

2.1 ARTICLE 1

2.2 ENGLISH LEARNERS AND WORLD LANGUAGE PROFICIENCY

53.19 ARTICLE 7

53.20 ENGLISH LEARNERS

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

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

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

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

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

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

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

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

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

2.3 Section 1. Minnesota Statutes 2012, section 119A.535, is amended to read:

2.4 **119A.535 APPLICATION REQUIREMENTS.**

2.5 Eligible Head Start organizations must submit a plan to the department for approval
2.6 on a form and in the manner prescribed by the commissioner. The plan must include:

2.7 (1) the number of low-income children and families the program will be able to serve;

2.8 (2) a description of the program design and service delivery area which meets the
2.9 needs of and encourages access by low-income working families;

2.10 (3) a program design that ensures fair and equitable access to Head Start services for
2.11 all populations and parts of the service area;

2.12 (4) a plan for providing Head Start services in conjunction with full-day child care
 2.13 programs to minimize child transitions, increase program intensity and duration, and
 2.14 improve child and family outcomes as required in section 119A.5411; ~~and~~
 2.15 (5) identification of regular Head Start, early Head Start, full-day services identified
 2.16 in section 119A.5411, and innovative services based upon demonstrated needs to be
 2.17 provided; and
 2.18 (6) evidence parents of English learners are provided with oral or written information
 2.19 to monitor the program's impact on their children's English language development, know
 2.20 whether their children are progressing in developing their English proficiency, and, where
 2.21 practicable, their native language proficiency, and actively engage with their children in
 2.22 developing their English and native language proficiency.

54.11 (8) provide parents of English learners with oral and written information to monitor
 54.12 the program's impact on their children's English language development, to know whether
 54.13 their children are progressing in developing their English proficiency and, where
 54.14 practicable, their native language proficiency, and to actively engage with their children in
 54.15 developing their English and native language proficiency.
 54.16 Program providers are encouraged to collaborate with qualified, community-based
 54.17 early childhood providers in implementing this program and to seek nonstate funds to
 54.18 supplement the program.
 54.19 (b) Program providers under paragraph (a) interested in extending literacy programs
 54.20 to children in kindergarten through grade 3 may elect to form a partnership with an
 54.21 eligible organization under section 124D.38, subdivision 2, or 124D.42, subdivision 6,
 54.22 clause (3), schools enrolling children in kindergarten through grade 3, and other interested
 54.23 and qualified community-based entities to provide ongoing literacy programs that offer
 54.24 seamless literacy instruction focused on closing the literacy achievement gap. To close the
 54.25 literacy achievement gap by the end of third grade, partnership members must agree to use
 54.26 best efforts and practices and to work collaboratively to implement a seamless literacy
 54.27 model from age three to grade 3, consistent with paragraph (a). Literacy programs under
 54.28 this paragraph must collect and use literacy data to:
 54.29 (1) evaluate children's literacy skills; ~~and~~
 54.30 (2) monitor the progress and provide reading instruction appropriate to the specific
 54.31 needs of English learners; and
 54.32 (3) formulate specific intervention strategies to provide reading instruction to
 54.33 children premised on the outcomes of formative and summative assessments and
 54.34 research-based indicators of literacy development.
 54.35 The literacy programs under this paragraph also must train teachers and other
 54.36 providers working with children to use the assessment outcomes under clause (2) to
 55.1 develop and use effective, long-term literacy coaching models that are specific to the
 55.2 program providers.

NOTE: THIS SECTION 3 PULLED FROM ARTICLE 2

2.23 Sec. 2. Minnesota Statutes 2012, section 120B.022, is amended to read:

2.24 **120B.022 ELECTIVE STANDARDS.**

2.25 Subdivision 1. **Elective standards.** (a) A district must establish its own standards in

2.26 the following subject areas:

2.27 (1) career and technical education; and

2.28 (2) world languages.

2.29 A school district must offer courses in all elective subject areas.

2.30 Subd. 1a. **Foreign language and culture; proficiency certificates.** (b) (a) World

2.31 languages teachers and other school staff should develop and implement world languages

2.32 programs that acknowledge and reinforce the language proficiency and cultural awareness

2.33 that non-English language speakers already possess, and encourage students' proficiency

2.34 in multiple world languages. Programs under this ~~paragraph section~~ must encompass

3.1 indigenous American Indian languages and cultures, among other world languages and

3.2 cultures. The department shall consult with postsecondary institutions in developing

3.3 related professional development opportunities for purposes of this section.

3.4 (e) (b) Any Minnesota public, charter, or nonpublic school may award Minnesota

3.5 World Language Proficiency Certificates or Minnesota World Language Proficiency High

3.6 Achievement Certificates, consistent with this subdivision.

3.7 (c) The Minnesota World Language Proficiency Certificate recognizes students who

3.8 demonstrate listening, speaking, reading, and writing language skills at the American

3.9 Council on the Teaching of Foreign Languages' Intermediate-Low level on a valid and

3.10 reliable assessment tool. For languages listed as Category 3 by the United States Foreign

3.11 Service Institute or Category 4 by the United States Defense Language Institute, the

3.12 standard is Intermediate-Low for listening and speaking and Novice-High for reading

3.13 and writing.

3.14 (d) The Minnesota World Language Proficiency High Achievement Certificate

3.15 recognizes students who demonstrate listening, speaking, reading, and writing language

3.16 skills at the American Council on the Teaching of Foreign Languages' Pre-Advanced level

3.17 for K-12 learners on a valid and reliable assessment tool. For languages listed as Category

3.18 3 by the United States Foreign Service Institute or Category 4 by the United States

3.19 Defense Language Institute, the standard is Pre-Advanced for listening and speaking and

3.20 Intermediate-Mid for reading and writing.

4.27 Sec. 3. Minnesota Statutes 2012, section 120B.022, is amended to read:

4.28 **120B.022 ELECTIVE STANDARDS.**

4.29 Subdivision 1. **Elective standards.** (a) A district must establish its own standards in

4.30 the following subject areas:

4.31 (1) career and technical education; and

4.32 (2) world languages.

4.33 A school district must offer courses in all elective subject areas.

4.34 Subd. 1a. **Foreign language and culture; proficiency certificates.** (b) (a) World

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5.2 that non-English language speakers already possess, and encourage students' proficiency

5.3 in multiple world languages. Programs under this ~~paragraph section~~ must encompass

5.4 indigenous American Indian languages and cultures, among other world languages and

5.5 cultures. The department shall consult with postsecondary institutions in developing

5.6 related professional development opportunities for purposes of this section.

5.7 (e) (b) Any Minnesota public, charter, or nonpublic school may award Minnesota

5.8 World Language Proficiency Certificates or Minnesota World Language Proficiency High

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5.11 demonstrate listening, speaking, reading, and writing language skills at the American

5.12 Council on the Teaching of Foreign Languages' Intermediate-Low level on a valid and

5.13 reliable assessment tool. For languages listed as Category 3 by the United States Foreign

5.14 Service Institute or Category 4 by the United States Defense Language Institute, the

5.15 standard is Intermediate-Low for listening and speaking and Novice-High for reading

5.16 and writing.

5.17 (d) The Minnesota World Language Proficiency High Achievement Certificate

5.18 recognizes students who demonstrate listening, speaking, reading, and writing language

5.19 skills at the American Council on the Teaching of Foreign Languages' Pre-Advanced level

5.20 for K-12 learners on a valid and reliable assessment tool. For languages listed as Category

5.21 3 by the United States Foreign Service Institute or Category 4 by the United States

5.22 Defense Language Institute, the standard is Pre-Advanced for listening and speaking and

5.23 Intermediate-Mid for reading and writing.

3.21 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to
 3.22 strive for the world's best workforce under sections 120B.11 and 124D.10, subdivision 8,
 3.23 paragraph (u), and close the academic achievement and opportunity gap under sections
 3.24 124D.861 and 124D.862, voluntary state bilingual and multilingual seals are established to
 3.25 recognize high school graduates who demonstrate level 3 functional native proficiency in
 3.26 listening, speaking, reading, and writing on either the Foreign Services Institute language
 3.27 proficiency tests or on equivalent valid and reliable assessments in one or more languages
 3.28 in addition to English. American Sign Language is a language other than English for
 3.29 purposes of this subdivision and a world language for purposes of subdivision 1a.

3.30 (b) In addition to paragraph (a), to be eligible to receive a seal:

3.31 (1) students must satisfactorily complete all required English language arts credits;
 3.32 and

3.33 (2) students whose primary language is other than English must demonstrate mastery
 3.34 of Minnesota's English language proficiency standards.

3.35 (c) Consistent with this subdivision, a high school graduate who demonstrates
 3.36 functional native proficiency in one language in addition to English is eligible to receive
 4.1 the state bilingual seal. A high school graduate who demonstrates functional native
 4.2 proficiency in more than one language in addition to English is eligible to receive the
 4.3 state multilingual seal.

4.4 (d) School districts and charter schools, in consultation with regional centers
 4.5 of excellence under section 120B.115, must give students periodic opportunities to
 4.6 demonstrate their level of proficiency in listening, speaking, reading, and writing in a
 4.7 language in addition to English. Where valid and reliable assessments are unavailable, a
 4.8 school district or charter school may rely on a licensed foreign language immersion teacher
 4.9 or a nonlicensed community expert under section 122A.25 to assess a student's level of
 4.10 foreign, heritage, or indigenous language proficiency under this section. School districts
 4.11 and charter schools must maintain appropriate records to identify high school graduates
 4.12 eligible to receive the state bilingual or multilingual seal. The school district or charter
 4.13 school must affix the appropriate seal to the transcript of each high school graduate who
 4.14 meets the requirements of this subdivision and may affix the seal to the student's diploma. A
 4.15 school district or charter school must not charge the high school graduate a fee for this seal.

4.16 (e) A school district or charter school may award elective course credits in world
 4.17 languages to a student who demonstrates the requisite proficiency in a language other
 4.18 than English under this section.

4.19 (f) A school district or charter school may award community service credit to a
 4.20 student who demonstrates level 3 functional native proficiency in speaking and reading
 4.21 in a language other than English and who participates in community service activities
 4.22 that are integrated into the curriculum, involve the participation of teachers, and support
 4.23 biliteracy in the school or local community.

5.24 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to
 5.25 strive for the world's best workforce under sections 120B.11 and 124D.10, subdivision 8,
 5.26 paragraph (u), and close the academic achievement and opportunity gap under sections
 5.27 124D.861 and 124D.862, voluntary state bilingual and multilingual seals are established
 5.28 to recognize high school graduates who demonstrate level 5 functional native proficiency
 5.29 in speaking and reading on the Foreign Services Institute language proficiency tests or on
 5.30 equivalent valid and reliable assessments in one or more languages in addition to English.
 5.31 American Sign Language is a language other than English for purposes of this subdivision
 5.32 and a world language for purposes of subdivision 1a.

5.33 (b) In addition to paragraph (a), to be eligible to receive a seal:

5.34 (1) students must satisfactorily complete all required English language arts credits;
 5.35 and

6.1 (2) students whose primary language is other than English must demonstrate mastery
 6.2 of Minnesota's English language proficiency standards.

6.3 (c) Consistent with this subdivision, a high school graduate who demonstrates
 6.4 functional native proficiency in one language in addition to English is eligible to receive
 6.5 the state bilingual seal. A high school graduate who demonstrates functional native
 6.6 proficiency in more than one language in addition to English is eligible to receive the
 6.7 state multilingual seal.

6.8 (d) School districts and charter schools, in consultation with regional centers
 6.9 of excellence under section 120B.115, must give students periodic opportunities to
 6.10 demonstrate their level of proficiency in speaking and reading in a language in addition
 6.11 to English. Where valid and reliable assessments are unavailable, a school district or
 6.12 charter school may rely on a licensed foreign language immersion teacher or a nonlicensed
 6.13 community expert under section 122A.25 to assess a student's level of foreign, heritage, or
 6.14 indigenous language proficiency under this section. School districts and charter schools
 6.15 must maintain appropriate records to identify high school graduates eligible to receive the
 6.16 state bilingual or multilingual seal. The school district or charter school must affix the
 6.17 appropriate seal to the transcript of each high school graduate who meets the requirements
 6.18 of this subdivision and may affix the seal to the student's diploma. A school district or
 6.19 charter school must not charge the high school graduate a fee for this seal.

6.20 (e) A school district or charter school may award elective course credits in world
 6.21 languages to a student who demonstrates the requisite proficiency in a language other
 6.22 than English under this section.

6.23 (f) A school district or charter school may award community service credit to a
 6.24 student who demonstrates level 5 functional native proficiency in speaking and reading
 6.25 in a language other than English and who participates in community service activities
 6.26 that are integrated into the curriculum, involve the participation of teachers, and support
 6.27 biliteracy in the school or local community.

4.24 (g) The commissioner must develop a Web page for the electronic delivery of these
 4.25 seals. The commissioner must list on the Web page those assessments that are equivalent
 4.26 to the Foreign Services Institute language proficiency tests and make language proficiency
 4.27 tests and equivalent assessments under this section available to school districts and charter
 4.28 schools at no more than actual cost.

4.29 (h) The colleges and universities of the Minnesota State Colleges and Universities
 4.30 system must award foreign language credits to a student who receives a state bilingual seal
 4.31 or a state multilingual seal under this subdivision and may award foreign language credits to
 4.32 a student who receives a Minnesota World Language Proficiency Certificate or a Minnesota
 4.33 World Language Proficiency High Achievement Certificate under subdivision 1a.

4.34 Subd. 2. **Local assessments.** A district must use a locally selected assessment to
 4.35 determine if a student has achieved an elective standard.

5.1 **EFFECTIVE DATE.** This section is effective the day following final enactment
 5.2 and applies to the 2014-2015 school year and later, except subdivision 1b, paragraph
 5.3 (h), is effective for students enrolling in a MnSCU system college or university in the
 5.4 2015-2016 school year or later.

5.5 Sec. 3. Minnesota Statutes 2013 Supplement, section 120B.11, is amended to read:
 5.6 **120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM,**
 5.7 **INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE**
 5.8 **WORLD'S BEST WORKFORCE.**

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

5.11 (a) "Instruction" means methods of providing learning experiences that enable a
 5.12 student to meet state and district academic standards and graduation requirements.

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

6.28 (g) The commissioner must develop a Web page for the electronic delivery of these
 6.29 seals. The commissioner must list on the Web page those assessments that are equivalent
 6.30 to the Foreign Services Institute language proficiency tests.

6.31 (h) The colleges and universities of the Minnesota State Colleges and Universities
 6.32 system must award foreign language credits to a student who receives a state bilingual seal
 6.33 or a state multilingual seal under this subdivision and may award foreign language credits to
 6.34 a student who receives a Minnesota World Language Proficiency Certificate or a Minnesota
 6.35 World Language Proficiency High Achievement Certificate under subdivision 1a.

7.1 Subd. 2. **Local assessments.** A district must use a locally selected assessment to
 7.2 determine if a student has achieved an elective standard.

7.3 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and
 7.4 later, except subdivision 1b, paragraph (h) is effective for students enrolling in a MnSCU
 7.5 system college or university in the 2015-2016 school year or later.

55.3 Sec. 2. Minnesota Statutes 2013 Supplement, section 120B.11, is amended to read:
 55.4 **120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM,**
 55.5 **INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE**
 55.6 **WORLD'S BEST WORKFORCE.**

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

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

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

5.16 (c) "World's best workforce" means striving to: meet school readiness goals; have
 5.17 all third grade students achieve grade-level literacy; close the academic achievement gap
 5.18 among all racial and ethnic groups of students and between students living in poverty and
 5.19 students not living in poverty; have all students attain career and college readiness before
 5.20 graduating from high school; and have all students graduate from high school.

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

5.23 (1) student performance on the National Association Assessment of Education
 5.24 Progress;

5.25 (2) the size of the academic achievement gap, rigorous course taking under section
 5.26 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student
 5.27 subgroup;

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

5.29 (4) high school graduation rates; and

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

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

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

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

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

NOTE: PARAGRAPH (D) MOVED TO 120B.30, SUBDIVISION 1 ON R19-A1

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

55.30 (1) student performance on the National Association Assessment of Education
 55.31 Progress;

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

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

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

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

NOTE: CLAUSE (6) MOVED TO 120B.35, SUBDIVISION 3 ON R20-A1

NOTE: PARAGRAPH (B) MOVED TO 120B.30, SUBDIVISION 1 ON R16-A1

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

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

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

6.8 (3) a system to periodically review and evaluate the effectiveness of all instruction
 6.9 and curriculum, taking into account strategies and best practices, student outcomes, school
 6.10 principal evaluations under section 123B.147, subdivision 3, and teacher evaluations
 6.11 under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

6.12 (4) strategies for improving instruction, curriculum, and student achievement,
 6.13 including the English and, where practicable, the native language development and the
 6.14 academic achievement of English learners;

6.15 (5) education effectiveness practices that integrate high-quality instruction, rigorous
 6.16 curriculum, technology, and a collaborative professional culture that develops and
 6.17 supports teacher quality, performance, and effectiveness; and

6.18 (6) an annual budget for continuing to implement the district plan.

6.19 Subd. 3. **District advisory committee.** Each school board shall establish an
 6.20 advisory committee to ensure active community participation in all phases of planning and
 6.21 improving the instruction and curriculum affecting state and district academic standards,
 6.22 consistent with subdivision 2. A district advisory committee, to the extent possible,
 6.23 shall reflect the diversity of the district and its school sites, ~~and shall~~ include teachers,
 6.24 parents, support staff, students, and other community residents, and provide translation
 6.25 to the extent appropriate and practicable. The district advisory committee shall pursue
 6.26 community support to accelerate the academic and native literacy and achievement of
 6.27 English learners with varied needs, from young children to adults, consistent with section
 6.28 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees
 6.29 of the district advisory committee under subdivision 4. The district advisory committee
 6.30 shall recommend to the school board rigorous academic standards, student achievement
 6.31 goals and measures consistent with subdivision 1a and sections 120B.022, ~~subdivision~~
 6.32 ~~1, paragraphs (b) and (c)~~ subdivisions 1a and 1b, and 120B.35, district assessments, and
 6.33 program evaluations. School sites may expand upon district evaluations of instruction,
 6.34 curriculum, assessments, or programs. Whenever possible, parents and other community
 6.35 residents shall comprise at least two-thirds of advisory committee members.

56.20 (3) a system to periodically review and evaluate the effectiveness of all instruction
 56.21 and curriculum, taking into account strategies and best practices, student outcomes, school
 56.22 principal evaluations under section 123B.147, subdivision 3, and teacher evaluations
 56.23 under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

56.24 (4) strategies for improving instruction, curriculum, and student achievement,
 56.25 including the English and, where practicable, the native language development and the
 56.26 academic achievement of English learners;

56.27 (5) education effectiveness practices that integrate high-quality instruction, rigorous
 56.28 curriculum, technology, and a collaborative professional culture that develops and
 56.29 supports teacher quality, performance, and effectiveness; and

56.30 (6) an annual budget for continuing to implement the district plan.

56.31 Subd. 3. **District advisory committee.** Each school board shall establish an
 56.32 advisory committee to ensure active community participation in all phases of planning and
 56.33 improving the instruction and curriculum affecting state and district academic standards,
 56.34 consistent with subdivision 2. A district advisory committee, to the extent possible,
 56.35 shall reflect the diversity of the district and its school sites, ~~and shall~~ include teachers,
 56.36 parents, support staff, students, and other community residents, and provide translation
 57.1 to the extent appropriate and practicable. The district advisory committee shall pursue
 57.2 community support to accelerate the academic and native literacy and achievement of
 57.3 English learners with varied needs, from young children to adults, consistent with section
 57.4 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees
 57.5 of the district advisory committee under subdivision 4. The district advisory committee
 57.6 shall recommend to the school board rigorous academic standards, student achievement
 57.7 goals and measures consistent with subdivision 1a and sections 120B.022, subdivision
 57.8 1, paragraphs (b) and (c), and 120B.35, district assessments, and program evaluations.
 57.9 School sites may expand upon district evaluations of instruction, curriculum, assessments,
 57.10 or programs. Whenever possible, parents and other community residents shall comprise at
 57.11 least two-thirds of advisory committee members.

NOTE: THIS SECTION 4 PULLED FROM ARTICLE 2

NOTE: SENATE PROVISION IN SECTION ABOVE

7.1 Subd. 4. **Site team.** A school may establish a site team to develop and implement
 7.2 strategies and education effectiveness practices to improve instruction, curriculum,
 7.3 cultural competencies, including cultural awareness and cross-cultural communication,
 7.4 and student achievement at the school site, consistent with subdivision 2. The team advises
 7.5 the board and the advisory committee about developing the annual budget and revising an
 7.6 instruction and curriculum improvement plan that aligns curriculum, assessment of student
 7.7 progress, and growth in meeting state and district academic standards and instruction.

