policies, or other actions focused on:

118.25 (1) improving the quality of and access to education at all points from preschool
118.26 through graduate education;

118.27 (2) improving preparation for, and transitions to, postsecondary education and
118.28 work; and

118.29 (3) ensuring educator quality by creating rigorous standards for teacher recruitment,
118.30 teacher preparation, induction and mentoring of beginning teachers, and continuous
118.31 professional development for career teachers.

118.32 (b) Under the direction of the P-20 Education Partnership Statewide Longitudinal
118.33 Education Data System Governance Committee, the Office of Higher Education and the
118.34 Departments of Education and Employment and Economic Development shall improve
118.35 and expand the Statewide Longitudinal Education Data System (SLEDS) to provide

119.1 policymakers, education and workforce leaders, researchers, and members of the public
119.2 with data, research, and reports to:

119.3 (1) expand reporting on students' educational outcomes for diverse student
119.4 populations including at-risk students, children with disabilities, English learners, and
119.5 gifted students, among others, and include formative and summative evaluations based on
119.6 multiple measures of student progress toward career and college readiness;

119.7 (2) evaluate the effectiveness of educational and workforce programs; and

119.8 (3) evaluate the relationship between education and workforce outcomes, consistent
119.9 with section 124D.49.

119.10 To the extent possible under federal and state law, research and reports should be
119.11 accessible to the public on the Internet, and disaggregated by demographic characteristics,
119.12 organization or organization characteristics, and geography.

119.13 It is the intent of the legislature that the Statewide Longitudinal Education Data
119.14 System inform public policy and decision-making. The SLEDS governance committee,
119.15 with assistance from staff of the Office of Higher Education, the Department of Education,
119.16 and the Department of Employment and Economic Development, shall respond to
119.17 legislative committee and agency requests on topics utilizing data made available through
119.18 the Statewide Longitudinal Education Data System as resources permit. Any analysis of
119.19 or report on the data must contain only summary data.

119.20 (c) By January 15 of each year, the partnership shall submit a report to the governor
119.21 and to the chairs and ranking minority members of the legislative committees and
119.22 divisions with jurisdiction over P-20 education policy and finance that summarizes the
119.23 partnership's progress in meeting its goals and identifies the need for any draft legislation
119.24 when necessary to further the goals of the partnership to maximize student achievement
119.25 while promoting efficient use of resources.

119.26 Sec. 37. **REPEALER.**

119.27 Minnesota Statutes 2012, section 122A.19, subdivision 3, is repealed effective the
119.28 day following final enactment.

APPENDIX
Article locations in S0767-1

ARTICLE 1	EARLY CHILDHOOD THROUGH GRADE 12 EDUCATION	Page.Ln 2.1
ARTICLE 2	FORECAST ADJUSTMENTS	Page.Ln 64.21
ARTICLE 3	ENGLISH LEARNERS	Page.Ln 73.12

**122A.19 BILINGUAL AND ENGLISH AS A SECOND LANGUAGE TEACHERS;
LICENSES.**

Subd. 3. **Employment of teachers.** Teachers employed in a bilingual education or English as a second language program established pursuant to sections 124D.58 to 124D.64 shall not be employed to replace any presently employed teacher who otherwise would not be replaced.

123B.71 REVIEW AND COMMENT FOR SCHOOL DISTRICT CONSTRUCTION.

Subdivision 1. **Consultation.** A school district shall consult with the commissioner of education before developing any plans and specifications to construct, remodel, or improve the building or site of an educational facility for which the estimated cost exceeds \$500,000. This consultation shall occur before a referendum for bonds, solicitation for bids, or use of capital expenditure facilities revenue according to section 126C.10, subdivision 14, clause (2). The commissioner may require the district to participate in a management assistance plan before conducting a review and comment on the project.