7.8 Subd. 5. **Report.** Consistent with requirements for school performance reports
 7.9 under section 120B.36, subdivision 1, the school board shall publish a report in the local
 7.10 newspaper with the largest circulation in the district, by mail, or by electronic means on
 7.11 the district Web site. The school board shall hold an annual public meeting to review,
 7.12 and revise where appropriate, student achievement goals, local assessment outcomes,
 7.13 plans, strategies, and practices for improving curriculum and instruction and cultural
 7.14 competency, and to review district success in realizing the previously adopted student
 7.15 achievement goals and related benchmarks and the improvement plans leading to the
 7.16 world's best workforce. The school board must transmit an electronic summary of its
 7.17 report to the commissioner in the form and manner the commissioner determines.

7.6 Sec. 4. Minnesota Statutes 2013 Supplement, section 120B.11, subdivision 3, is
 7.7 amended to read:

7.8 Subd. 3. **District advisory committee.** Each school board shall establish an
 7.9 advisory committee to ensure active community participation in all phases of planning and
 7.10 improving the instruction and curriculum affecting state and district academic standards,
 7.11 consistent with subdivision 2. A district advisory committee, to the extent possible, shall
 7.12 reflect the diversity of the district and its school sites, and shall include teachers, parents,
 7.13 support staff, students, and other community residents. The district may establish site
 7.14 teams as subcommittees of the district advisory committee under subdivision 4. The
 7.15 district advisory committee shall recommend to the school board rigorous academic
 7.16 standards, student achievement goals and measures consistent with subdivision 1a and
 7.17 sections 120B.022, ~~subdivision 1, paragraphs (b) and (e)~~ subdivisions 1a and 1b, and
 7.18 120B.35, district assessments, and program evaluations. School sites may expand upon
 7.19 district evaluations of instruction, curriculum, assessments, or programs. Whenever
 7.20 possible, parents and other community residents shall comprise at least two-thirds of
 7.21 advisory committee members.

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

57.12 Subd. 4. **Site team.** A school may establish a site team to develop and implement
 57.13 strategies and education effectiveness practices to improve instruction, curriculum,
 57.14 cultural competencies, including cultural awareness and cross-cultural communication,
 57.15 and student achievement at the school site, consistent with subdivision 2. The team advises
 57.16 the board and the advisory committee about developing the annual budget and revising an
 57.17 instruction and curriculum improvement plan that aligns curriculum, assessment of student
 57.18 progress, and growth in meeting state and district academic standards and instruction.

57.19 Subd. 5. **Report.** Consistent with requirements for school performance reports
 57.20 under section 120B.36, subdivision 1, the school board shall publish a report in the local
 57.21 newspaper with the largest circulation in the district, by mail, or by electronic means on
 57.22 the district Web site. The school board shall hold an annual public meeting to review,
 57.23 and revise where appropriate, student achievement goals, local assessment outcomes,
 57.24 plans, strategies, and practices for improving curriculum and instruction and cultural
 57.25 responsiveness, including cultural awareness and cross-cultural communication, and to
 57.26 review district success in realizing the previously adopted student achievement goals and
 57.27 related benchmarks and the improvement plans leading to the world's best workforce. The
 57.28 school board must transmit an electronic summary of its report to the commissioner in the
 57.29 form and manner the commissioner determines.

7.18 Subd. 7. **Periodic report.** Each school district shall periodically survey affected
 7.19 constituencies, in their native languages where appropriate and practicable, about their
 7.20 connection to and level of satisfaction with school. The district shall include the results of
 7.21 this evaluation in the summary report required under subdivision 5.

7.22 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective
 7.23 strategies, practices, and use of resources by districts and school sites in striving for the
 7.24 world's best workforce. The commissioner must assist districts and sites throughout the
 7.25 state in implementing these effective strategies, practices, and use of resources.

7.26 (b) The commissioner must identify those districts in any consecutive three-year
 7.27 period not making sufficient progress toward improving teaching and learning for all
 7.28 students, including English learners with varied needs, consistent with section 124D.59,
 7.29 subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in
 7.30 collaboration with the identified district, may require the district to use up to two percent
 7.31 of its basic general education revenue per fiscal year during the proximate three school
 7.32 years to implement commissioner-specified strategies and practices, consistent with
 7.33 paragraph (a), to improve and accelerate its progress in realizing its goals under this
 7.34 section. In implementing this section, the commissioner must consider districts' budget
 7.35 constraints and legal obligations.

8.1 Sec. 4. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:
 8.2 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

8.3 (a) Regional centers of excellence are established to assist and support school
 8.4 boards, school districts, school sites, and charter schools in implementing research-based
 8.5 interventions and practices to increase the students' achievement within a region.
 8.6 The centers must develop partnerships with local and regional service cooperatives,
 8.7 postsecondary institutions, integrated school districts, the department, children's mental
 8.8 health providers, or other local or regional entities interested in providing a cohesive
 8.9 and consistent regional delivery system that serves all schools equitably. Centers must
 8.10 assist school districts, school sites, and charter schools in developing similar partnerships.
 8.11 Center support may include assisting school districts, school sites, and charter schools
 8.12 with common principles of effective practice, including:

8.13 (1) defining measurable education goals under ~~section~~ sections 120B.11, subdivision
 8.14 2, and 120B.22, subdivisions 1a and 1b;

8.15 (2) implementing evidence-based practices;

8.16 (3) engaging in data-driven decision-making;

8.17 (4) providing multilayered levels of support;

8.18 (5) supporting culturally responsive teaching and learning aligning the development
 8.19 of academic English proficiency, state and local academic standards, and career and
 8.20 college readiness benchmarks; ~~and~~

57.30 Subd. 7. **Periodic report.** Each school district shall periodically survey affected
 57.31 constituencies, in their native languages where appropriate, about their connection to and
 57.32 level of satisfaction with school. The district shall include the results of this evaluation in
 57.33 the summary report required under subdivision 5.

57.34 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective
 57.35 strategies, practices, and use of resources by districts and school sites in striving for the
 58.1 world's best workforce. The commissioner must assist districts and sites throughout the
 58.2 state in implementing these effective strategies, practices, and use of resources.

58.3 (b) The commissioner must identify those districts in any consecutive three-year
 58.4 period not making sufficient progress toward improving teaching and learning for all
 58.5 students, including English learners with varied needs, consistent with section 124D.59,
 58.6 subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in
 58.7 collaboration with the identified district, may require the district to use up to two percent
 58.8 of its basic general education revenue per fiscal year during the proximate three school
 58.9 years to implement commissioner-specified strategies and practices, consistent with
 58.10 paragraph (a), to improve and accelerate its progress in realizing its goals under this
 58.11 section. In implementing this section, the commissioner must consider districts' budget
 58.12 constraints and legal obligations.

58.13 Sec. 3. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:
 58.14 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

58.15 (a) Regional centers of excellence are established to assist and support school
 58.16 boards, school districts, school sites, and charter schools in implementing research-based
 58.17 interventions and practices to increase the students' achievement within a region.
 58.18 The centers must develop partnerships with local and regional service cooperatives,
 58.19 postsecondary institutions, integrated school districts, the department, children's mental
 58.20 health providers, or other local or regional entities interested in providing a cohesive
 58.21 and consistent regional delivery system that serves all schools equitably. Centers must
 58.22 assist school districts, school sites, and charter schools in developing similar partnerships.
 58.23 Center support may include assisting school districts, school sites, and charter schools
 58.24 with common principles of effective practice, including:

58.25 (1) defining measurable education goals under section 120B.11, subdivision 2;

58.26 (2) implementing evidence-based practices;

58.27 (3) engaging in data-driven decision-making;

58.28 (4) providing multilayered levels of support;

58.29 (5) supporting culturally responsive teaching and learning aligning the development
 58.30 of academic English proficiency, state and local academic standards, and career and
 58.31 college readiness benchmarks; ~~and~~

8.21 (6) engaging parents, families, youth, and local community members in programs
 8.22 and activities at the school district, school site, or charter school that foster collaboration
 8.23 and shared accountability for the achievement of all students; and

8.24 (7) translating district forms and other information such as a multilingual glossary of
 8.25 commonly used education terms and phrases.

8.26 Centers must work with school site leadership teams to build ~~capacity~~ the expertise and
 8.27 experience to implement programs that close the achievement gap, provide effective and
 8.28 differentiated programs and instruction for different types of English learners, including
 8.29 English learners with limited or interrupted formal schooling and long-term English
 8.30 learners under section 124D.59, subdivisions 2 and 2a, increase students' progress and
 8.31 growth toward career and college readiness, and increase student graduation rates.

8.32 (b) The department must assist the regional centers of excellence to meet staff,
 8.33 facilities, and technical needs, provide the centers with programmatic support, and work
 8.34 with the centers to establish a coherent statewide system of regional support, including
 8.35 consulting, training, and technical support, to help school boards, school districts, school
 9.1 sites, and charter schools effectively and efficiently implement the world's best workforce
 9.2 goals under section 120B.11 and other state and federal education initiatives.

NOTE: SENATE PROVISION IN SECTION ABOVE

58.32 (6) engaging parents, families, youth, and local community members in programs
 58.33 and activities at the school district, school site, or charter school that foster collaboration
 58.34 and shared accountability for the achievement of all students; and

59.1 (7) translating district forms and other information such as a multilingual glossary of
 59.2 commonly used education terms and phrases.

59.3 Centers must work with school site leadership teams to build ~~capacity~~ the expertise and
 59.4 experience to implement programs that close the achievement gap, provide effective and
 59.5 differentiated programs and instruction for different types of English learners, including
 59.6 English learners with limited or interrupted formal schooling and long-term English
 59.7 learners under section 124D.59, subdivisions 2 and 2a, increase students' progress and
 59.8 growth toward career and college readiness, and increase student graduation rates.

59.9 (b) The department must assist the regional centers of excellence to meet staff,
 59.10 facilities, and technical needs, provide the centers with programmatic support, and work
 59.11 with the centers to establish a coherent statewide system of regional support, including
 59.12 consulting, training, and technical support, to help school boards, school districts, school
 59.13 sites, and charter schools effectively and efficiently implement the world's best workforce
 59.14 goals under section 120B.11 and other state and federal education initiatives.

NOTE: THIS SECTION 5 PULLED FROM ARTICLE 2

7.24 Sec. 5. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:
 7.25 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

7.26 (a) Regional centers of excellence are established to assist and support school
 7.27 boards, school districts, school sites, and charter schools in implementing research-based
 7.28 interventions and practices to increase the students' achievement within a region.
 7.29 The centers must develop partnerships with local and regional service cooperatives,
 7.30 postsecondary institutions, integrated school districts, the department, children's mental
 7.31 health providers, or other local or regional entities interested in providing a cohesive
 7.32 and consistent regional delivery system that serves all schools equitably. Centers must
 7.33 assist school districts, school sites, and charter schools in developing similar partnerships.
 8.1 Center support may include assisting school districts, school sites, and charter schools
 8.2 with common principles of effective practice, including:

8.3 (1) defining measurable education goals under ~~section~~ sections 120B.11, subdivision
 8.4 2, and 120B.022, subdivisions 1a and 1b;

8.5 (2) implementing evidence-based practices;

8.6 (3) engaging in data-driven decision-making;

8.7 (4) providing multilayered levels of support;

- 8.8 (5) supporting culturally responsive teaching and learning aligning state and local
8.9 academic standards and career and college readiness benchmarks; and
- 8.10 (6) engaging parents, families, youth, and local community members in programs
8.11 and activities at the school district, school site, or charter school.
- 8.12 Centers must work with school site leadership teams to build capacity to implement
8.13 programs that close the achievement gap, increase students' progress and growth toward
8.14 career and college readiness, and increase student graduation rates.
- 8.15 (b) The department must assist the regional centers of excellence to meet staff,
8.16 facilities, and technical needs, provide the centers with programmatic support, and work
8.17 with the centers to establish a coherent statewide system of regional support, including
8.18 consulting, training, and technical support, to help school boards, school districts, school
8.19 sites, and charter schools effectively and efficiently implement the world's best workforce
8.20 goals under section 120B.11 and other state and federal education initiatives.

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

9.3 Sec. 5. Minnesota Statutes 2012, section 120B.12, is amended to read:

9.4 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF**
9.5 **GRADE 3.**

9.6 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
9.7 above grade level no later than the end of grade 3, including English learners, and that
9.8 teachers provide comprehensive, scientifically based reading instruction consistent with
9.9 section 122A.06, subdivision 4.

9.10 Subd. 2. **Identification; report.** For the 2011-2012 school year and later, each
9.11 school district shall identify before the end of kindergarten, grade 1, and grade 2 students
9.12 who are not reading at grade level before the end of the current school year. Reading
9.13 assessments in English, and in the predominant languages of district students where
9.14 practicable, must identify and evaluate students' areas of academic need related to literacy.
9.15 The district also must monitor the progress and provide reading instruction appropriate
9.16 to the specific needs of English learners. The district must use a locally adopted,
9.17 developmentally appropriate, and culturally responsive assessment and annually report
9.18 summary assessment results to the commissioner by July 1.

9.19 Subd. 2a. **Parent notification and involvement.** Schools, at least annually,
9.20 must give the parent of each student who is not reading at or above grade level timely
9.21 information about:

9.22 (1) student's reading proficiency as measured by a locally adopted assessment;

9.23 (2) reading-related services currently being provided to the student; and

59.15 Sec. 4. Minnesota Statutes 2012, section 120B.12, is amended to read:

59.16 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF**
59.17 **GRADE 3.**

59.18 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
59.19 above grade level no later than the end of grade 3, including English learners, and that
59.20 teachers provide comprehensive, scientifically based reading instruction consistent with
59.21 section 122A.06, subdivision 4.

59.22 Subd. 2. **Identification; report.** For the 2011-2012 school year and later, each
59.23 school district shall identify before the end of kindergarten, grade 1, and grade 2 students
59.24 who are not reading at grade level before the end of the current school year. Reading
59.25 assessments in English, and in the predominant languages of district students where
59.26 practicable, must identify and evaluate students' areas of academic need related to literacy.
59.27 The district also must monitor the progress and provide reading instruction appropriate
59.28 to the specific needs of English learners. The district must use a locally adopted,
59.29 developmentally appropriate, and culturally responsive assessment and annually report
59.30 summary assessment results to the commissioner by July 1.

59.31 Subd. 2a. **Parent notification and involvement.** Schools, at least annually,
59.32 must give the parent of each student who is not reading at or above grade level timely
59.33 information about:

59.34 (1) student's reading proficiency as measured by a locally adopted assessment;

59.35 (2) reading-related services currently being provided to the student; and

9.24 (3) strategies for parents to use at home in helping their student succeed in becoming
9.25 grade-level proficient in reading in English and in their native language.

9.26 Subd. 3. **Intervention.** For each student identified under subdivision 2, the district
9.27 shall provide reading intervention to accelerate student growth ~~in order to~~ and reach the
9.28 goal of reading at or above grade level by the end of the current grade and school year.
9.29 District intervention methods shall encourage ~~parental involvement~~ family engagement
9.30 and, where possible, collaboration with appropriate school and community programs.
9.31 Intervention methods may include, but are not limited to, requiring attendance in summer
9.32 school, intensified reading instruction that may require that the student be removed from
9.33 the regular classroom for part of the school day ~~or~~, extended-day programs, or programs
9.34 that strengthen students' cultural connections.

10.1 Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to
10.2 identify the staff development needs so that:

10.3 (1) elementary teachers are able to implement comprehensive, scientifically based
10.4 reading and oral language instruction in the five reading areas of phonemic awareness,
10.5 phonics, fluency, vocabulary, and comprehension as defined in section 122A.06,
10.6 subdivision 4, and other literacy-related areas including writing until the student achieves
10.7 grade-level reading proficiency;

10.8 (2) elementary teachers have sufficient training to provide comprehensive,
10.9 scientifically based reading and oral language instruction that meets students'
10.10 developmental, linguistic, and literacy needs using the intervention methods or programs
10.11 selected by the district for the identified students;

10.12 (3) licensed teachers employed by the district have regular opportunities to improve
10.13 reading and writing instruction; ~~and~~

10.14 (4) licensed teachers recognize students' diverse needs in cross-cultural settings
10.15 and are able to serve the oral language and linguistic needs of students who are English
10.16 learners by maximizing strengths in their native languages in order to cultivate students'
10.17 English language development, including oral academic language development, and
10.18 build academic literacy; and

10.19 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
10.20 students to master content, develop skills to access content, and build relationships.

10.21 Subd. 4a. **Local literacy plan.** Consistent with this section, a school district must
10.22 adopt a local literacy plan to have every child reading at or above grade level no later than
10.23 the end of grade 3, including English learners. The plan must include a process to assess
10.24 students' level of reading proficiency, notify and involve parents, intervene with students
10.25 who are not reading at or above grade level, and identify and meet staff development
10.26 needs. The district must post its literacy plan on the official school district Web site.

60.1 (3) strategies for parents to use at home in helping their student succeed in becoming
60.2 grade-level proficient in reading in English and in their native language.

60.3 Subd. 3. **Intervention.** For each student identified under subdivision 2, the district
60.4 shall provide reading intervention to accelerate student growth ~~in order to~~ and reach the
60.5 goal of reading at or above grade level by the end of the current grade and school year.
60.6 District intervention methods shall encourage ~~parental involvement~~ family engagement
60.7 and, where possible, collaboration with appropriate school and community programs.
60.8 Intervention methods may include, but are not limited to, requiring attendance in summer
60.9 school, intensified reading instruction that may require that the student be removed from
60.10 the regular classroom for part of the school day ~~or~~, extended-day programs, or programs
60.11 that strengthen students' cultural connections.

60.12 Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to
60.13 identify the staff development needs so that:

60.14 (1) elementary teachers are able to implement comprehensive, scientifically based
60.15 reading and oral language instruction in the five reading areas of phonemic awareness,
60.16 phonics, fluency, vocabulary, and comprehension as defined in section 122A.06,
60.17 subdivision 4, and other literacy-related areas including writing until the student achieves
60.18 grade-level reading proficiency;

60.19 (2) elementary teachers have sufficient training to provide comprehensive,
60.20 scientifically based reading and oral language instruction that meets students'
60.21 developmental, linguistic, and literacy needs using the intervention methods or programs
60.22 selected by the district for the identified students;

60.23 (3) licensed teachers employed by the district have regular opportunities to improve
60.24 reading and writing instruction; ~~and~~

60.25 (4) licensed teachers recognize students' diverse needs in cross-cultural settings
60.26 and are able to serve the oral language and linguistic needs of students who are English
60.27 learners by maximizing strengths in their native languages in order to cultivate students'
60.28 English language development, including oral academic language development, and
60.29 build academic literacy; and

60.30 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
60.31 students to master content, develop skills to access content, and build relationships.

60.32 Subd. 4a. **Local literacy plan.** Consistent with this section, a school district must
60.33 adopt a local literacy plan to have every child reading at or above grade level no later than
60.34 the end of grade 3, including English learners. The plan must include a process to assess
60.35 students' level of reading proficiency, notify and involve parents, intervene with students
61.1 who are not reading at or above grade level, and identify and meet staff development
61.2 needs. The district must post its literacy plan on the official school district Web site.

10.27 Subd. 5. **Commissioner.** The commissioner shall recommend to districts multiple
 10.28 assessment tools to assist districts and teachers with identifying students under subdivision
 10.29 2. The commissioner shall also make available examples of nationally recognized and
 10.30 research-based instructional methods or programs to districts to provide comprehensive,
 10.31 scientifically based reading instruction and intervention under this section.

10.32 Sec. 6. Minnesota Statutes 2013 Supplement, section 120B.125, is amended to read:

10.33 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**

10.34 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**
 10.35 **CAREER TRACKING PROHIBITED.**

11.1 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 11.2 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 11.3 school districts, beginning in the 2013-2014 school year, must assist all students by no
 11.4 later than grade 9 to explore their college and career interests and aspirations and develop
 11.5 a plan for a smooth and successful transition to postsecondary education or employment.
 11.6 All students' plans must be designed to:

11.7 (1) provide a comprehensive academic plan for completing a college and
 11.8 career-ready curriculum premised on meeting state and local academic standards
 11.9 and developing 21st century skills such as team work, collaboration, creativity,
 11.10 communication, critical thinking, and good work habits;

11.11 (2) emphasize academic rigor and high expectations;

11.12 (3) help students identify personal learning styles that may affect their postsecondary
 11.13 education and employment choices;

11.14 (4) help students gain access to postsecondary education and career options;

11.15 (5) integrate strong academic content into career-focused courses and integrate
 11.16 relevant career-focused courses into strong academic content;

11.17 (6) help students and families identify and gain access to appropriate counseling
 11.18 and other supports and assistance that enable students to complete required coursework,
 11.19 prepare for postsecondary education and careers, and obtain information about
 11.20 postsecondary education costs and eligibility for financial aid and scholarship;

11.21 (7) help students and families identify collaborative partnerships of ~~kindergarten~~
 11.22 prekindergarten through grade 12 schools, postsecondary institutions, economic
 11.23 development agencies, and employers that support students' transition to postsecondary
 11.24 education and employment and provide students with experiential learning opportunities;
 11.25 and

61.3 Subd. 5. **Commissioner.** The commissioner shall recommend to districts multiple
 61.4 assessment tools to assist districts and teachers with identifying students under subdivision
 61.5 2. The commissioner shall also make available examples of nationally recognized and
 61.6 research-based instructional methods or programs to districts to provide comprehensive,
 61.7 scientifically based reading instruction and intervention under this section.

61.8 Sec. 5. Minnesota Statutes 2013 Supplement, section 120B.125, is amended to read:

61.9 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**

61.10 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**
 61.11 **CAREER TRACKING PROHIBITED.**

61.12 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 61.13 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 61.14 school districts, beginning in the 2013-2014 school year, must assist all students by no
 61.15 later than grade 9 to explore their college and career interests and aspirations and develop
 61.16 a plan for a smooth and successful transition to postsecondary education or employment.
 61.17 All students' plans must be designed to:

61.18 (1) provide a comprehensive academic plan for completing a college and
 61.19 career-ready curriculum premised on meeting state and local academic standards
 61.20 and developing 21st century skills such as team work, collaboration, creativity,
 61.21 communication, critical thinking, and good work habits;

61.22 (2) emphasize academic rigor and high expectations;

61.23 (3) help students identify personal learning styles that may affect their postsecondary
 61.24 education and employment choices;

61.25 (4) help students gain access to postsecondary education and career options;

61.26 (5) integrate strong academic content into career-focused courses and integrate
 61.27 relevant career-focused courses into strong academic content;

61.28 (6) help students and families identify and gain access to appropriate counseling
 61.29 and other supports and assistance that enable students to complete required coursework,
 61.30 prepare for postsecondary education and careers, and obtain information about
 61.31 postsecondary education costs and eligibility for financial aid and scholarship;

61.32 (7) help students and families identify collaborative partnerships of ~~kindergarten~~
 61.33 prekindergarten through grade 12 schools, postsecondary institutions, economic
 61.34 development agencies, and employers that support students' transition to postsecondary
 62.1 education and employment and provide students with experiential learning opportunities;
 62.2 and

11.26 (8) be reviewed and revised at least annually by the student, the student's parent or
 11.27 guardian, and the school or district to ensure that the student's course-taking schedule
 11.28 keeps the student making adequate progress to meet state and local high school graduation
 11.29 requirements and with a reasonable chance to succeed with employment or postsecondary
 11.30 education without the need to first complete remedial course work.

11.31 (b) A school district may develop grade-level curricula or provide instruction that
 11.32 introduces students to various careers, but must not require any curriculum, instruction,
 11.33 or employment-related activity that obligates an elementary or secondary student to
 11.34 involuntarily select a career, career interest, employment goals, or related job training.

11.35 (c) Educators must possess the knowledge and skills to effectively teach all English
 11.36 learners in their classrooms. School districts must provide appropriate curriculum,
 12.1 targeted materials, professional development opportunities for educators, and sufficient
 12.2 resources to enable English learners to become career- and college-ready.

NOTE: THIS SECTION 8 PULLED FROM ARTICLE 3

58.1 Sec. 8. Minnesota Statutes 2013 Supplement, section 120B.30, subdivision 1, is
 58.2 amended to read:

58.3 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
 58.4 with appropriate technical qualifications and experience and stakeholders, consistent
 58.5 with subdivision 1a, shall include in the comprehensive assessment system, for each
 58.6 grade level to be tested, state-constructed tests developed as computer-adaptive reading
 58.7 and mathematics assessments for students that are aligned with the state's required
 58.8 academic standards under section 120B.021, include multiple choice questions, and are
 58.9 administered annually to all students in grades 3 through 7. Reading and mathematics
 58.10 assessments for all students in grade 8 must be aligned with the state's required reading and
 58.11 mathematics standards, be administered annually, and include multiple choice questions.
 58.12 State-developed high school tests aligned with the state's required academic standards
 58.13 under section 120B.021 and administered to all high school students in a subject other than
 58.14 writing must include multiple choice questions. The commissioner shall establish one or
 58.15 more months during which schools shall administer the tests to students each school year.

58.16 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible
 58.17 to be assessed under (i) the graduation-required assessment for diploma in reading,
 58.18 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,
 58.19 paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii)
 58.20 the Compass college placement test, (iv) the ACT assessment for college admission, or (v)
 58.21 a nationally recognized armed services vocational aptitude test.

62.3 (8) be reviewed and revised at least annually by the student, the student's parent or
 62.4 guardian, and the school or district to ensure that the student's course-taking schedule
 62.5 keeps the student making adequate progress to meet state and local high school graduation
 62.6 requirements and with a reasonable chance to succeed with employment or postsecondary
 62.7 education without the need to first complete remedial course work.

62.8 (b) A school district may develop grade-level curricula or provide instruction that
 62.9 introduces students to various careers, but must not require any curriculum, instruction,
 62.10 or employment-related activity that obligates an elementary or secondary student to
 62.11 involuntarily select a career, career interest, employment goals, or related job training.

62.12 (c) Educators must possess the knowledge and skills to effectively teach all English
 62.13 learners in their classrooms. School districts must provide appropriate curriculum,
 62.14 targeted materials, professional development opportunities for educators, and sufficient
 62.15 resources to enable English learners to become career- and college-ready.

58.22 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are
58.23 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
58.24 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
58.25 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
58.26 Compass college placement test, (iv) the ACT assessment for college admission, or (v) a
58.27 nationally recognized armed services vocational aptitude test.

58.28 (3) For students under clause (1) or (2), a school district may substitute a score from
58.29 an alternative, equivalent assessment to satisfy the requirements of this paragraph.

58.30 (b) The state assessment system must be aligned to the most recent revision of
58.31 academic standards as described in section 120B.023 in the following manner:

58.32 (1) mathematics;

58.33 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

58.34 (ii) high school level beginning in the 2013-2014 school year;

58.35 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
58.36 school year; and

59.1 (3) language arts and reading; grades 3 through 8 and high school level beginning in
59.2 the 2012-2013 school year.

59.3 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
59.4 state graduation requirements, based on a longitudinal, systematic approach to student
59.5 education and career planning, assessment, instructional support, and evaluation, include
59.6 the following:

59.7 (1) demonstrate understanding of required academic standards on a nationally
59.8 normed college entrance exam;

59.9 (2) achievement and career and college readiness tests in mathematics, reading, and
59.10 writing, consistent with paragraph (e) and to the extent available, to monitor students'
59.11 continuous development of and growth in requisite knowledge and skills; analyze
59.12 students' progress and performance levels, identifying students' academic strengths and
59.13 diagnosing areas where students require curriculum or instructional adjustments, targeted
59.14 interventions, or remediation; and, based on analysis of students' progress and performance
59.15 data, determine students' learning and instructional needs and the instructional tools and
59.16 best practices that support academic rigor for the student; and

59.17 (3) consistent with this paragraph and section 120B.125, age-appropriate exploration
59.18 and planning activities and career assessments to encourage students to identify personally
59.19 relevant career interests and aptitudes and help students and their families develop a
59.20 regularly reexamined transition plan for postsecondary education or employment without
59.21 need for postsecondary remediation.

59.22 Based on appropriate state guidelines, students with an individualized education program
 59.23 may satisfy state graduation requirements by achieving an individual score on the
 59.24 state-identified alternative assessments.

59.25 Expectations of schools, districts, and the state for career or college readiness under
 59.26 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
 59.27 completion. A student under clause (2) must receive targeted, relevant, academically
 59.28 rigorous, and resourced instruction, which may include a targeted instruction and
 59.29 intervention plan focused on improving the student's knowledge and skills in core subjects
 59.30 so that the student has a reasonable chance to succeed in a career or college without need
 59.31 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
 59.32 124D.49, and related sections, an enrolling school or district must actively encourage a
 59.33 student in grade 11 or 12 who is identified as academically ready for a career or college
 59.34 to participate in courses and programs awarding college credit to high school students.
 59.35 Students are not required to achieve a specified score or level of proficiency on an
 59.36 assessment under this subdivision to graduate from high school.

60.1 (d) To improve the secondary and postsecondary outcomes of all students, the
 60.2 alignment between secondary and postsecondary education programs and Minnesota's
 60.3 workforce needs, and the efficiency and cost-effectiveness of secondary and postsecondary
 60.4 programs, the commissioner, after consulting with the chancellor of the Minnesota State
 60.5 Colleges and Universities and using a request for proposal process, shall contract for
 60.6 a series of assessments that are consistent with this subdivision, aligned with state
 60.7 academic standards, and include career and college readiness benchmarks. Mathematics,
 60.8 reading, and writing assessments for students in grades 8 and 10 must be predictive of a
 60.9 nationally normed assessment for career and college readiness. This nationally recognized
 60.10 assessment must be a college entrance exam and given to students in grade 11. This
 60.11 series of assessments must include a college placement diagnostic exam and contain
 60.12 career exploration elements. The commissioner and the chancellor of the Minnesota
 60.13 State Colleges and Universities must collaborate in aligning instruction and assessments
 60.14 for adult basic education students and English learners to provide the students with
 60.15 diagnostic information about any targeted interventions, accommodations, modifications,
 60.16 and supports they need so that assessments and other performance measures are accessible
 60.17 to them and they may seek postsecondary education or employment without need for
 60.18 postsecondary remediation.

NOTE: THIS PARAGRAPH FROM SECTION 2, SUBDIVISION 1A

56.5 (b) When administering formative or summative assessments used to measure
 56.6 the academic progress, including the oral academic development, of English learners
 56.7 and inform their instruction, schools must ensure that the assessments are accessible to
 56.8 the students and students have the modifications and supports they need to sufficiently
 56.9 understand the assessments.

60.19 (1) Districts and schools, on an annual basis, must use the career exploration
60.20 elements in these assessments to help students, beginning no later than grade 9, and their
60.21 families explore and plan for postsecondary education or careers based on the students'
60.22 interests, aptitudes, and aspirations. Districts and schools must use timely regional labor
60.23 market information and partnerships, among other resources, to help students and their
60.24 families successfully develop, pursue, review, and revise an individualized plan for
60.25 postsecondary education or a career. This process must help increase students' engagement
60.26 in and connection to school, improve students' knowledge and skills, and deepen students'
60.27 understanding of career pathways as a sequence of academic and career courses that lead
60.28 to an industry-recognized credential, an associate's degree, or a bachelor's degree and are
60.29 available to all students, whatever their interests and career goals.

60.30 (2) Students in grade 10 or 11 not yet academically ready for a career or college based
60.31 on their growth in academic achievement between grades 8 and 10 must take the college
60.32 placement diagnostic exam before taking the college entrance exam under clause (3).
60.33 Students, their families, the school, and the district can then use the results of the college
60.34 placement diagnostic exam for targeted instruction, intervention, or remediation and
60.35 improve students' knowledge and skills in core subjects sufficient for a student to graduate
60.36 and have a reasonable chance to succeed in a career or college without remediation.

61.1 (3) All students except those eligible for alternative assessments must be given the
61.2 college entrance part of these assessments in grade 11. A student under this clause who
61.3 demonstrates attainment of required state academic standards, which include career and
61.4 college readiness benchmarks, on these assessments is academically ready for a career or
61.5 college and is encouraged to participate in courses awarding college credit to high school
61.6 students. Such courses and programs may include sequential courses of study within
61.7 broad career areas and technical skill assessments that extend beyond course grades.

61.8 (4) As appropriate, students through grade 12 must continue to participate in targeted
61.9 instruction, intervention, or remediation and be encouraged to participate in courses
61.10 awarding college credit to high school students.

61.11 (5) A study to determine the alignment between these assessments and state
61.12 academic standards under this chapter must be conducted. Where alignment exists, the
61.13 commissioner must seek federal approval to, and immediately upon receiving approval,
61.14 replace the federally required assessments referenced under subdivision 1a and section
61.15 120B.35, subdivision 2, with assessments under this paragraph.

61.16 (e) In developing, supporting, and improving students' academic readiness for a
61.17 career or college, schools, districts, and the state must have a continuum of empirically
61.18 derived, clearly defined benchmarks focused on students' attainment of knowledge and
61.19 skills so that students, their parents, and teachers know how well students must perform to
61.20 have a reasonable chance to succeed in a career or college without need for postsecondary
61.21 remediation. The commissioner, in consultation with local school officials and educators,
61.22 and Minnesota's public postsecondary institutions must ensure that the foundational
61.23 knowledge and skills for students' successful performance in postsecondary employment
61.24 or education and an articulated series of possible targeted interventions are clearly
61.25 identified and satisfy Minnesota's postsecondary admissions requirements.

61.26 (f) For students in grade 8 in the 2012-2013 school year and later, a school, district,
61.27 or charter school must record on the high school transcript a student's progress toward
61.28 career and college readiness, and for other students as soon as practicable.

61.29 (g) The school board granting students their diplomas may formally decide to
61.30 include a notation of high achievement on the high school diplomas of those graduating
61.31 seniors who, according to established school board criteria, demonstrate exemplary
61.32 academic achievement during high school.

61.33 (h) The 3rd through 7th grade computer-adaptive assessment results and grade 8
61.34 and high school test results shall be available to districts for diagnostic purposes affecting
61.35 student learning and district instruction and curriculum, and for establishing educational
61.36 accountability. The commissioner must establish empirically derived benchmarks on
62.1 adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and
62.2 college readiness. The commissioner must disseminate to the public the computer-adaptive
62.3 assessments, grade 8, and high school test results upon receiving those results.

62.4 (i) The grades 3 through 7 computer-adaptive assessments and grade 8 and high
62.5 school tests must be aligned with state academic standards. The commissioner shall
62.6 determine the testing process and the order of administration. The statewide results shall
62.7 be aggregated at the site and district level, consistent with subdivision 1a.

62.8 (j) The commissioner shall include the following components in the statewide
62.9 public reporting system:

62.10 (1) uniform statewide computer-adaptive assessments of all students in grades 3
62.11 through 7 and testing at the grade 8 and high school levels that provides appropriate,
62.12 technically sound accommodations or alternate assessments;

62.13 (2) educational indicators that can be aggregated and compared across school
62.14 districts and across time on a statewide basis, including average daily attendance, high
62.15 school graduation rates, and high school drop-out rates by age and grade level;

62.16 (3) state results on the American College Test; and

62.17 (4) state results from participation in the National Assessment of Educational
 62.18 Progress so that the state can benchmark its performance against the nation and other
 62.19 states, and, where possible, against other countries, and contribute to the national effort
 62.20 to monitor achievement.

62.21 (k) For purposes of statewide accountability, "career and college ready" means a
 62.22 high school graduate has the knowledge, skills, and competencies to successfully pursue a
 62.23 career pathway, including postsecondary credit leading to a degree, diploma, certificate, or
 62.24 industry-recognized credential and employment. Students who are career and college ready
 62.25 are able to successfully complete credit-bearing coursework at a two- or four-year college
 62.26 or university or other credit-bearing postsecondary program without need for remediation.

62.27 (l) For purposes of statewide accountability, "cultural competence," "cultural
 62.28 competency," or "culturally competent" means the ability and will to interact effectively
 62.29 with people of different cultures, native languages, and socioeconomic backgrounds.

NOTE: THIS SECTION 10 PULLED FROM ARTICLE 3

63.3 Sec. 10. Minnesota Statutes 2013 Supplement, section 120B.35, subdivision 3, is
 63.4 amended to read:

63.5 Subd. 3. **State growth target; other state measures.** (a) The state's educational
 63.6 assessment system measuring individual students' educational growth is based on
 63.7 indicators of achievement growth that show an individual student's prior achievement.
 63.8 Indicators of achievement and prior achievement must be based on highly reliable
 63.9 statewide or districtwide assessments.

63.10 (b) The commissioner, in consultation with a stakeholder group that includes
 63.11 assessment and evaluation directors and staff and researchers must implement a model
 63.12 that uses a value-added growth indicator and includes criteria for identifying schools
 63.13 and school districts that demonstrate medium and high growth under section 120B.299,
 63.14 subdivisions 8 and 9, and may recommend other value-added measures under section
 63.15 120B.299, subdivision 3. The model may be used to advance educators' professional
 63.16 development and replicate programs that succeed in meeting students' diverse learning
 63.17 needs. Data on individual teachers generated under the model are personnel data under
 63.18 section 13.43. The model must allow users to:

63.19 (1) report student growth consistent with this paragraph; and

63.20 (2) for all student categories, report and compare aggregated and disaggregated state
 63.21 growth data using the nine student categories identified under the federal 2001 No Child
 63.22 Left Behind Act and two student gender categories of male and female, respectively,
 63.23 following appropriate reporting practices to protect nonpublic student data.

NOTE: THIS PARAGRAPH FROM SECTION 2, SUBDIVISION 1

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

NOTE: THIS CLAUSE FROM SECTION 2, SUBDIVISION 1A

63.24 The commissioner must report measures of student growth, consistent with this
 63.25 paragraph, including the English language development, academic progress, and oral
 63.26 academic development of English learners and their native language development if the
 63.27 native language is used as a language of instruction.

63.28 (c) When reporting student performance under section 120B.36, subdivision 1, the
 63.29 commissioner annually, beginning July 1, 2011, must report two core measures indicating
 63.30 the extent to which current high school graduates are being prepared for postsecondary
 63.31 academic and career opportunities:

63.32 (1) a preparation measure indicating the number and percentage of high school
 63.33 graduates in the most recent school year who completed course work important to
 63.34 preparing them for postsecondary academic and career opportunities, consistent with
 64.1 the core academic subjects required for admission to Minnesota's public colleges and
 64.2 universities as determined by the Office of Higher Education under chapter 136A; and

64.3 (2) a rigorous coursework measure indicating the number and percentage of high
 64.4 school graduates in the most recent school year who successfully completed one or more
 64.5 college-level advanced placement, international baccalaureate, postsecondary enrollment
 64.6 options including concurrent enrollment, other rigorous courses of study under section
 64.7 120B.021, subdivision 1a, or industry certification courses or programs.

64.8 When reporting the core measures under clauses (1) and (2), the commissioner must also
 64.9 analyze and report separate categories of information using the nine student categories
 64.10 identified under the federal 2001 No Child Left Behind Act and two student gender
 64.11 categories of male and female, respectively, following appropriate reporting practices to
 64.12 protect nonpublic student data.

64.13 (d) When reporting student performance under section 120B.36, subdivision 1, the
 64.14 commissioner annually, beginning July 1, 2014, must report summary data on school
 64.15 safety and students' engagement and connection at school. The summary data under this
 64.16 paragraph are separate from and must not be used for any purpose related to measuring
 64.17 or evaluating the performance of classroom teachers. The commissioner, in consultation
 64.18 with qualified experts on student engagement and connection and classroom teachers,
 64.19 must identify highly reliable variables that generate summary data under this paragraph.
 64.20 The summary data may be used at school, district, and state levels only. Any data on
 64.21 individuals received, collected, or created that are used to generate the summary data
 64.22 under this paragraph are nonpublic data under section 13.02, subdivision 9.

64.23 (e) For purposes of statewide educational accountability, the commissioner must
 64.24 identify and report measures that demonstrate the success of learning year program
 64.25 providers under sections 123A.05 and 124D.68, among other such providers, in improving
 64.26 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
 64.27 report summary data on:

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

64.28 (1) the four- and six-year graduation rates of students under this paragraph;

64.29 (2) the percent of students under this paragraph whose progress and performance

64.30 levels are meeting career and college readiness benchmarks under section 120B.30,

64.31 subdivision 1; and

64.32 (3) the success that learning year program providers experience in:

64.33 (i) identifying at-risk and off-track student populations by grade;

64.34 (ii) providing successful prevention and intervention strategies for at-risk students;

64.35 (iii) providing successful recuperative and recovery or reenrollment strategies for

64.36 off-track students; and

65.1 (iv) improving the graduation outcomes of at-risk and off-track students.

65.2 The commissioner may include in the annual report summary data on other education

65.3 providers serving a majority of students eligible to participate in a learning year program.

12.3 Sec. 7. Minnesota Statutes 2013 Supplement, section 120B.35, subdivision 3, is

12.4 amended to read:

12.5 Subd. 3. **State growth target; other state measures.** (a) The state's educational

12.6 assessment system measuring individual students' educational growth is based on

12.7 indicators of achievement growth that show an individual student's prior achievement.

12.8 Indicators of achievement and prior achievement must be based on highly reliable

12.9 statewide or districtwide assessments.

12.10 (b) The commissioner, in consultation with a stakeholder group that includes

12.11 assessment and evaluation directors and, district staff, experts in culturally responsive

12.12 teaching, and researchers, must implement a model that uses a value-added growth

12.13 indicator and includes criteria for identifying schools and school districts that demonstrate

12.14 medium and high growth under section 120B.299, subdivisions 8 and 9, and may

12.15 recommend other value-added measures under section 120B.299, subdivision 3. The model

12.16 may be used to advance educators' professional development and replicate programs that

12.17 succeed in meeting students' diverse learning needs. Data on individual teachers generated

12.18 under the model are personnel data under section 13.43. The model must allow users to:

12.19 (1) report student growth consistent with this paragraph; and

12.20 (2) for all student categories, report and compare aggregated and disaggregated state

12.21 growth data using the nine student categories identified under the federal 2001 No Child

12.22 Left Behind Act and two student gender categories of male and female, respectively,

12.23 following appropriate reporting practices to protect nonpublic student data.

12.24 The commissioner must report measures of student growth, consistent with this

12.25 paragraph.

62.16 Sec. 6. Minnesota Statutes 2013 Supplement, section 120B.35, subdivision 3, is

62.17 amended to read:

62.18 Subd. 3. **State growth target; other state measures.** (a) The state's educational

62.19 assessment system measuring individual students' educational growth is based on

62.20 indicators of achievement growth that show an individual student's prior achievement.

62.21 Indicators of achievement and prior achievement must be based on highly reliable

62.22 statewide or districtwide assessments.

62.23 (b) The commissioner, in consultation with a stakeholder group that includes

62.24 assessment and evaluation directors and, district staff, experts in culturally responsive

62.25 teaching, and researchers, must implement a model that uses a value-added growth

62.26 indicator and includes criteria for identifying schools and school districts that demonstrate

62.27 medium and high growth under section 120B.299, subdivisions 8 and 9, and may

62.28 recommend other value-added measures under section 120B.299, subdivision 3. The model

62.29 may be used to advance educators' professional development and replicate programs that

62.30 succeed in meeting students' diverse learning needs. Data on individual teachers generated

62.31 under the model are personnel data under section 13.43. The model must allow users to:

62.32 (1) report student growth consistent with this paragraph; and

62.33 (2) for all student categories, report and compare aggregated and disaggregated state

62.34 growth data using the nine student categories identified under the federal 2001 No Child

63.1 Left Behind Act and two student gender categories of male and female, respectively,

63.2 following appropriate reporting practices to protect nonpublic student data.

63.3 The commissioner must report measures of student growth, consistent with this

63.4 paragraph.

12.26 (c) When reporting student performance under section 120B.36, subdivision 1, the
 12.27 commissioner annually, beginning July 1, 2011, must report two core measures indicating
 12.28 the extent to which current high school graduates are being prepared for postsecondary
 12.29 academic and career opportunities:

12.30 (1) a preparation measure indicating the number and percentage of high school
 12.31 graduates in the most recent school year who completed course work important to
 12.32 preparing them for postsecondary academic and career opportunities, consistent with
 12.33 the core academic subjects required for admission to Minnesota's public colleges and
 12.34 universities as determined by the Office of Higher Education under chapter 136A; and

13.1 (2) a rigorous coursework measure indicating the number and percentage of high
 13.2 school graduates in the most recent school year who successfully completed one or more
 13.3 college-level advanced placement, international baccalaureate, postsecondary enrollment
 13.4 options including concurrent enrollment, other rigorous courses of study under section
 13.5 120B.021, subdivision 1a, or industry certification courses or programs.

13.6 When reporting the core measures under clauses (1) and (2), the commissioner must also
 13.7 analyze and report separate categories of information using the nine student categories
 13.8 identified under the federal 2001 No Child Left Behind Act and two student gender
 13.9 categories of male and female, respectively, following appropriate reporting practices to
 13.10 protect nonpublic student data.

13.11 (d) When reporting student performance under section 120B.36, subdivision 1, the
 13.12 commissioner annually, beginning July 1, 2014, must report summary data on school
 13.13 safety and students' engagement and connection at school. The summary data under this
 13.14 paragraph are separate from and must not be used for any purpose related to measuring
 13.15 or evaluating the performance of classroom teachers. The commissioner, in consultation
 13.16 with qualified experts on student engagement and connection and classroom teachers,
 13.17 must identify highly reliable variables that generate summary data under this paragraph.
 13.18 The summary data may be used at school, district, and state levels only. Any data on
 13.19 individuals received, collected, or created that are used to generate the summary data
 13.20 under this paragraph are nonpublic data under section 13.02, subdivision 9.

13.21 (e) For purposes of statewide educational accountability, the commissioner must
 13.22 identify and report measures that demonstrate the success of learning year program
 13.23 providers under sections 123A.05 and 124D.68, among other such providers, in improving
 13.24 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
 13.25 report summary data on:

13.26 (1) the four- and six-year graduation rates of students under this paragraph;

13.27 (2) the percent of students under this paragraph whose progress and performance
 13.28 levels are meeting career and college readiness benchmarks under section 120B.30,
 13.29 subdivision 1; and

13.30 (3) the success that learning year program providers experience in:

63.5 (c) When reporting student performance under section 120B.36, subdivision 1, the
 63.6 commissioner annually, beginning July 1, 2011, must report two core measures indicating
 63.7 the extent to which current high school graduates are being prepared for postsecondary
 63.8 academic and career opportunities:

63.9 (1) a preparation measure indicating the number and percentage of high school
 63.10 graduates in the most recent school year who completed course work important to
 63.11 preparing them for postsecondary academic and career opportunities, consistent with
 63.12 the core academic subjects required for admission to Minnesota's public colleges and
 63.13 universities as determined by the Office of Higher Education under chapter 136A; and

63.14 (2) a rigorous coursework measure indicating the number and percentage of high
 63.15 school graduates in the most recent school year who successfully completed one or more
 63.16 college-level advanced placement, international baccalaureate, postsecondary enrollment
 63.17 options including concurrent enrollment, other rigorous courses of study under section
 63.18 120B.021, subdivision 1a, or industry certification courses or programs.

63.19 When reporting the core measures under clauses (1) and (2), the commissioner must also
 63.20 analyze and report separate categories of information using the nine student categories
 63.21 identified under the federal 2001 No Child Left Behind Act and two student gender
 63.22 categories of male and female, respectively, following appropriate reporting practices to
 63.23 protect nonpublic student data.

63.24 (d) When reporting student performance under section 120B.36, subdivision 1, the
 63.25 commissioner annually, beginning July 1, 2014, must report summary data on school
 63.26 safety and students' engagement and connection at school. The summary data under this
 63.27 paragraph are separate from and must not be used for any purpose related to measuring
 63.28 or evaluating the performance of classroom teachers. The commissioner, in consultation
 63.29 with qualified experts on student engagement and connection and classroom teachers,
 63.30 must identify highly reliable variables that generate summary data under this paragraph.
 63.31 The summary data may be used at school, district, and state levels only. Any data on
 63.32 individuals received, collected, or created that are used to generate the summary data
 63.33 under this paragraph are nonpublic data under section 13.02, subdivision 9.

63.34 (e) For purposes of statewide educational accountability, the commissioner must
 63.35 identify and report measures that demonstrate the success of learning year program
 63.36 providers under sections 123A.05 and 124D.68, among other such providers, in improving
 64.1 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
 64.2 report summary data on:

64.3 (1) the four- and six-year graduation rates of students under this paragraph;

64.4 (2) the percent of students under this paragraph whose progress and performance
 64.5 levels are meeting career and college readiness benchmarks under section 120B.30,
 64.6 subdivision 1; and

64.7 (3) the success that learning year program providers experience in:

13.31 (i) identifying at-risk and off-track student populations by grade;

13.32 (ii) providing successful prevention and intervention strategies for at-risk students;

13.33 (iii) providing successful recuperative and recovery or reenrollment strategies for

13.34 off-track students; and

13.35 (iv) improving the graduation outcomes of at-risk and off-track students.

14.1 The commissioner may include in the annual report summary data on other education

14.2 providers serving a majority of students eligible to participate in a learning year program.

14.3 (f) The commissioner, in consultation with recognized experts with knowledge and

14.4 experience in assessing the language proficiency and academic performance of English

14.5 learners, must identify and report appropriate and effective measures to improve current

14.6 categories of language difficulty and assessments, and monitor and report data on students'

14.7 English proficiency levels, program placement, and academic language development,

14.8 including oral academic language.

14.9 Sec. 8. Minnesota Statutes 2013 Supplement, section 120B.36, subdivision 1, is

14.10 amended to read:

14.11 Subdivision 1. **School performance reports.** (a) The commissioner shall report

14.12 student academic performance under section 120B.35, subdivision 2; the percentages of

14.13 students showing low, medium, and high growth under section 120B.35, subdivision

14.14 3, paragraph (b); school safety and student engagement and connection under section

14.15 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,

14.16 subdivision 3, paragraph (c); the percentage of students under section 120B.35,

14.17 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are

14.18 meeting career and college readiness benchmarks under sections 120B.30, subdivision 1,

14.19 and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of eligible

14.20 districts in reducing disparities in students' academic achievement and realizing racial and

14.21 economic integration under section 124D.861; the acquisition of English, and where

14.22 practicable, native language academic literacy, including oral academic language, and

14.23 the academic progress of English learners under section 124D.59, subdivisions 2 and

14.24 2a; two separate student-to-teacher ratios that clearly indicate the definition of teacher

14.25 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;

14.26 staff characteristics excluding salaries; student enrollment demographics; district mobility;

14.27 and extracurricular activities. The report also must indicate a school's adequate yearly

14.28 progress status under applicable federal law, and must not set any designations applicable

14.29 to high- and low-performing schools due solely to adequate yearly progress status.

14.30 (b) The commissioner shall develop, annually update, and post on the department

14.31 Web site school performance reports.

14.32 (c) The commissioner must make available performance reports by the beginning

14.33 of each school year.

64.8 (i) identifying at-risk and off-track student populations by grade;

64.9 (ii) providing successful prevention and intervention strategies for at-risk students;

64.10 (iii) providing successful recuperative and recovery or reenrollment strategies for

64.11 off-track students; and

64.12 (iv) improving the graduation outcomes of at-risk and off-track students.

64.13 The commissioner may include in the annual report summary data on other education

64.14 providers serving a majority of students eligible to participate in a learning year program.

64.15 (f) The commissioner, in consultation with recognized experts with knowledge and

64.16 experience in assessing the language proficiency and academic performance of English

64.17 learners, must identify and report appropriate and effective measures to improve current

64.18 categories of language difficulty and assessments, and monitor and report data on students'

64.19 English proficiency levels, program placement, and academic language development,

64.20 including oral academic language.

64.21 Sec. 7. Minnesota Statutes 2013 Supplement, section 120B.36, subdivision 1, is

64.22 amended to read:

64.23 Subdivision 1. **School performance reports.** (a) The commissioner shall report

64.24 student academic performance under section 120B.35, subdivision 2; the percentages of

64.25 students showing low, medium, and high growth under section 120B.35, subdivision

64.26 3, paragraph (b); school safety and student engagement and connection under section

64.27 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,

64.28 subdivision 3, paragraph (c); the percentage of students under section 120B.35,

64.29 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are

64.30 meeting career and college readiness benchmarks under sections 120B.30, subdivision 1,

64.31 and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of eligible

64.32 districts in reducing disparities in students' academic achievement and realizing racial and

64.33 economic integration under section 124D.861; the acquisition of English, and where

64.34 practicable, native language academic literacy, including oral academic language, and

64.35 the academic progress of English learners under section 124D.59, subdivisions 2 and

65.1 2a; two separate student-to-teacher ratios that clearly indicate the definition of teacher

65.2 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;

65.3 staff characteristics excluding salaries; student enrollment demographics; district mobility;

65.4 and extracurricular activities. The report also must indicate a school's adequate yearly

65.5 progress status under applicable federal law, and must not set any designations applicable

65.6 to high- and low-performing schools due solely to adequate yearly progress status.

65.7 (b) The commissioner shall develop, annually update, and post on the department

65.8 Web site school performance reports.

65.9 (c) The commissioner must make available performance reports by the beginning

65.10 of each school year.

15.1 (d) A school or district may appeal its adequate yearly progress status in writing to
 15.2 the commissioner within 30 days of receiving the notice of its status. The commissioner's
 15.3 decision to uphold or deny an appeal is final.

15.4 (e) School performance data are nonpublic data under section 13.02, subdivision 9,
 15.5 until the commissioner publicly releases the data. The commissioner shall annually post
 15.6 school performance reports to the department's public Web site no later than September 1,
 15.7 except that in years when the reports reflect new performance standards, the commissioner
 15.8 shall post the school performance reports no later than October 1.

15.9 Sec. 9. Minnesota Statutes 2012, section 122A.06, subdivision 4, is amended to read:

15.10 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a)

15.11 "Comprehensive, scientifically based reading instruction" includes a program or collection
 15.12 of instructional practices that is based on valid, replicable evidence showing that when
 15.13 these programs or practices are used, students can be expected to achieve, at a minimum,
 15.14 satisfactory reading progress. The program or collection of practices must include, at a
 15.15 minimum, effective, balanced instruction in all five areas of reading: phonemic awareness,
 15.16 phonics, fluency, vocabulary development, and reading comprehension.

15.17 Comprehensive, scientifically based reading instruction also includes and integrates
 15.18 instructional strategies for continuously assessing, evaluating, and communicating
 15.19 the student's reading progress and needs in order to design and implement ongoing
 15.20 interventions so that students of all ages and proficiency levels can read and comprehend
 15.21 text, write, and apply higher level thinking skills. For English learners developing literacy
 15.22 skills, districts are encouraged to use strategies that teach reading and writing in the
 15.23 students' native language and English at the same time.

15.24 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
 15.25 expression.

15.26 (c) "Phonemic awareness" is the ability of students to notice, think about, and
 15.27 manipulate individual sounds in spoken syllables and words.

15.28 (d) "Phonics" is the understanding that there are systematic and predictable
 15.29 relationships between written letters and spoken words. Phonics instruction is a way
 15.30 of teaching reading that stresses learning how letters correspond to sounds and how to
 15.31 apply this knowledge in reading and spelling.

15.32 (e) "Reading comprehension" is an active process that requires intentional thinking
 15.33 during which meaning is constructed through interactions between text and reader.
 15.34 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
 16.1 implementing specific cognitive strategies to help beginning readers derive meaning
 16.2 through intentional, problem-solving thinking processes.

65.11 (d) A school or district may appeal its adequate yearly progress status in writing to
 65.12 the commissioner within 30 days of receiving the notice of its status. The commissioner's
 65.13 decision to uphold or deny an appeal is final.

65.14 (e) School performance data are nonpublic data under section 13.02, subdivision 9,
 65.15 until the commissioner publicly releases the data. The commissioner shall annually post
 65.16 school performance reports to the department's public Web site no later than September 1,
 65.17 except that in years when the reports reflect new performance standards, the commissioner
 65.18 shall post the school performance reports no later than October 1.

65.19 Sec. 8. Minnesota Statutes 2012, section 122A.06, subdivision 4, is amended to read:

65.20 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a)

65.21 "Comprehensive, scientifically based reading instruction" includes a program or collection
 65.22 of instructional practices that is based on valid, replicable evidence showing that when
 65.23 these programs or practices are used, students can be expected to achieve, at a minimum,
 65.24 satisfactory reading progress. The program or collection of practices must include, at a
 65.25 minimum, effective, balanced instruction in all five areas of reading: phonemic awareness,
 65.26 phonics, fluency, vocabulary development, and reading comprehension.

65.27 Comprehensive, scientifically based reading instruction also includes and integrates
 65.28 instructional strategies for continuously assessing, evaluating, and communicating
 65.29 the student's reading progress and needs in order to design and implement ongoing
 65.30 interventions so that students of all ages and proficiency levels can read and comprehend
 65.31 text, write, and apply higher level thinking skills. For English learners developing literacy
 65.32 skills, districts are encouraged to use strategies that teach reading and writing in the
 65.33 students' native language and English at the same time.

65.34 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
 65.35 expression.

66.1 (c) "Phonemic awareness" is the ability of students to notice, think about, and
 66.2 manipulate individual sounds in spoken syllables and words.

66.3 (d) "Phonics" is the understanding that there are systematic and predictable
 66.4 relationships between written letters and spoken words. Phonics instruction is a way
 66.5 of teaching reading that stresses learning how letters correspond to sounds and how to
 66.6 apply this knowledge in reading and spelling.

66.7 (e) "Reading comprehension" is an active process that requires intentional thinking
 66.8 during which meaning is constructed through interactions between text and reader.
 66.9 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
 66.10 implementing specific cognitive strategies to help beginning readers derive meaning
 66.11 through intentional, problem-solving thinking processes.

16.3 (f) "Vocabulary development" is the process of teaching vocabulary both directly
16.4 and indirectly, with repetition and multiple exposures to vocabulary items. Learning in
16.5 rich contexts, incidental learning, and use of computer technology enhance the acquiring
16.6 of vocabulary.

16.7 (g) Nothing in this subdivision limits the authority of a school district to select a
16.8 school's reading program or curriculum.

16.9 Sec. 10. Minnesota Statutes 2013 Supplement, section 122A.09, subdivision 4, is
16.10 amended to read:

16.11 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
16.12 teachers and interns subject to chapter 14.

16.13 (b) The board must adopt rules requiring a person to pass a skills examination in
16.14 reading, writing, and mathematics as a requirement for initial teacher licensure, except
16.15 that the board may issue up to two additional temporary, one-year teaching licenses to an
16.16 otherwise qualified candidate who has not yet passed the skills exam. Such rules must
16.17 require college and universities offering a board-approved teacher preparation program to
16.18 provide remedial assistance to persons who did not achieve a qualifying score on the skills
16.19 examination, including those for whom English is a second language.

16.20 (c) The board must adopt rules to approve teacher preparation programs. The board,
16.21 upon the request of a postsecondary student preparing for teacher licensure or a licensed
16.22 graduate of a teacher preparation program, shall assist in resolving a dispute between the
16.23 person and a postsecondary institution providing a teacher preparation program when the
16.24 dispute involves an institution's recommendation for licensure affecting the person or the
16.25 person's credentials. At the board's discretion, assistance may include the application
16.26 of chapter 14.

16.27 (d) The board must provide the leadership and adopt rules for the redesign of teacher
16.28 education programs to implement a research based, results-oriented curriculum that
16.29 focuses on the skills teachers need in order to be effective. The board shall implement new
16.30 systems of teacher preparation program evaluation to assure program effectiveness based
16.31 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher
16.32 preparation programs including alternative teacher preparation programs under section
16.33 122A.245, among other programs, must include a content-specific, board-approved,
16.34 performance-based assessment that measures teacher candidates in three areas: planning
17.1 for instruction and assessment; engaging students and supporting learning; and assessing
17.2 student learning.

66.12 (f) "Vocabulary development" is the process of teaching vocabulary both directly
66.13 and indirectly, with repetition and multiple exposures to vocabulary items. Learning in
66.14 rich contexts, incidental learning, and use of computer technology enhance the acquiring
66.15 of vocabulary.

66.16 (g) Nothing in this subdivision limits the authority of a school district to select a
66.17 school's reading program or curriculum.

66.18 Sec. 9. Minnesota Statutes 2013 Supplement, section 122A.09, subdivision 4, is
66.19 amended to read:

66.20 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
66.21 teachers and interns subject to chapter 14.

66.22 (b) The board must adopt rules requiring a person to pass a skills examination in
66.23 reading, writing, and mathematics as a requirement for initial teacher licensure, except
66.24 that the board may issue up to two additional temporary, one-year teaching licenses to an
66.25 otherwise qualified candidate who has not yet passed the skills exam. Such rules must
66.26 require college and universities offering a board-approved teacher preparation program to
66.27 provide remedial assistance to persons who did not achieve a qualifying score on the skills
66.28 examination, including those for whom English is a second language.

66.29 (c) The board must adopt rules to approve teacher preparation programs. The board,
66.30 upon the request of a postsecondary student preparing for teacher licensure or a licensed
66.31 graduate of a teacher preparation program, shall assist in resolving a dispute between the
66.32 person and a postsecondary institution providing a teacher preparation program when the
66.33 dispute involves an institution's recommendation for licensure affecting the person or the
66.34 person's credentials. At the board's discretion, assistance may include the application
66.35 of chapter 14.

67.1 (d) The board must provide the leadership and adopt rules for the redesign of teacher
67.2 education programs to implement a research based, results-oriented curriculum that
67.3 focuses on the skills teachers need in order to be effective. The board shall implement new
67.4 systems of teacher preparation program evaluation to assure program effectiveness based
67.5 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher
67.6 preparation programs including alternative teacher preparation programs under section
67.7 122A.245, among other programs, must include a content-specific, board-approved,
67.8 performance-based assessment that measures teacher candidates in three areas: planning
67.9 for instruction and assessment; engaging students and supporting learning; and assessing
67.10 student learning.

17.3 (e) The board must adopt rules requiring candidates for initial licenses to pass an
 17.4 examination of general pedagogical knowledge and examinations of licensure-specific
 17.5 teaching skills. The rules shall be effective by September 1, 2001. The rules under this
 17.6 paragraph also must require candidates for initial licenses to teach prekindergarten or
 17.7 elementary students to pass, as part of the examination of licensure-specific teaching
 17.8 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,
 17.9 scientifically based reading instruction under section 122A.06, subdivision 4, and their
 17.10 knowledge and understanding of the foundations of reading development, the development
 17.11 of reading comprehension, and reading assessment and instruction, and their ability to
 17.12 integrate that knowledge and understanding.

17.13 (f) The board must adopt rules requiring teacher educators to work directly with
 17.14 elementary or secondary school teachers in elementary or secondary schools to obtain
 17.15 periodic exposure to the elementary or secondary teaching environment.

17.16 (g) The board must grant licenses to interns and to candidates for initial licenses
 17.17 based on appropriate professional competencies that are aligned with the board's licensing
 17.18 system and students' diverse learning needs. All teacher candidates must have preparation
 17.19 in English language development and content instruction for English learners in order to be
 17.20 able to effectively instruct the English learners in their classrooms. The board must include
 17.21 these licenses in a statewide differentiated licensing system that creates new leadership
 17.22 roles for successful experienced teachers premised on a collaborative professional culture
 17.23 dedicated to meeting students' diverse learning needs in the 21st century, recognizes the
 17.24 importance of cultural and linguistic competencies, including the ability to teach and
 17.25 communicate in culturally competent and aware ways, and formalizes mentoring and
 17.26 induction for newly licensed teachers ~~that is~~ provided through a teacher support framework.

17.27 (h) The board must design and implement an assessment system which requires a
 17.28 candidate for an initial license and first continuing license to demonstrate the abilities
 17.29 necessary to perform selected, representative teaching tasks at appropriate levels.

17.30 (i) The board must receive recommendations from local committees as established
 17.31 by the board for the renewal of teaching licenses. The board must require licensed teachers
 17.32 who are renewing a continuing license to include in the renewal requirements further
 17.33 preparation in English language development and specially designed content instruction
 17.34 in English for English learners.

18.1 (j) The board must grant life licenses to those who qualify according to requirements
 18.2 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
 18.3 214.10. The board must not establish any expiration date for application for life licenses.

18.4 (k) The board must adopt rules that require all licensed teachers who are renewing
 18.5 their continuing license to include in their renewal requirements further preparation in
 18.6 the areas of using positive behavior interventions and in accommodating, modifying, and
 18.7 adapting curricula, materials, and strategies to appropriately meet the needs of individual
 18.8 students and ensure adequate progress toward the state's graduation rule.

67.11 (e) The board must adopt rules requiring candidates for initial licenses to pass an
 67.12 examination of general pedagogical knowledge and examinations of licensure-specific
 67.13 teaching skills. The rules shall be effective by September 1, 2001. The rules under this
 67.14 paragraph also must require candidates for initial licenses to teach prekindergarten or
 67.15 elementary students to pass, as part of the examination of licensure-specific teaching
 67.16 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,
 67.17 scientifically based reading instruction under section 122A.06, subdivision 4, and their
 67.18 knowledge and understanding of the foundations of reading development, the development
 67.19 of reading comprehension, and reading assessment and instruction, and their ability to
 67.20 integrate that knowledge and understanding.

67.21 (f) The board must adopt rules requiring teacher educators to work directly with
 67.22 elementary or secondary school teachers in elementary or secondary schools to obtain
 67.23 periodic exposure to the elementary or secondary teaching environment.

67.24 (g) The board must grant licenses to interns and to candidates for initial licenses
 67.25 based on appropriate professional competencies that are aligned with the board's licensing
 67.26 system and students' diverse learning needs. All teacher candidates must have preparation
 67.27 in English language development and content instruction for English learners in order to be
 67.28 able to effectively instruct the English learners in their classrooms. The board must include
 67.29 these licenses in a statewide differentiated licensing system that creates new leadership
 67.30 roles for successful experienced teachers premised on a collaborative professional culture
 67.31 dedicated to meeting students' diverse learning needs in the 21st century, recognizes the
 67.32 importance of cultural and linguistic competencies, including the ability to teach and
 67.33 communicate in culturally competent and aware ways, and formalizes mentoring and
 67.34 induction for newly licensed teachers ~~that is~~ provided through a teacher support framework.

68.1 (h) The board must design and implement an assessment system which requires a
 68.2 candidate for an initial license and first continuing license to demonstrate the abilities
 68.3 necessary to perform selected, representative teaching tasks at appropriate levels.

68.4 (i) The board must receive recommendations from local committees as established
 68.5 by the board for the renewal of teaching licenses. The board must require licensed teachers
 68.6 who are renewing a continuing license to include in the renewal requirements further
 68.7 preparation in English language development and specially designed content instruction
 68.8 in English for English learners.

68.9 (j) The board must grant life licenses to those who qualify according to requirements
 68.10 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
 68.11 214.10. The board must not establish any expiration date for application for life licenses.

68.12 (k) The board must adopt rules that require all licensed teachers who are renewing
 68.13 their continuing license to include in their renewal requirements further preparation in
 68.14 the areas of using positive behavior interventions and in accommodating, modifying, and
 68.15 adapting curricula, materials, and strategies to appropriately meet the needs of individual
 68.16 students and ensure adequate progress toward the state's graduation rule.

18.9 (l) In adopting rules to license public school teachers who provide health-related
 18.10 services for disabled children, the board shall adopt rules consistent with license or
 18.11 registration requirements of the commissioner of health and the health-related boards who
 18.12 license personnel who perform similar services outside of the school.

18.13 (m) The board must adopt rules that require all licensed teachers who are renewing
 18.14 their continuing license to include in their renewal requirements further reading
 18.15 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
 18.16 until they are approved by law. Teachers who do not provide direct instruction including, at
 18.17 least, counselors, school psychologists, school nurses, school social workers, audiovisual
 18.18 directors and coordinators, and recreation personnel are exempt from this section.

18.19 (n) The board must adopt rules that require all licensed teachers who are renewing
 18.20 their continuing license to include in their renewal requirements further preparation,
 18.21 first, in understanding the key warning signs of early-onset mental illness in children
 18.22 and adolescents and then, during subsequent licensure renewal periods, preparation may
 18.23 include providing a more in-depth understanding of students' mental illness trauma,
 18.24 accommodations for students' mental illness, parents' role in addressing students' mental
 18.25 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942
 18.26 governing restrictive procedures, and de-escalation methods, among other similar topics.

18.27 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 18.28 individuals entering a teacher preparation program after that date.

18.29 Sec. 11. Minnesota Statutes 2012, section 122A.14, subdivision 2, is amended to read:

18.30 Subd. 2. **Preparation programs.** The board shall review and approve or
 18.31 disapprove preparation programs for school administrators and alternative preparation
 18.32 programs for administrators under section 122A.27, and must consider other alternative
 18.33 competency-based preparation programs leading to licensure. Among other requirements,
 18.34 preparation programs must include instruction on meeting the varied needs of English
 19.1 learners, from young children to adults, in English and, where practicable, in students'
 19.2 native language.

19.3 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 19.4 individuals entering a school administrator preparation program after that date.

19.5 Sec. 12. Minnesota Statutes 2012, section 122A.14, subdivision 3, is amended to read:

68.17 (l) In adopting rules to license public school teachers who provide health-related
 68.18 services for disabled children, the board shall adopt rules consistent with license or
 68.19 registration requirements of the commissioner of health and the health-related boards who
 68.20 license personnel who perform similar services outside of the school.

68.21 (m) The board must adopt rules that require all licensed teachers who are renewing
 68.22 their continuing license to include in their renewal requirements further reading
 68.23 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
 68.24 until they are approved by law. Teachers who do not provide direct instruction including, at
 68.25 least, counselors, school psychologists, school nurses, school social workers, audiovisual
 68.26 directors and coordinators, and recreation personnel are exempt from this section.

68.27 (n) The board must adopt rules that require all licensed teachers who are renewing
 68.28 their continuing license to include in their renewal requirements further preparation,
 68.29 first, in understanding the key warning signs of early-onset mental illness in children
 68.30 and adolescents and then, during subsequent licensure renewal periods, preparation may
 68.31 include providing a more in-depth understanding of students' mental illness trauma,
 68.32 accommodations for students' mental illness, parents' role in addressing students' mental
 68.33 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942
 68.34 governing restrictive procedures, and de-escalation methods, among other similar topics.

68.35 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 68.36 individuals entering a teacher preparation program after that date.

69.1 Sec. 10. Minnesota Statutes 2012, section 122A.14, subdivision 2, is amended to read:

69.2 Subd. 2. **Preparation programs.** The board shall review and approve or
 69.3 disapprove preparation programs for school administrators and alternative preparation
 69.4 programs for administrators under section 122A.27, and must consider other alternative
 69.5 competency-based preparation programs leading to licensure. Among other requirements,
 69.6 preparation programs must include instruction on meeting the varied needs of English
 69.7 learners, from young children to adults, in English and, where practicable, in students'
 69.8 native language.

69.9 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 69.10 individuals entering a school administrator preparation program after that date.

69.11 Sec. 11. Minnesota Statutes 2012, section 122A.14, subdivision 3, is amended to read:

19.6 Subd. 3. **Rules for continuing education requirements.** The board shall
 19.7 adopt rules establishing continuing education requirements that promote continuous
 19.8 improvement and acquisition of new and relevant skills by school administrators. The
 19.9 board shall require school administrators to periodically receive information and training
 19.10 about building coherent and effective English learner strategies that include relevant
 19.11 professional development, accountability for student progress, students' access to the
 19.12 general curriculum, and sufficient staff capacity to effect these strategies. A retired school
 19.13 principal who serves as a substitute principal or assistant principal for the same person
 19.14 on a day-to-day basis for no more than 15 consecutive school days is not subject to
 19.15 continuing education requirements as a condition of serving as a substitute principal or
 19.16 assistant principal.

19.17 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to school
 19.18 administrators renewing an administrator's license after that date.

19.19 Sec. 13. Minnesota Statutes 2013 Supplement, section 122A.18, subdivision 2, is
 19.20 amended to read:

19.21 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of
 19.22 Teaching must issue licenses under its jurisdiction to persons the board finds to be
 19.23 qualified and competent for their respective positions.

19.24 (b) The board must require a person to pass an examination of skills in reading,
 19.25 writing, and mathematics before being granted an initial teaching license to provide direct
 19.26 instruction to pupils in prekindergarten, elementary, secondary, or special education
 19.27 programs, except that the board may issue up to two additional temporary, one-year
 19.28 teaching licenses to an otherwise qualified candidate who has not yet passed the skills
 19.29 exam. The board must require colleges and universities offering a board approved teacher
 19.30 preparation program to make available upon request remedial assistance that includes a
 19.31 formal diagnostic component to persons enrolled in their institution who did not achieve a
 19.32 qualifying score on the skills examination, including those for whom English is a second
 19.33 language. The colleges and universities must make available assistance in the specific
 20.1 academic areas of deficiency in which the person did not achieve a qualifying score.
 20.2 School districts may make available upon request similar, appropriate, and timely remedial
 20.3 assistance that includes a formal diagnostic component to those persons employed by the
 20.4 district who completed their teacher education program, who did not achieve a qualifying
 20.5 score on the skills examination, including those persons for whom English is a second
 20.6 language and persons under section 122A.23, subdivision 2, paragraph (h), who completed
 20.7 their teacher's education program outside the state of Minnesota, and who received a
 20.8 temporary license to teach in Minnesota. The Board of Teaching shall report annually
 20.9 to the education committees of the legislature on the total number of teacher candidates
 20.10 during the most recent school year taking the skills examination, the number who achieve
 20.11 a qualifying score on the examination, the number who do not achieve a qualifying score
 20.12 on the examination, the distribution of all candidates' scores, the number of candidates

69.12 Subd. 3. **Rules for continuing education requirements.** The board shall
 69.13 adopt rules establishing continuing education requirements that promote continuous
 69.14 improvement and acquisition of new and relevant skills by school administrators.
 69.15 Continuing education programs, among other things, must provide school administrators
 69.16 with information and training about building coherent and effective English learner
 69.17 strategies that include relevant professional development, accountability for student
 69.18 progress, students' access to the general curriculum, and sufficient staff capacity to effect
 69.19 these strategies. A retired school principal who serves as a substitute principal or assistant
 69.20 principal for the same person on a day-to-day basis for no more than 15 consecutive
 69.21 school days is not subject to continuing education requirements as a condition of serving
 69.22 as a substitute principal or assistant principal.

69.23 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to school
 69.24 administrators renewing an administrator's license after that date.

69.25 Sec. 12. Minnesota Statutes 2013 Supplement, section 122A.18, subdivision 2, is
 69.26 amended to read:

69.27 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of
 69.28 Teaching must issue licenses under its jurisdiction to persons the board finds to be
 69.29 qualified and competent for their respective positions.

69.30 (b) The board must require a person to pass an examination of skills in reading,
 69.31 writing, and mathematics before being granted an initial teaching license to provide direct
 69.32 instruction to pupils in prekindergarten, elementary, secondary, or special education
 69.33 programs, except that the board may issue up to two additional temporary, one-year
 70.1 teaching licenses to an otherwise qualified candidate who has not yet passed the skills
 70.2 exam. The board must require colleges and universities offering a board approved teacher
 70.3 preparation program to make available upon request remedial assistance that includes a
 70.4 formal diagnostic component to persons enrolled in their institution who did not achieve a
 70.5 qualifying score on the skills examination, including those for whom English is a second
 70.6 language. The colleges and universities must make available assistance in the specific
 70.7 academic areas of deficiency in which the person did not achieve a qualifying score.
 70.8 School districts may make available upon request similar, appropriate, and timely remedial
 70.9 assistance that includes a formal diagnostic component to those persons employed by the
 70.10 district who completed their teacher education program, who did not achieve a qualifying
 70.11 score on the skills examination, including those persons for whom English is a second
 70.12 language and persons under section 122A.23, subdivision 2, paragraph (h), who completed
 70.13 their teacher's education program outside the state of Minnesota, and who received a
 70.14 temporary license to teach in Minnesota. The Board of Teaching shall report annually
 70.15 to the education committees of the legislature on the total number of teacher candidates
 70.16 during the most recent school year taking the skills examination, the number who achieve
 70.17 a qualifying score on the examination, the number who do not achieve a qualifying score
 70.18 on the examination, the distribution of all candidates' scores, the number of candidates

20.13 who have taken the examination at least once before, and the number of candidates who
20.14 have taken the examination at least once before and achieve a qualifying score.

20.15 (c) The Board of Teaching must grant continuing licenses only to those persons who
20.16 have met board criteria for granting a continuing license, which includes passing the
20.17 skills examination in reading, writing, and mathematics consistent with paragraph (b) and
20.18 section 122A.09, subdivision 4, paragraph (b).

20.19 (d) All colleges and universities approved by the board of teaching to prepare persons
20.20 for teacher licensure must include in their teacher preparation programs a common core
20.21 of teaching knowledge and skills to be acquired by all persons recommended for teacher
20.22 licensure. Among other requirements, teacher candidates must demonstrate the knowledge
20.23 and skills needed to provide appropriate instruction to English learners to support and
20.24 accelerate their academic literacy, including oral academic language, and achievement in
20.25 content areas in a regular classroom setting. This common core shall meet the standards
20.26 developed by the interstate new teacher assessment and support consortium in its 1992
20.27 "model standards for beginning teacher licensing and development." Amendments to
20.28 standards adopted under this paragraph are covered by chapter 14. The board of teaching
20.29 shall report annually to the education committees of the legislature on the performance
20.30 of teacher candidates on common core assessments of knowledge and skills under this
20.31 paragraph during the most recent school year.

20.32 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
20.33 individuals entering a teacher preparation program after that date.

20.34 Sec. 14. Minnesota Statutes 2012, section 122A.18, subdivision 2a, is amended to read:

21.1 Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the
21.2 Board of Teaching to prepare persons for classroom teacher licensure must include in
21.3 their teacher preparation programs research-based best practices in reading, consistent
21.4 with section 122A.06, subdivision 4, that enable the licensure candidate to know how to
21.5 teach reading in the candidate's content areas. Teacher candidates must be instructed in
21.6 how to use students' native languages as a resource in creating effective differentiated
21.7 instructional strategies for English learners developing literacy skills. These colleges and
21.8 universities also must prepare candidates for initial licenses to teach prekindergarten or
21.9 elementary students for the assessment of reading instruction portion of the examination
21.10 of licensure-specific teaching skills under section 122A.09, subdivision 4, paragraph (e).

21.11 (b) Board-approved teacher preparation programs for teachers of elementary
21.12 education must require instruction in the application of comprehensive, scientifically
21.13 based, and balanced reading instruction programs that:

70.19 who have taken the examination at least once before, and the number of candidates who
70.20 have taken the examination at least once before and achieve a qualifying score.

70.21 (c) The Board of Teaching must grant continuing licenses only to those persons who
70.22 have met board criteria for granting a continuing license, which includes passing the
70.23 skills examination in reading, writing, and mathematics consistent with paragraph (b) and
70.24 section 122A.09, subdivision 4, paragraph (b).

70.25 (d) All colleges and universities approved by the board of teaching to prepare persons
70.26 for teacher licensure must include in their teacher preparation programs a common core
70.27 of teaching knowledge and skills to be acquired by all persons recommended for teacher
70.28 licensure. Among other requirements, teacher candidates must demonstrate the knowledge
70.29 and skills needed to provide appropriate instruction to English learners to support and
70.30 accelerate their academic literacy, including oral academic language, and achievement in
70.31 content areas in a regular classroom setting. This common core shall meet the standards
70.32 developed by the interstate new teacher assessment and support consortium in its 1992
70.33 "model standards for beginning teacher licensing and development." Amendments to
70.34 standards adopted under this paragraph are covered by chapter 14. The board of teaching
70.35 shall report annually to the education committees of the legislature on the performance
71.1 of teacher candidates on common core assessments of knowledge and skills under this
71.2 paragraph during the most recent school year.

71.3 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
71.4 individuals entering a teacher preparation program after that date.

71.5 Sec. 13. Minnesota Statutes 2012, section 122A.18, subdivision 2a, is amended to read:

71.6 Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the
71.7 Board of Teaching to prepare persons for classroom teacher licensure must include in
71.8 their teacher preparation programs research-based best practices in reading, consistent
71.9 with section 122A.06, subdivision 4, that enable the licensure candidate to know how to
71.10 teach reading in the candidate's content areas. Teacher candidates must be instructed
71.11 in using students' native languages as a resource in creating effective differentiated
71.12 instructional strategies for English learners developing literacy skills. These colleges and
71.13 universities also must prepare candidates for initial licenses to teach prekindergarten or
71.14 elementary students for the assessment of reading instruction portion of the examination
71.15 of licensure-specific teaching skills under section 122A.09, subdivision 4, paragraph (e).

71.16 (b) Board-approved teacher preparation programs for teachers of elementary
71.17 education must require instruction in the application of comprehensive, scientifically
71.18 based, and balanced reading instruction programs that:

21.14 (1) teach students to read using foundational knowledge, practices, and strategies
 21.15 consistent with section 122A.06, subdivision 4, so that all students will achieve continuous
 21.16 progress in reading; and

21.17 (2) teach specialized instruction in reading strategies, interventions, and remediations
 21.18 that enable students of all ages and proficiency levels to become proficient readers.

21.19 (c) Nothing in this section limits the authority of a school district to select a school's
 21.20 reading program or curriculum.

21.21 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to

21.22 individuals entering a teacher preparation program after that date.

21.23 Sec. 15. Minnesota Statutes 2012, section 122A.18, subdivision 4, is amended to read:

21.24 Subd. 4. **Expiration and renewal.** (a) Each license the Department of Education
 21.25 issues through its licensing section must bear the date of issue. Licenses must expire
 21.26 and be renewed according to the respective rules the Board of Teaching, the Board
 21.27 of School Administrators, or the commissioner of education adopts. Requirements for
 21.28 renewing a license must include showing satisfactory evidence of successful teaching or
 21.29 administrative experience for at least one school year during the period covered by the
 21.30 license in grades or subjects for which the license is valid or completing such additional
 21.31 preparation as the Board of Teaching prescribes. The Board of School Administrators
 21.32 shall establish requirements for renewing the licenses of supervisory personnel except
 21.33 athletic coaches. The State Board of Teaching shall establish requirements for renewing
 21.34 the licenses of athletic coaches.

22.1 (b) Relicensure applicants who have been employed as a teacher during the renewal
 22.2 period of their expiring license, as a condition of relicensure, must present to their local
 22.3 continuing education and relicensure committee or other local relicensure committee
 22.4 evidence of work that demonstrates professional reflection and growth in best teaching
 22.5 practices, including among other things, practices in meeting the varied needs of English
 22.6 learners, from young children to adults under section 124D.59, subdivisions 2 and 2a. The
 22.7 applicant must include a reflective statement of professional accomplishment and the
 22.8 applicant's own assessment of professional growth showing evidence of:

22.9 (1) support for student learning;

22.10 (2) use of best practices techniques and their applications to student learning;

22.11 (3) collaborative work with colleagues that includes examples of collegiality such as
 22.12 attested-to committee work, collaborative staff development programs, and professional
 22.13 learning community work; or

71.19 (1) teach students to read using foundational knowledge, practices, and strategies
 71.20 consistent with section 122A.06, subdivision 4, so that all students will achieve continuous
 71.21 progress in reading; and

71.22 (2) teach specialized instruction in reading strategies, interventions, and remediations
 71.23 that enable students of all ages and proficiency levels to become proficient readers.

71.24 (c) Nothing in this section limits the authority of a school district to select a school's
 71.25 reading program or curriculum.

71.26 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to

71.27 individuals entering a teacher preparation program after that date.

71.28 Sec. 14. Minnesota Statutes 2012, section 122A.18, subdivision 4, is amended to read:

71.29 Subd. 4. **Expiration and renewal.** (a) Each license the Department of Education
 71.30 issues through its licensing section must bear the date of issue. Licenses must expire
 71.31 and be renewed according to the respective rules the Board of Teaching, the Board
 71.32 of School Administrators, or the commissioner of education adopts. Requirements for
 71.33 renewing a license must include showing satisfactory evidence of successful teaching or
 72.1 administrative experience for at least one school year during the period covered by the
 72.2 license in grades or subjects for which the license is valid or completing such additional
 72.3 preparation as the Board of Teaching prescribes. The Board of School Administrators
 72.4 shall establish requirements for renewing the licenses of supervisory personnel except
 72.5 athletic coaches. The State Board of Teaching shall establish requirements for renewing
 72.6 the licenses of athletic coaches.

72.7 (b) Relicensure applicants who have been employed as a teacher during the renewal
 72.8 period of their expiring license, as a condition of relicensure, must present to their local
 72.9 continuing education and relicensure committee or other local relicensure committee
 72.10 evidence of work that demonstrates professional reflection and growth in best teaching
 72.11 practices, including among other things, practices in meeting the varied needs of English
 72.12 learners, from young children to adults under section 124D.59, subdivisions 2 and 2a. The
 72.13 applicant must include a reflective statement of professional accomplishment and the
 72.14 applicant's own assessment of professional growth showing evidence of:

72.15 (1) support for student learning;

72.16 (2) use of best practices techniques and their applications to student learning;

72.17 (3) collaborative work with colleagues that includes examples of collegiality such as
 72.18 attested-to committee work, collaborative staff development programs, and professional
 72.19 learning community work; or

22.14 (4) continual professional development that may include (i) job-embedded or other
 22.15 ongoing formal professional learning or (ii) for teachers employed for only part of the
 22.16 renewal period of their expiring license, other similar professional development efforts
 22.17 made during the relicensure period.

22.18 The Board of Teaching must ensure that its teacher relicensing requirements also include
 22.19 this paragraph.

22.20 (c) The Board of Teaching shall offer alternative continuing relicensure options for
 22.21 teachers who are accepted into and complete the National Board for Professional Teaching
 22.22 Standards certification process, and offer additional continuing relicensure options for
 22.23 teachers who earn National Board for Professional Teaching Standards certification.
 22.24 Continuing relicensure requirements for teachers who do not maintain National Board for
 22.25 Professional Teaching Standards certification are those the board prescribes, consistent
 22.26 with this section.

22.27 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 22.28 licensed teachers renewing a teaching license after that date.

22.29 Sec. 16. Minnesota Statutes 2012, section 122A.19, is amended to read:
 22.30 **122A.19 BILINGUAL AND ENGLISH AS A SECOND LANGUAGE**
 22.31 **TEACHERS; LICENSES.**

22.32 Subdivision 1. **Bilingual and English as a second language licenses.** The Board of
 22.33 Teaching, hereinafter the board, must grant teaching licenses in bilingual education and
 22.34 English as a second language to persons who present satisfactory evidence that they:

23.1 (a) Possess competence and communicative skills in English and in another language;
 23.2 (b) Possess a bachelor's degree or other academic degree approved by the board,
 23.3 and meet such requirements as to course of study and training as the board may prescribe,
 23.4 consistent with subdivision 4.

23.5 Subd. 2. **Persons holding general teaching licenses.** The board may license a
 23.6 person holding who holds a general teaching license and who presents the board with
 23.7 satisfactory evidence of competence and communicative skills in a language other than
 23.8 English may be licensed under this section.

23.9 ~~Subd. 3. **Employment of teachers.** Teachers employed in a bilingual education~~
 23.10 ~~or English as a second language program established pursuant to sections 124D.58 to~~
 23.11 ~~124D.64 shall not be employed to replace any presently employed teacher who otherwise~~
 23.12 ~~would not be replaced.~~

72.20 (4) continual professional development that may include (i) job-embedded or other
 72.21 ongoing formal professional learning or (ii) for teachers employed for only part of the
 72.22 renewal period of their expiring license, other similar professional development efforts
 72.23 made during the relicensure period.

72.24 The Board of Teaching must ensure that its teacher relicensing requirements also include
 72.25 this paragraph.

72.26 (c) The Board of Teaching shall offer alternative continuing relicensure options for
 72.27 teachers who are accepted into and complete the National Board for Professional Teaching
 72.28 Standards certification process, and offer additional continuing relicensure options for
 72.29 teachers who earn National Board for Professional Teaching Standards certification.
 72.30 Continuing relicensure requirements for teachers who do not maintain National Board for
 72.31 Professional Teaching Standards certification are those the board prescribes, consistent
 72.32 with this section.

72.33 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 72.34 licensed teachers renewing a teaching license after that date.

73.1 Sec. 15. Minnesota Statutes 2012, section 122A.19, is amended to read:
 73.2 **122A.19 BILINGUAL AND ENGLISH AS A SECOND LANGUAGE**
 73.3 **TEACHERS; LICENSES.**

73.4 Subdivision 1. **Bilingual and English as a second language licenses.** The Board of
 73.5 Teaching, hereinafter the board, must grant teaching licenses in bilingual education and
 73.6 English as a second language to persons who present satisfactory evidence that they:

73.7 (a) Possess competence and communicative skills in English and in another language;
 73.8 (b) Possess a bachelor's degree or other academic degree approved by the board,
 73.9 and meet such requirements as to course of study and training as the board may prescribe,
 73.10 consistent with subdivision 4.

73.11 Subd. 2. **Persons holding general teaching licenses.** The board may license a
 73.12 person holding who holds a general teaching license and who presents the board with
 73.13 satisfactory evidence of competence and communicative skills in a language other than
 73.14 English may be licensed under this section.

73.15 ~~Subd. 3. **Employment of teachers.** Teachers employed in a bilingual education~~
 73.16 ~~or English as a second language program established pursuant to sections 124D.58 to~~
 73.17 ~~124D.64 shall not be employed to replace any presently employed teacher who otherwise~~
 73.18 ~~would not be replaced.~~

23.13 Subd. 4. **Teacher preparation programs.** For the purpose of licensing bilingual
 23.14 and English as a second language teachers, the board may approve programs at colleges
 23.15 or universities designed for their training. These programs must provide instruction in
 23.16 implementing research-based practices designed specifically for English learners. The
 23.17 programs must focus on developing English learners' academic language proficiency in
 23.18 English, including oral academic language, giving English learners meaningful access to
 23.19 the full school curriculum, developing culturally relevant teaching practices appropriate
 23.20 for immigrant students, and providing more intensive instruction and resources to English
 23.21 learners with lower levels of academic English proficiency and varied needs, consistent
 23.22 with section 124D.59, subdivisions 2 and 2a.

23.23 Subd. 5. **Persons eligible for employment.** Any person licensed under this section
 23.24 ~~shall be~~ is eligible for employment by a school board as a teacher in a bilingual education
 23.25 or English as a second language program in which the language for which the person is
 23.26 licensed is taught or used as a medium of instruction. A board may prescribe only those
 23.27 additional qualifications for teachers licensed under this section as that are approved
 23.28 by the board of teaching.

23.29 Subd. 6. **Affirmative efforts in hiring.** In hiring for all ~~positions in~~ bilingual
 23.30 ~~education programs~~ program positions, districts must give preference to and make
 23.31 affirmative efforts to seek, recruit, and employ persons who (1) are (a) native speakers of the
 23.32 language which is the medium of instruction in the bilingual education program or share a
 23.33 native language with the majority of their students, and (b) who (2) share the culture of the
 23.34 English learners who are enrolled in the program. The district shall provide procedures for
 23.35 the involvement of involving the parent advisory committees in designing the procedures
 24.1 ~~for the recruitment~~ recruiting, screening, and ~~selection of~~ selecting applicants. This section
 24.2 must not be construed to limit the school board's authority to hire and discharge personnel.

24.3 **EFFECTIVE DATE.** Subdivisions 1, 2, 5, and 6 are effective August 1, 2015.
 24.4 Subdivision 3 is effective the day following final enactment. Subdivision 4 is effective
 24.5 August 1, 2015, and applies to an individual entering a teacher preparation program after
 24.6 that date.

24.7 Sec. 17. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8, is
 24.8 amended to read:

73.19 Subd. 4. **Teacher preparation programs.** For the purpose of licensing bilingual
 73.20 and English as a second language teachers, the board may approve programs at colleges
 73.21 or universities designed for their training. These programs must provide instruction in
 73.22 implementing research-based practices designed specifically for English learners. The
 73.23 programs must focus on developing English learners' academic language proficiency in
 73.24 English, including oral academic language, giving English learners meaningful access to
 73.25 the full school curriculum, developing culturally relevant teaching practices appropriate
 73.26 for immigrant students, and providing more intensive instruction and resources to English
 73.27 learners with lower levels of academic English proficiency and varied needs, consistent
 73.28 with section 124D.59, subdivisions 2 and 2a.

73.29 Subd. 5. **Persons eligible for employment.** Any person licensed under this section
 73.30 ~~shall be~~ is eligible for employment by a school board as a teacher in a bilingual education
 73.31 or English as a second language program in which the language for which the person is
 73.32 licensed is taught or used as a medium of instruction. A board may prescribe only those
 73.33 additional qualifications for teachers licensed under this section as that are approved
 73.34 by the board of teaching.

73.35 Subd. 6. **Affirmative efforts in hiring.** In hiring for all ~~positions in~~ bilingual
 73.36 ~~education programs~~ program positions, districts must give preference to and make
 74.1 affirmative efforts to seek, recruit, and employ persons who (1) are (a) native speakers of
 74.2 the language which is the medium of instruction in the bilingual education program or share
 74.3 a native language with the majority of their students, and (b)(2) who share the culture of the
 74.4 English learners who are enrolled in the program. The district shall provide procedures for
 74.5 the involvement of involving the parent advisory committees in designing the procedures
 74.6 ~~for the recruitment~~ recruiting, screening, and ~~selection of~~ selecting applicants. This section
 74.7 must not be construed to limit the school board's authority to hire and discharge personnel.

74.8 **EFFECTIVE DATE.** Subdivisions 1, 2, 5, and 6 are effective August 1, 2015.
 74.9 Subdivision 3 is effective the day following final enactment. Subdivision 4 is effective
 74.10 August 1, 2015, and applies to an individual entering a teacher preparation program after
 74.11 that date.

74.12 Sec. 16. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8, is
 74.13 amended to read:

24.9 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
 24.10 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 24.11 representative of the teachers in the district, consistent with paragraph (b), may develop
 24.12 a teacher evaluation and peer review process for probationary and continuing contract
 24.13 teachers through joint agreement. If a school board and the exclusive representative of the
 24.14 teachers do not agree to an annual teacher evaluation and peer review process, then the
 24.15 school board and the exclusive representative of the teachers must implement the plan
 24.16 for evaluation and review under paragraph (c). The process must include having trained
 24.17 observers serve as peer coaches or having teachers participate in professional learning
 24.18 communities, consistent with paragraph (b).

24.19 (b) To develop, improve, and support qualified teachers and effective teaching
 24.20 practices and improve student learning and success, the annual evaluation process for
 24.21 teachers:

24.22 (1) must, for probationary teachers, provide for all evaluations required under
 24.23 subdivision 5;

24.24 (2) must establish a three-year professional review cycle for each teacher that
 24.25 includes an individual growth and development plan, a peer review process, the
 24.26 opportunity to participate in a professional learning community under paragraph (a), and
 24.27 at least one summative evaluation performed by a qualified and trained evaluator such as a
 24.28 school administrator. For the years when a tenured teacher is not evaluated by a qualified
 24.29 and trained evaluator, the teacher must be evaluated by a peer review;

24.30 (3) must be based on professional teaching standards established in rule;

24.31 (4) must coordinate staff development activities under sections 122A.60 and
 24.32 122A.61 with this evaluation process and teachers' evaluation outcomes;

24.33 (5) may provide time during the school day and school year for peer coaching and
 24.34 teacher collaboration;

24.35 (6) may include mentoring and induction programs;

25.1 (7) must include an option for teachers to develop and present a portfolio
 25.2 demonstrating evidence of reflection and professional growth, consistent with section
 25.3 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
 25.4 based on student work samples and examples of teachers' work, which may include video
 25.5 among other activities for the summative evaluation;

25.6 (8) must use data from valid and reliable assessments aligned to state and local
 25.7 academic standards and must use state and local measures of student growth and literacy
 25.8 that may include value-added models or student learning goals to determine 35 percent of
 25.9 teacher evaluation results;

74.14 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
 74.15 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 74.16 representative of the teachers in the district, consistent with paragraph (b), may develop
 74.17 a teacher evaluation and peer review process for probationary and continuing contract
 74.18 teachers through joint agreement. If a school board and the exclusive representative of the
 74.19 teachers do not agree to an annual teacher evaluation and peer review process, then the
 74.20 school board and the exclusive representative of the teachers must implement the plan
 74.21 for evaluation and review under paragraph (c). The process must include having trained
 74.22 observers serve as peer coaches or having teachers participate in professional learning
 74.23 communities, consistent with paragraph (b).

74.24 (b) To develop, improve, and support qualified teachers and effective teaching
 74.25 practices and improve student learning and success, the annual evaluation process for
 74.26 teachers:

74.27 (1) must, for probationary teachers, provide for all evaluations required under
 74.28 subdivision 5;

74.29 (2) must establish a three-year professional review cycle for each teacher that
 74.30 includes an individual growth and development plan, a peer review process, the
 74.31 opportunity to participate in a professional learning community under paragraph (a), and
 74.32 at least one summative evaluation performed by a qualified and trained evaluator such as a
 74.33 school administrator. For the years when a tenured teacher is not evaluated by a qualified
 74.34 and trained evaluator, the teacher must be evaluated by a peer review;

74.35 (3) must be based on professional teaching standards established in rule;

75.1 (4) must coordinate staff development activities under sections 122A.60 and
 75.2 122A.61 with this evaluation process and teachers' evaluation outcomes;

75.3 (5) may provide time during the school day and school year for peer coaching and
 75.4 teacher collaboration;

75.5 (6) may include mentoring and induction programs;

75.6 (7) must include an option for teachers to develop and present a portfolio
 75.7 demonstrating evidence of reflection and professional growth, consistent with section
 75.8 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
 75.9 based on student work samples and examples of teachers' work, which may include video
 75.10 among other activities for the summative evaluation;

75.11 (8) must use data from valid and reliable assessments aligned to state and local
 75.12 academic standards and must use state and local measures of student growth and literacy
 75.13 that may include value-added models or student learning goals to determine 35 percent of
 75.14 teacher evaluation results;

26.5 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**

26.6 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 26.7 representative of the teachers in the district, consistent with paragraph (b), may develop an
 26.8 annual teacher evaluation and peer review process for probationary and nonprobationary
 26.9 teachers through joint agreement. If a school board and the exclusive representative of
 26.10 the teachers in the district do not agree to an annual teacher evaluation and peer review
 26.11 process, then the school board and the exclusive representative of the teachers must
 26.12 implement the plan for evaluation and review developed under paragraph (c). The process
 26.13 must include having trained observers serve as peer coaches or having teachers participate
 26.14 in professional learning communities, consistent with paragraph (b).

26.15 (b) To develop, improve, and support qualified teachers and effective teaching
 26.16 practices and improve student learning and success, the annual evaluation process for
 26.17 teachers:

26.18 (1) must, for probationary teachers, provide for all evaluations required under
 26.19 subdivision 2;

26.20 (2) must establish a three-year professional review cycle for each teacher that
 26.21 includes an individual growth and development plan, a peer review process, the
 26.22 opportunity to participate in a professional learning community under paragraph (a), and
 26.23 at least one summative evaluation performed by a qualified and trained evaluator such
 26.24 as a school administrator;

26.25 (3) must be based on professional teaching standards established in rule;

26.26 (4) must coordinate staff development activities under sections 122A.60 and
 26.27 122A.61 with this evaluation process and teachers' evaluation outcomes;

26.28 (5) may provide time during the school day and school year for peer coaching and
 26.29 teacher collaboration;

26.30 (6) may include mentoring and induction programs;

26.31 (7) must include an option for teachers to develop and present a portfolio
 26.32 demonstrating evidence of reflection and professional growth, consistent with section
 26.33 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
 26.34 based on student work samples and examples of teachers' work, which may include video
 26.35 among other activities for the summative evaluation;

27.1 (8) must use data from valid and reliable assessments aligned to state and local
 27.2 academic standards and must use state and local measures of student growth and literacy
 27.3 that may include value-added models or student learning goals to determine 35 percent of
 27.4 teacher evaluation results;

76.9 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**

76.10 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 76.11 representative of the teachers in the district, consistent with paragraph (b), may develop an
 76.12 annual teacher evaluation and peer review process for probationary and nonprobationary
 76.13 teachers through joint agreement. If a school board and the exclusive representative of
 76.14 the teachers in the district do not agree to an annual teacher evaluation and peer review
 76.15 process, then the school board and the exclusive representative of the teachers must
 76.16 implement the plan for evaluation and review developed under paragraph (c). The process
 76.17 must include having trained observers serve as peer coaches or having teachers participate
 76.18 in professional learning communities, consistent with paragraph (b).

76.19 (b) To develop, improve, and support qualified teachers and effective teaching
 76.20 practices and improve student learning and success, the annual evaluation process for
 76.21 teachers:

76.22 (1) must, for probationary teachers, provide for all evaluations required under
 76.23 subdivision 2;

76.24 (2) must establish a three-year professional review cycle for each teacher that
 76.25 includes an individual growth and development plan, a peer review process, the
 76.26 opportunity to participate in a professional learning community under paragraph (a), and
 76.27 at least one summative evaluation performed by a qualified and trained evaluator such
 76.28 as a school administrator;

76.29 (3) must be based on professional teaching standards established in rule;

76.30 (4) must coordinate staff development activities under sections 122A.60 and
 76.31 122A.61 with this evaluation process and teachers' evaluation outcomes;

76.32 (5) may provide time during the school day and school year for peer coaching and
 76.33 teacher collaboration;

76.34 (6) may include mentoring and induction programs;

77.1 (7) must include an option for teachers to develop and present a portfolio
 77.2 demonstrating evidence of reflection and professional growth, consistent with section
 77.3 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
 77.4 based on student work samples and examples of teachers' work, which may include video
 77.5 among other activities for the summative evaluation;

77.6 (8) must use data from valid and reliable assessments aligned to state and local
 77.7 academic standards and must use state and local measures of student growth and literacy
 77.8 that may include value-added models or student learning goals to determine 35 percent of
 77.9 teacher evaluation results;

27.5 (9) must use longitudinal data on student engagement and connection, the academic literacy, including oral academic language, and achievement of English learners, and

27.6 literacy, including oral academic language, and achievement of English learners, and

27.7 other student outcome measures explicitly aligned with the elements of curriculum for

27.8 which teachers are responsible;

27.9 (10) must require qualified and trained evaluators such as school administrators to

27.10 perform summative evaluations;

27.11 (11) must give teachers not meeting professional teaching standards under clauses

27.12 (3) through (10) support to improve through a teacher improvement process that includes

27.13 established goals and timelines; and

27.14 (12) must discipline a teacher for not making adequate progress in the teacher

27.15 improvement process under clause (11) that may include a last chance warning,

27.16 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or

27.17 other discipline a school administrator determines is appropriate.

27.18 Data on individual teachers generated under this subdivision are personnel data

27.19 under section 13.43.

27.20 (c) The department, in consultation with parents who may represent parent

27.21 organizations and teacher and administrator representatives appointed by their respective

27.22 organizations, representing the Board of Teaching, the Minnesota Association of School

27.23 Administrators, the Minnesota School Boards Association, the Minnesota Elementary

27.24 and Secondary Principals Associations, Education Minnesota, and representatives of

27.25 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota

27.26 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise

27.27 in teacher evaluation, must create and publish a teacher evaluation process that complies

27.28 with the requirements in paragraph (b) and applies to all teachers under this section and

27.29 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher

27.30 evaluation and peer review process. The teacher evaluation process created under this

27.31 subdivision does not create additional due process rights for probationary teachers under

27.32 subdivision 2.

27.33 Sec. 19. Minnesota Statutes 2012, section 122A.413, subdivision 2, is amended to read:

27.34 Subd. 2. **Plan components.** The educational improvement plan must be approved

27.35 by the school board and have at least these elements:

28.1 (1) assessment and evaluation tools to measure student performance and progress,

28.2 including the academic literacy, oral academic language, and achievement of English

28.3 learners, among other measures;

28.4 (2) performance goals and benchmarks for improvement;

28.5 (3) measures of student attendance and completion rates;

77.10 (9) must use longitudinal data on student engagement and connection, the academic

77.11 literacy, including oral academic language, and achievement of English learners, and

77.12 other student outcome measures explicitly aligned with the elements of curriculum for

77.13 which teachers are responsible;

77.14 (10) must require qualified and trained evaluators such as school administrators to

77.15 perform summative evaluations;

77.16 (11) must give teachers not meeting professional teaching standards under clauses

77.17 (3) through (10) support to improve through a teacher improvement process that includes

77.18 established goals and timelines; and

77.19 (12) must discipline a teacher for not making adequate progress in the teacher

77.20 improvement process under clause (11) that may include a last chance warning,

77.21 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or

77.22 other discipline a school administrator determines is appropriate.

77.23 Data on individual teachers generated under this subdivision are personnel data

77.24 under section 13.43.

77.25 (c) The department, in consultation with parents who may represent parent

77.26 organizations and teacher and administrator representatives appointed by their respective

77.27 organizations, representing the Board of Teaching, the Minnesota Association of School

77.28 Administrators, the Minnesota School Boards Association, the Minnesota Elementary

77.29 and Secondary Principals Associations, Education Minnesota, and representatives of

77.30 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota

77.31 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise

77.32 in teacher evaluation, must create and publish a teacher evaluation process that complies

77.33 with the requirements in paragraph (b) and applies to all teachers under this section and

77.34 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher

77.35 evaluation and peer review process. The teacher evaluation process created under this

78.1 subdivision does not create additional due process rights for probationary teachers under

78.2 subdivision 2.

78.3 Sec. 18. Minnesota Statutes 2012, section 122A.413, subdivision 2, is amended to read:

78.4 Subd. 2. **Plan components.** The educational improvement plan must be approved

78.5 by the school board and have at least these elements:

78.6 (1) assessment and evaluation tools to measure student performance and progress,

78.7 including the academic literacy, oral academic language, and achievement of English

78.8 learners, among other measures;

78.9 (2) performance goals and benchmarks for improvement;

78.10 (3) measures of student attendance and completion rates;

28.6 (4) a rigorous research and practice-based professional development system, based
 28.7 on national and state standards of effective teaching practice applicable to all students
 28.8 including English learners with varied needs, and consistent with section 122A.60, that is
 28.9 aligned with educational improvement and designed to achieve ongoing and schoolwide
 28.10 progress and growth in teaching practice;

28.11 (5) measures of student, family, and community involvement and satisfaction;

28.12 (6) a data system about students and their academic progress that provides parents
 28.13 and the public with understandable information;

28.14 (7) a teacher induction and mentoring program for probationary teachers that
 28.15 provides continuous learning and sustained teacher support; and

28.16 (8) substantial participation by the exclusive representative of the teachers in
 28.17 developing the plan.

28.18 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to plans
 28.19 approved after that date.

28.20 Sec. 20. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

28.21 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this
 28.22 program, a school district, intermediate school district, school site, or charter school must
 28.23 have an educational improvement plan under section 122A.413 and an alternative teacher
 28.24 professional pay system agreement under paragraph (b). A charter school participant also
 28.25 must comply with subdivision 2a.

28.26 (b) The alternative teacher professional pay system agreement must:

28.27 (1) describe how teachers can achieve career advancement and additional
 28.28 compensation;

28.29 (2) describe how the school district, intermediate school district, school site, or
 28.30 charter school will provide teachers with career advancement options that allow teachers
 28.31 to retain primary roles in student instruction and facilitate site-focused professional
 28.32 development that helps other teachers improve their skills;

28.33 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation
 28.34 paid before implementing the pay system from being reduced as a result of participating
 29.1 in this system, and base at least 60 percent of any compensation increase on teacher
 29.2 performance using:

29.3 (i) schoolwide student achievement gains under section 120B.35 or locally selected
 29.4 standardized assessment outcomes, or both;

78.11 (4) a rigorous research and practice-based professional development system, based
 78.12 on national and state standards of effective teaching practice applicable to all students
 78.13 including English learners with varied needs under section 124D.59, subdivisions 2 and
 78.14 2a, and consistent with section 122A.60, that is aligned with educational improvement and
 78.15 designed to achieve ongoing and schoolwide progress and growth in teaching practice;

78.16 (5) measures of student, family, and community involvement and satisfaction;

78.17 (6) a data system about students and their academic progress that provides parents
 78.18 and the public with understandable information;

78.19 (7) a teacher induction and mentoring program for probationary teachers that
 78.20 provides continuous learning and sustained teacher support; and

78.21 (8) substantial participation by the exclusive representative of the teachers in
 78.22 developing the plan.

78.23 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to plans
 78.24 approved after that date.

78.25 Sec. 19. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

78.26 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this
 78.27 program, a school district, intermediate school district, school site, or charter school must
 78.28 have an educational improvement plan under section 122A.413 and an alternative teacher
 78.29 professional pay system agreement under paragraph (b). A charter school participant also
 78.30 must comply with subdivision 2a.

78.31 (b) The alternative teacher professional pay system agreement must:

78.32 (1) describe how teachers can achieve career advancement and additional
 78.33 compensation;

79.1 (2) describe how the school district, intermediate school district, school site, or
 79.2 charter school will provide teachers with career advancement options that allow teachers
 79.3 to retain primary roles in student instruction and facilitate site-focused professional
 79.4 development that helps other teachers improve their skills;

79.5 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation
 79.6 paid before implementing the pay system from being reduced as a result of participating
 79.7 in this system, and base at least 60 percent of any compensation increase on teacher
 79.8 performance using:

79.9 (i) schoolwide student achievement gains under section 120B.35 or locally selected
 79.10 standardized assessment outcomes, or both;

29.5 (ii) measures of student achievement, including the academic literacy, oral academic language, and achievement of English learners, among other measures; and

29.6

29.7 (iii) an objective evaluation program that includes:

29.8 (A) individual teacher evaluations aligned with the educational improvement plan

29.9 under section 122A.413 and the staff development plan under section 122A.60; and

29.10 (B) objective evaluations using multiple criteria conducted by a locally selected and

29.11 periodically trained evaluation team that understands teaching and learning;

29.12 (4) provide integrated ongoing site-based professional development activities to

29.13 improve instructional skills and learning that are aligned with student needs under section

29.14 122A.413, consistent with the staff development plan under section 122A.60 and led

29.15 during the school day by trained teacher leaders such as master or mentor teachers;

29.16 (5) allow any teacher in a participating school district, intermediate school district,

29.17 school site, or charter school that implements an alternative pay system to participate in

29.18 that system without any quota or other limit; and

29.19 (6) encourage collaboration rather than competition among teachers.

29.20 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to

29.21 agreements approved after that date.

29.22 Sec. 21. Minnesota Statutes 2012, section 122A.60, subdivision 1a, is amended to read:

29.23 Subd. 1a. **Effective staff development activities.** (a) Staff development activities

29.24 must:

29.25 (1) focus on the school classroom and research-based strategies that improve student

29.26 learning;

29.27 (2) provide opportunities for teachers to practice and improve their instructional

29.28 skills over time;

29.29 (3) provide opportunities for teachers to use student data as part of their daily work

29.30 to increase student achievement;

29.31 (4) enhance teacher content knowledge and instructional skills, including to

29.32 accommodate the delivery of digital and blended learning and curriculum and engage

29.33 students with technology;

29.34 (5) align with state and local academic standards;

30.1 (6) provide opportunities to build professional relationships, foster collaboration

30.2 among principals and staff who provide instruction, and provide opportunities for

30.3 teacher-to-teacher mentoring; and

79.11 (ii) measures of student achievement, including the academic literacy, oral academic language, and achievement of English learners, among other measures; and

79.12

79.13 (iii) an objective evaluation program that includes:

79.14 (A) individual teacher evaluations aligned with the educational improvement plan

79.15 under section 122A.413 and the staff development plan under section 122A.60; and

79.16 (B) objective evaluations using multiple criteria conducted by a locally selected and

79.17 periodically trained evaluation team that understands teaching and learning;

79.18 (4) provide integrated ongoing site-based professional development activities to

79.19 improve instructional skills and learning that are aligned with student needs under section

79.20 122A.413, consistent with the staff development plan under section 122A.60 and led

79.21 during the school day by trained teacher leaders such as master or mentor teachers;

79.22 (5) allow any teacher in a participating school district, intermediate school district,

79.23 school site, or charter school that implements an alternative pay system to participate in

79.24 that system without any quota or other limit; and

79.25 (6) encourage collaboration rather than competition among teachers.

79.26 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to

79.27 agreements approved after that date.

79.28 Sec. 20. Minnesota Statutes 2012, section 122A.60, subdivision 1a, is amended to read:

79.29 Subd. 1a. **Effective staff development activities.** (a) Staff development activities

79.30 must:

79.31 (1) focus on the school classroom and research-based strategies that improve student

79.32 learning;

79.33 (2) provide opportunities for teachers to practice and improve their instructional

79.34 skills over time;

80.1 (3) provide opportunities for teachers to use student data as part of their daily work

80.2 to increase student achievement;

80.3 (4) enhance teacher content knowledge and instructional skills, including to

80.4 accommodate the delivery of digital and blended learning and curriculum and engage

80.5 students with technology;

80.6 (5) align with state and local academic standards;

80.7 (6) provide opportunities to build professional relationships, foster collaboration

80.8 among principals and staff who provide instruction, and provide opportunities for

80.9 teacher-to-teacher mentoring; and

30.4 (7) align with the plan of the district or site for an alternative teacher professional
 30.5 pay system; and

30.6 (8) provide teachers of English learners, including English as a second language and
 30.7 content teachers, with differentiated instructional strategies critical for ensuring students'
 30.8 long-term academic success; the means to effectively use assessment data on the academic
 30.9 literacy, oral academic language, and English language development of English learners;
 30.10 and skills to support native and English language development across the curriculum.

30.11 Staff development activities may include curriculum development and curriculum training
 30.12 programs, and activities that provide teachers and other members of site-based teams
 30.13 training to enhance team performance. The school district also may implement other
 30.14 staff development activities required by law and activities associated with professional
 30.15 teacher compensation models.

30.16 (b) Release time provided for teachers to supervise students on field trips and school
 30.17 activities, or independent tasks not associated with enhancing the teacher's knowledge
 30.18 and instructional skills, such as preparing report cards, calculating grades, or organizing
 30.19 classroom materials, may not be counted as staff development time that is financed with
 30.20 staff development reserved revenue under section 122A.61.

30.21 Sec. 22. Minnesota Statutes 2012, section 122A.60, subdivision 2, is amended to read:

30.22 Subd. 2. **Contents of plan.** The plan must include the staff development outcomes
 30.23 under subdivision 3, the means to achieve the outcomes, and procedures for evaluating
 30.24 progress at each school site toward meeting education outcomes, consistent with
 30.25 relicensure requirements under section 122A.18, subdivision 4. The plan also must:

30.26 (1) support stable and productive professional communities achieved through
 30.27 ongoing and schoolwide progress and growth in teaching practice;

30.28 (2) emphasize coaching, professional learning communities, classroom action
 30.29 research, and other job-embedded models;

30.30 (3) maintain a strong subject matter focus premised on students' learning goals;

30.31 (4) ensure specialized preparation and learning about issues related to teaching
 30.32 English learners and students with special needs by focusing on long-term systemic efforts
 30.33 to improve educational services and opportunities and raise student achievement; and

30.34 (5) reinforce national and state standards of effective teaching practice.

31.1 Sec. 23. Minnesota Statutes 2012, section 122A.60, subdivision 3, is amended to read:

31.2 Subd. 3. **Staff development outcomes.** The advisory staff development committee
 31.3 must adopt a staff development plan for improving student achievement. The plan must
 31.4 be consistent with education outcomes that the school board determines. The plan
 31.5 must include ongoing staff development activities that contribute toward continuous
 31.6 improvement in achievement of the following goals:

80.10 (7) align with the plan of the district or site for an alternative teacher professional
 80.11 pay system; and

80.12 (8) provide teachers of English learners, including English as a second language and
 80.13 content teachers, with differentiated instructional strategies critical for ensuring students'
 80.14 long-term academic success; the means to effectively use assessment data on the academic
 80.15 literacy, oral academic language, and English language development of English learners;
 80.16 and skills to support native and English language development across the curriculum.

80.17 Staff development activities may include curriculum development and curriculum training
 80.18 programs, and activities that provide teachers and other members of site-based teams
 80.19 training to enhance team performance. The school district also may implement other
 80.20 staff development activities required by law and activities associated with professional
 80.21 teacher compensation models.

80.22 (b) Release time provided for teachers to supervise students on field trips and school
 80.23 activities, or independent tasks not associated with enhancing the teacher's knowledge
 80.24 and instructional skills, such as preparing report cards, calculating grades, or organizing
 80.25 classroom materials, may not be counted as staff development time that is financed with
 80.26 staff development reserved revenue under section 122A.61.

80.27 Sec. 21. Minnesota Statutes 2012, section 122A.60, subdivision 2, is amended to read:

80.28 Subd. 2. **Contents of plan.** The plan must include the staff development outcomes
 80.29 under subdivision 3, the means to achieve the outcomes, and procedures for evaluating
 80.30 progress at each school site toward meeting education outcomes, consistent with
 80.31 relicensure requirements under section 122A.18, subdivision 4. The plan also must:

80.32 (1) support stable and productive professional communities achieved through
 80.33 ongoing and schoolwide progress and growth in teaching practice;

80.34 (2) emphasize coaching, professional learning communities, classroom action
 80.35 research, and other job-embedded models;

81.1 (3) maintain a strong subject matter focus premised on students' learning goals;

81.2 (4) ensure specialized preparation and learning about issues related to teaching
 81.3 English learners and students with special needs by focusing on long-term systemic efforts
 81.4 to improve educational services and opportunities and raise student achievement; and

81.5 (5) reinforce national and state standards of effective teaching practice.

81.6 Sec. 22. Minnesota Statutes 2012, section 122A.60, subdivision 3, is amended to read:

81.7 Subd. 3. **Staff development outcomes.** The advisory staff development committee
 81.8 must adopt a staff development plan for improving student achievement. The plan must
 81.9 be consistent with education outcomes that the school board determines. The plan
 81.10 must include ongoing staff development activities that contribute toward continuous
 81.11 improvement in achievement of the following goals:

31.7 (1) improve student achievement of state and local education standards in all areas
 31.8 of the curriculum by using research-based best practices methods;

31.9 (2) effectively meet the needs of a diverse student population, including at-risk
 31.10 children, children with disabilities, English learners, and gifted children, within the
 31.11 regular classroom and other settings;

31.12 (3) provide an inclusive curriculum for a racially, ethnically, linguistically, and
 31.13 culturally diverse student population that is consistent with the state education diversity
 31.14 rule and the district's education diversity plan;

31.15 (4) improve staff collaboration and develop mentoring and peer coaching programs
 31.16 for teachers new to the school or district;

31.17 (5) effectively teach and model violence prevention policy and curriculum that
 31.18 address early intervention alternatives, issues of harassment, and teach nonviolent
 31.19 alternatives for conflict resolution;

31.20 (6) effectively deliver digital and blended learning and curriculum and engage
 31.21 students with technology; and

31.22 (7) provide teachers and other members of site-based management teams with
 31.23 appropriate management and financial management skills.

31.24 Sec. 24. Minnesota Statutes 2012, section 122A.68, subdivision 3, is amended to read:

31.25 Subd. 3. **Program components.** In order to be approved by the Board of Teaching,
 31.26 a school district's residency program must at minimum include:

31.27 (1) training to prepare teachers to serve as mentors to teaching residents;

31.28 (2) a team mentorship approach to expose teaching residents to a variety of
 31.29 teaching methods, philosophies, and classroom environments that includes differentiated
 31.30 instructional strategies, effective use of student achievement data, and support for native
 31.31 and English language development across the curriculum and grade levels, among other
 31.32 things;

31.33 (3) ongoing peer coaching and assessment;

31.34 (4) assistance to the teaching resident in preparing an individual professional
 31.35 development plan that includes goals, activities, and assessment methodologies; and

32.1 (5) collaboration with one or more teacher education institutions, career teachers,
 32.2 and other community experts to provide local or regional professional development
 32.3 seminars or other structured learning experiences for teaching residents.

81.12 (1) improve student achievement of state and local education standards in all areas
 81.13 of the curriculum by using research-based best practices methods;

81.14 (2) effectively meet the needs of a diverse student population, including at-risk
 81.15 children, children with disabilities, English learners, and gifted children, within the
 81.16 regular classroom and other settings;

81.17 (3) provide an inclusive curriculum for a racially, ethnically, linguistically, and
 81.18 culturally diverse student population that is consistent with the state education diversity
 81.19 rule and the district's education diversity plan;

81.20 (4) improve staff collaboration and develop mentoring and peer coaching programs
 81.21 for teachers new to the school or district;

81.22 (5) effectively teach and model violence prevention policy and curriculum that
 81.23 address early intervention alternatives, issues of harassment, and teach nonviolent
 81.24 alternatives for conflict resolution;

81.25 (6) effectively deliver digital and blended learning and curriculum and engage
 81.26 students with technology; and

81.27 (7) provide teachers and other members of site-based management teams with
 81.28 appropriate management and financial management skills.

81.29 Sec. 23. Minnesota Statutes 2012, section 122A.68, subdivision 3, is amended to read:

81.30 Subd. 3. **Program components.** In order to be approved by the Board of Teaching,
 81.31 a school district's residency program must at minimum include:

81.32 (1) training to prepare teachers to serve as mentors to teaching residents;

81.33 (2) a team mentorship approach to expose teaching residents to a variety of
 81.34 teaching methods, philosophies, and classroom environments that includes differentiated
 82.1 instructional strategies, effective use of student achievement data, and support for native
 82.2 and English language development across the curriculum and grade levels, among other
 82.3 things;

82.4 (3) ongoing peer coaching and assessment;

82.5 (4) assistance to the teaching resident in preparing an individual professional
 82.6 development plan that includes goals, activities, and assessment methodologies; and

82.7 (5) collaboration with one or more teacher education institutions, career teachers,
 82.8 and other community experts to provide local or regional professional development
 82.9 seminars or other structured learning experiences for teaching residents.

32.4 A teaching resident's direct classroom supervision responsibilities shall not exceed
 32.5 80 percent of the instructional time required of a full-time equivalent teacher in the
 32.6 district. During the time a resident does not supervise a class, the resident shall participate
 32.7 in professional development activities according to the individual plan developed by the
 32.8 resident in conjunction with the school's mentoring team. Examples of development
 32.9 activities include observing other teachers, sharing experiences with other teaching
 32.10 residents, and professional meetings and workshops.

32.11 Sec. 25. Minnesota Statutes 2012, section 122A.74, is amended to read:

32.12 **122A.74 PRINCIPALS' LEADERSHIP INSTITUTE.**

32.13 Subdivision 1. **Establishment.** (a) The commissioner of education may contract
 32.14 with the Minnesota State University Mankato or the regents of the University of Minnesota
 32.15 to establish a Principals' Leadership Institute to provide professional development to
 32.16 school principals by:

32.17 (1) creating a network of leaders in the educational and business communities to
 32.18 communicate current and future trends in leadership techniques;

32.19 (2) helping to create a vision for the school that is aligned with the community
 32.20 and district priorities; ~~and~~

32.21 (3) developing strategies to retain highly qualified teachers and ensure that diverse
 32.22 student populations, including at-risk students, children with disabilities, English learners,
 32.23 and gifted students, among others, have equal access to these highly qualified teachers; and

32.24 (4) providing training to analyze data using culturally competent tools.

32.25 (b) The University of Minnesota must cooperate with participating members of the
 32.26 business community to provide funding and content for the institute.

32.27 (c) Participants must agree to attend the Principals' Leadership Institute for four
 32.28 weeks during the academic summer.

32.29 (d) The Principals' Leadership Institute must incorporate program elements offered
 32.30 by leadership programs at the University of Minnesota and program elements used by
 32.31 the participating members of the business community to enhance leadership within their
 32.32 businesses.

32.33 Subd. 2. **Method of selection and requirements.** (a) The board of each school
 32.34 district in the state may select a principal, upon the recommendation of the district's
 32.35 superintendent and based on the principal's leadership potential, to attend the institute.

33.1 (b) The school board annually shall forward its list of recommended participants to
 33.2 the commissioner of ~~education~~ by February 1 ~~each year~~. In addition, a principal may submit
 33.3 an application directly to the commissioner by February 1. The commissioner of ~~education~~
 33.4 shall notify the school board, the principal candidates, and the University of Minnesota of
 33.5 the principals selected to participate in the Principals' Leadership Institute each year.

82.10 A teaching resident's direct classroom supervision responsibilities shall not exceed
 82.11 80 percent of the instructional time required of a full-time equivalent teacher in the
 82.12 district. During the time a resident does not supervise a class, the resident shall participate
 82.13 in professional development activities according to the individual plan developed by the
 82.14 resident in conjunction with the school's mentoring team. Examples of development
 82.15 activities include observing other teachers, sharing experiences with other teaching
 82.16 residents, and professional meetings and workshops.

82.17 Sec. 24. Minnesota Statutes 2012, section 122A.74, is amended to read:

82.18 **122A.74 PRINCIPALS' LEADERSHIP INSTITUTE.**

82.19 Subdivision 1. **Establishment.** (a) The commissioner of education may contract
 82.20 with the regents of the University of Minnesota to establish a Principals' Leadership
 82.21 Institute to provide professional development to school principals by:

82.22 (1) creating a network of leaders in the educational and business communities to
 82.23 communicate current and future trends in leadership techniques;

82.24 (2) helping to create a vision for the school that is aligned with the community
 82.25 and district priorities; ~~and~~

82.26 (3) developing strategies to retain highly qualified teachers and ensure that diverse
 82.27 student populations, including at-risk students, children with disabilities, English learners,
 82.28 and gifted students, among others, have equal access to these highly qualified teachers; and

82.29 (4) providing training to analyze data using culturally competent tools.

82.30 (b) The University of Minnesota must cooperate with participating members of the
 82.31 business community to provide funding and content for the institute.

82.32 (c) Participants must agree to attend the Principals' Leadership Institute for four
 82.33 weeks during the academic summer.

82.34 (d) The Principals' Leadership Institute must incorporate program elements offered
 82.35 by leadership programs at the University of Minnesota and program elements used by
 83.1 the participating members of the business community to enhance leadership within their
 83.2 businesses.

83.3 Subd. 2. **Method of selection and requirements.** (a) The board of each school
 83.4 district in the state may select a principal, upon the recommendation of the district's
 83.5 superintendent and based on the principal's leadership potential, to attend the institute.

83.6 (b) The school board annually shall forward its list of recommended participants to
 83.7 the commissioner of ~~education~~ by February 1 ~~each year~~. In addition, a principal may submit
 83.8 an application directly to the commissioner by February 1. The commissioner of ~~education~~
 83.9 shall notify the school board, the principal candidates, and the University of Minnesota of
 83.10 the principals selected to participate in the Principals' Leadership Institute each year.

33.6 Sec. 26. Minnesota Statutes 2012, section 123A.06, subdivision 2, is amended to read:

33.7 Subd. 2. **People to be served.** A state-approved alternative program shall provide
 33.8 programs for secondary pupils and adults. A center may also provide programs and
 33.9 services for elementary and secondary pupils who are not attending the state-approved
 33.10 alternative program to assist them in being successful in school. A center shall use
 33.11 research-based best practices for serving English learners and their parents, taking into
 33.12 account the variations in students' backgrounds and needs and the amount of time and the
 33.13 staff resources necessary for students to overcome gaps in their education and to develop
 33.14 English proficiency and work-related skills. An individualized education program team
 33.15 may identify a state-approved alternative program as an appropriate placement to the
 33.16 extent a state-approved alternative program can provide the student with the appropriate
 33.17 special education services described in the student's plan. Pupils eligible to be served are
 33.18 those who qualify under the graduation incentives program in section 124D.68, subdivision
 33.19 2, those enrolled under section 124D.02, subdivision 2, or those pupils who are eligible to
 33.20 receive special education services under sections 125A.03 to 125A.24, and 125A.65.

33.21 Sec. 27. Minnesota Statutes 2012, section 123B.04, subdivision 4, is amended to read:

33.22 Subd. 4. **Achievement contract.** A school board may enter a written education site
 33.23 achievement contract with each site decision-making team for: (1) setting individualized
 33.24 learning and achievement measures and short- and long-term educational goals for each
 33.25 student at that site that may include site-based strategies for English language instruction
 33.26 targeting the teachers of English learners and all teachers and school administrators;
 33.27 (2) recognizing each student's educational needs and aptitudes and levels of academic
 33.28 attainment, whether on grade level or above or below grade level, so as to improve student
 33.29 performance through such means as a cost-effective, research-based formative assessment
 33.30 system designed to promote individualized learning and assessment; (3) using student
 33.31 performance data to diagnose a student's academic strengths and weaknesses and indicate
 33.32 to the student's teachers the specific skills and concepts that need to be introduced to
 33.33 the student and developed through academic instruction or applied learning, organized
 33.34 by strands within subject areas and linked to state and local academic standards during
 34.1 the next year, consistent with the student's short- and long-term educational goals; and
 34.2 (4) assisting the education site if progress in achieving student or contract goals or other
 34.3 performance expectations or measures agreed to by the board and the site decision-making
 34.4 team are not realized or implemented.

34.5 Sec. 28. Minnesota Statutes 2012, section 123B.147, subdivision 3, is amended to read:

34.6 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative,
 34.7 supervisory, and instructional leadership services, under the supervision of the
 34.8 superintendent of schools of the district and according to the policies, rules, and
 34.9 regulations of the school board, for the planning, management, operation, and evaluation
 34.10 of the education program of the building or buildings to which the principal is assigned.

83.11 Sec. 25. Minnesota Statutes 2012, section 123A.06, subdivision 2, is amended to read:

83.12 Subd. 2. **People to be served.** A state-approved alternative program shall provide
 83.13 programs for secondary pupils and adults. A center may also provide programs and
 83.14 services for elementary and secondary pupils who are not attending the state-approved
 83.15 alternative program to assist them in being successful in school. A center shall use
 83.16 research-based best practices for serving English learners and their parents, taking into
 83.17 account the variations in students' backgrounds and needs and the amount of time and the
 83.18 staff resources necessary for students to overcome gaps in their education and to develop
 83.19 English proficiency and work-related skills. An individualized education program team
 83.20 may identify a state-approved alternative program as an appropriate placement to the
 83.21 extent a state-approved alternative program can provide the student with the appropriate
 83.22 special education services described in the student's plan. Pupils eligible to be served are
 83.23 those who qualify under the graduation incentives program in section 124D.68, subdivision
 83.24 2, those enrolled under section 124D.02, subdivision 2, or those pupils who are eligible to
 83.25 receive special education services under sections 125A.03 to 125A.24, and 125A.65.

83.26 Sec. 26. Minnesota Statutes 2012, section 123B.04, subdivision 4, is amended to read:

83.27 Subd. 4. **Achievement contract.** A school board may enter a written education site
 83.28 achievement contract with each site decision-making team for: (1) setting individualized
 83.29 learning and achievement measures and short- and long-term educational goals for each
 83.30 student at that site that may include site-based strategies for English language instruction
 83.31 targeting the teachers of English learners and all teachers and school administrators;
 83.32 (2) recognizing each student's educational needs and aptitudes and levels of academic
 83.33 attainment, whether on grade level or above or below grade level, so as to improve student
 83.34 performance through such means as a cost-effective, research-based formative assessment
 84.1 system designed to promote individualized learning and assessment; (3) using student
 84.2 performance data to diagnose a student's academic strengths and weaknesses and indicate
 84.3 to the student's teachers the specific skills and concepts that need to be introduced to
 84.4 the student and developed through academic instruction or applied learning, organized
 84.5 by strands within subject areas and linked to state and local academic standards during
 84.6 the next year, consistent with the student's short- and long-term educational goals; and
 84.7 (4) assisting the education site if progress in achieving student or contract goals or other
 84.8 performance expectations or measures agreed to by the board and the site decision-making
 84.9 team are not realized or implemented.

84.10 Sec. 27. Minnesota Statutes 2012, section 123B.147, subdivision 3, is amended to read:

84.11 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative,
 84.12 supervisory, and instructional leadership services, under the supervision of the
 84.13 superintendent of schools of the district and according to the policies, rules, and
 84.14 regulations of the school board, for the planning, management, operation, and evaluation
 84.15 of the education program of the building or buildings to which the principal is assigned.

34.11 (b) To enhance a principal's leadership skills and support and improve teaching
 34.12 practices, school performance, and student achievement for diverse student populations,
 34.13 including at-risk students, children with disabilities, English learners, and gifted students,
 34.14 among others, a district must develop and implement a performance-based system for
 34.15 annually evaluating school principals assigned to supervise a school building within the
 34.16 district. The evaluation must be designed to improve teaching and learning by supporting
 34.17 the principal in shaping the school's professional environment and developing teacher
 34.18 quality, performance, and effectiveness. The annual evaluation must:

34.19 (1) support and improve a principal's instructional leadership, organizational
 34.20 management, and professional development, and strengthen the principal's capacity in the
 34.21 areas of instruction, supervision, evaluation, and teacher development;

34.22 (2) include formative and summative evaluations based on multiple measures of
 34.23 student progress toward career and college readiness;

34.24 (3) be consistent with a principal's job description, a district's long-term plans and
 34.25 goals, and the principal's own professional multiyear growth plans and goals, all of which
 34.26 must support the principal's leadership behaviors and practices, rigorous curriculum,
 34.27 school performance, and high-quality instruction;

34.28 (4) include on-the-job observations and previous evaluations;

34.29 (5) allow surveys to help identify a principal's effectiveness, leadership skills and
 34.30 processes, and strengths and weaknesses in exercising leadership in pursuit of school
 34.31 success;

34.32 (6) use longitudinal data on student academic growth as 35 percent of the evaluation
 34.33 and incorporate district achievement goals and targets;

35.1 (7) be linked to professional development that emphasizes improved teaching and
 35.2 learning, curriculum and instruction, student learning, and a collaborative professional
 35.3 culture; and

35.4 (8) for principals not meeting standards of professional practice or other criteria
 35.5 under this subdivision, implement a plan to improve the principal's performance and
 35.6 specify the procedure and consequence if the principal's performance is not improved.

35.7 The provisions of this paragraph are intended to provide districts with sufficient
 35.8 flexibility to accommodate district needs and goals related to developing, supporting,
 35.9 and evaluating principals.

35.10 Sec. 29. Minnesota Statutes 2012, section 124D.13, subdivision 2, is amended to read:

84.16 (b) To enhance a principal's leadership skills and support and improve teaching
 84.17 practices, school performance, and student achievement for diverse student populations,
 84.18 including at-risk students, children with disabilities, English learners, and gifted students,
 84.19 among others, a district must develop and implement a performance-based system for
 84.20 annually evaluating school principals assigned to supervise a school building within the
 84.21 district. The evaluation must be designed to improve teaching and learning by supporting
 84.22 the principal in shaping the school's professional environment and developing teacher
 84.23 quality, performance, and effectiveness. The annual evaluation must:

84.24 (1) support and improve a principal's instructional leadership, organizational
 84.25 management, and professional development, and strengthen the principal's capacity in the
 84.26 areas of instruction, supervision, evaluation, and teacher development;

84.27 (2) include formative and summative evaluations based on multiple measures of
 84.28 student progress toward career and college readiness;

84.29 (3) be consistent with a principal's job description, a district's long-term plans and
 84.30 goals, and the principal's own professional multiyear growth plans and goals, all of which
 84.31 must support the principal's leadership behaviors and practices, rigorous curriculum,
 84.32 school performance, and high-quality instruction;

84.33 (4) include on-the-job observations and previous evaluations;

85.1 (5) allow surveys to help identify a principal's effectiveness, leadership skills and
 85.2 processes, and strengths and weaknesses in exercising leadership in pursuit of school
 85.3 success;

85.4 (6) use longitudinal data on student academic growth as 35 percent of the evaluation
 85.5 and incorporate district achievement goals and targets;

85.6 (7) be linked to professional development that emphasizes improved teaching and
 85.7 learning, curriculum and instruction, student learning, and a collaborative professional
 85.8 culture; and

85.9 (8) for principals not meeting standards of professional practice or other criteria
 85.10 under this subdivision, implement a plan to improve the principal's performance and
 85.11 specify the procedure and consequence if the principal's performance is not improved.

85.12 The provisions of this paragraph are intended to provide districts with sufficient
 85.13 flexibility to accommodate district needs and goals related to developing, supporting,
 85.14 and evaluating principals.

85.15 Sec. 28. Minnesota Statutes 2012, section 124D.13, subdivision 2, is amended to read:

35.11 Subd. 2. **Program requirements.** (a) Early childhood family education programs
 35.12 are programs for children in the period of life from birth to kindergarten, for the parents
 35.13 and other relatives of these children, and for expectant parents. To the extent that funds
 35.14 are insufficient to provide programs for all children, early childhood family education
 35.15 programs should emphasize programming for a child from birth to age three and
 35.16 encourage parents and other relatives to involve four- and five-year-old children in school
 35.17 readiness programs, and other public and nonpublic early learning programs. A district
 35.18 may not limit participation to school district residents. Early childhood family education
 35.19 programs must provide:

35.20 (1) programs to educate parents and other relatives about the physical, mental, and
 35.21 emotional development of children and to enhance the skills of parents and other relatives
 35.22 in providing for their children's learning and development;

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

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

35.28 (4) information on related community resources;

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

35.31 (6) a community outreach plan to ensure participation by families who reflect the
 35.32 racial, cultural, linguistic, and economic diversity of the school district.

35.33 Early childhood family education programs are encouraged to provide parents of
 35.34 English learners with translated oral and written information to monitor the program's
 35.35 impact on their children's English language development, to know whether their children
 36.1 are progressing in developing their English and native language proficiency, and to
 36.2 actively engage with and support their children in developing their English and native
 36.3 language proficiency.

36.4 The programs must include learning experiences for children, parents, and other
 36.5 relatives that promote children's early literacy and, where practicable, their native
 36.6 language skills.~~The program must not include~~ and activities for children that ~~do not~~
 36.7 require substantial involvement of the children's parents or other relatives. Providers must
 36.8 review the program ~~must be reviewed~~ periodically to assure the instruction and materials
 36.9 are not racially, culturally, or sexually biased. The programs must encourage parents to be
 36.10 aware of practices that may affect equitable development of children.

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

85.16 Subd. 2. **Program requirements.** (a) Early childhood family education programs
 85.17 are programs for children in the period of life from birth to kindergarten, for the parents
 85.18 and other relatives of these children, and for expectant parents. To the extent that funds
 85.19 are insufficient to provide programs for all children, early childhood family education
 85.20 programs should emphasize programming for a child from birth to age three and
 85.21 encourage parents and other relatives to involve four- and five-year-old children in school
 85.22 readiness programs, and other public and nonpublic early learning programs. A district
 85.23 may not limit participation to school district residents. Early childhood family education
 85.24 programs must provide:

85.25 (1) programs to educate parents and other relatives about the physical, mental, and
 85.26 emotional development of children and to enhance the skills of parents and other relatives
 85.27 in providing for their children's learning and development;

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

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

85.33 (4) information on related community resources;

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

86.1 (6) a community outreach plan to ensure participation by families who reflect the
 86.2 racial, cultural, linguistic, and economic diversity of the school district.

86.3 Early childhood family education programs are encouraged to provide parents of
 86.4 English learners with translated oral and written information to monitor the program's
 86.5 impact on their children's English language development, to know whether their children
 86.6 are progressing in developing their English and native language proficiency, and to
 86.7 actively engage with and support their children in developing their English and native
 86.8 language proficiency.

86.9 The programs must include learning experiences for children, parents, and other
 86.10 relatives that promote children's early literacy and, where practicable, their native
 86.11 language skills.~~The program must not include~~ and activities for children that ~~do not~~
 86.12 require substantial involvement of the children's parents or other relatives. Providers must
 86.13 review the program ~~must be reviewed~~ periodically to assure the instruction and materials
 86.14 are not racially, culturally, or sexually biased. The programs must encourage parents to be
 86.15 aware of practices that may affect equitable development of children.

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

36.14 Sec. 30. Minnesota Statutes 2012, section 124D.15, subdivision 3, is amended to read:

36.15 Subd. 3. **Program requirements.** A school readiness program provider must:

- 36.16 (1) assess each child's cognitive and language skills with a comprehensive child
- 36.17 assessment instrument when the child enters and again before the child leaves the program
- 36.18 to ~~inform~~ improve program planning and implementation, communicate with parents, and
- 36.19 promote kindergarten readiness;
- 36.20 (2) provide comprehensive program content and intentional instructional practice
- 36.21 aligned with the state early childhood learning guidelines and kindergarten standards and
- 36.22 based on early childhood research and professional practice that is focused on children's
- 36.23 cognitive, social, emotional, and physical skills and development and prepares children
- 36.24 for the transition to kindergarten, including early literacy and language skills;
- 36.25 (3) coordinate appropriate kindergarten transition with parents and kindergarten
- 36.26 teachers;
- 36.27 (4) involve parents in program planning and decision making;
- 36.28 (5) coordinate with relevant community-based services;
- 36.29 (6) cooperate with adult basic education programs and other adult literacy programs;
- 36.30 (7) ensure staff-child ratios of one-to-ten and maximum group size of 20 children
- 36.31 with the first staff required to be a teacher; and
- 36.32 (8) have teachers knowledgeable in early childhood curriculum content, assessment,
- 36.33 native and English language development programs, and instruction.

36.34 Sec. 31. Minnesota Statutes 2012, section 124D.49, subdivision 3, is amended to read:

- 37.1 Subd. 3. **Local education and employment transitions systems.** A local education
- 37.2 and employment transitions partnership must assess the needs of employers, employees,
- 37.3 and learners, and develop a plan for implementing and achieving the objectives of a local
- 37.4 or regional education and employment transitions system. The plan must provide for a
- 37.5 comprehensive local system for assisting learners and workers in making the transition
- 37.6 from school to work or for retraining in a new vocational area. The objectives of a local
- 37.7 education and employment transitions system include:
- 37.8 (1) increasing the effectiveness of the educational programs and curriculum of
- 37.9 elementary, secondary, and postsecondary schools and the work site in preparing students
- 37.10 in the skills and knowledge needed to be successful in the workplace;
- 37.11 (2) implementing learner outcomes for students in grades kindergarten through 12
- 37.12 designed to introduce the world of work and to explore career opportunities, including
- 37.13 nontraditional career opportunities;
- 37.14 (3) eliminating barriers to providing effective integrated applied learning,
- 37.15 service-learning, or work-based curriculum;

86.19 Sec. 29. Minnesota Statutes 2012, section 124D.15, subdivision 3, is amended to read:

86.20 Subd. 3. **Program requirements.** A school readiness program provider must:

- 86.21 (1) assess each child's cognitive and language skills with a comprehensive child
- 86.22 assessment instrument when the child enters and again before the child leaves the program
- 86.23 to ~~inform~~ improve program planning and implementation, communicate with parents, and
- 86.24 promote kindergarten readiness;
- 86.25 (2) provide comprehensive program content and intentional instructional practice
- 86.26 aligned with the state early childhood learning guidelines and kindergarten standards and
- 86.27 based on early childhood research and professional practice that is focused on children's
- 86.28 cognitive, social, emotional, and physical skills and development and prepares children
- 86.29 for the transition to kindergarten, including early literacy and language skills;
- 86.30 (3) coordinate appropriate kindergarten transition with parents and kindergarten
- 86.31 teachers;
- 86.32 (4) involve parents in program planning and decision making;
- 86.33 (5) coordinate with relevant community-based services;
- 86.34 (6) cooperate with adult basic education programs and other adult literacy programs;
- 87.1 (7) ensure staff-child ratios of one-to-ten and maximum group size of 20 children
- 87.2 with the first staff required to be a teacher; and
- 87.3 (8) have teachers knowledgeable in early childhood curriculum content, assessment,
- 87.4 native and English language development programs, and instruction.

87.5 Sec. 30. Minnesota Statutes 2012, section 124D.49, subdivision 3, is amended to read:

- 87.6 Subd. 3. **Local education and employment transitions systems.** A local education
- 87.7 and employment transitions partnership must assess the needs of employers, employees,
- 87.8 and learners, and develop a plan for implementing and achieving the objectives of a local
- 87.9 or regional education and employment transitions system. The plan must provide for a
- 87.10 comprehensive local system for assisting learners and workers in making the transition
- 87.11 from school to work or for retraining in a new vocational area. The objectives of a local
- 87.12 education and employment transitions system include:
- 87.13 (1) increasing the effectiveness of the educational programs and curriculum of
- 87.14 elementary, secondary, and postsecondary schools and the work site in preparing students
- 87.15 in the skills and knowledge needed to be successful in the workplace;
- 87.16 (2) implementing learner outcomes for students in grades kindergarten through 12
- 87.17 designed to introduce the world of work and to explore career opportunities, including
- 87.18 nontraditional career opportunities;
- 87.19 (3) eliminating barriers to providing effective integrated applied learning,
- 87.20 service-learning, or work-based curriculum;

37.16 (4) increasing opportunities to apply academic knowledge and skills, including
 37.17 skills needed in the workplace, in local settings which include the school, school-based
 37.18 enterprises, postsecondary institutions, the workplace, and the community;

37.19 (5) increasing applied instruction in the attitudes and skills essential for success in
 37.20 the workplace, including cooperative working, leadership, problem-solving, English
 37.21 language proficiency, and respect for diversity;

37.22 (6) providing staff training for vocational guidance counselors, teachers, and other
 37.23 appropriate staff in the importance of preparing learners for the transition to work, and in
 37.24 methods of providing instruction that incorporate applied learning, work-based learning,
 37.25 English language proficiency, and service-learning experiences;

37.26 (7) identifying and enlisting local and regional employers who can effectively
 37.27 provide work-based or service-learning opportunities, including, but not limited to,
 37.28 apprenticeships, internships, and mentorships;

37.29 (8) recruiting community and workplace mentors including peers, parents, employers
 37.30 and employed individuals from the community, and employers of high school students;

37.31 (9) identifying current and emerging educational, training, native and English
 37.32 language development, and employment needs of the area or region, especially within
 37.33 industries with potential for job growth;

37.34 (10) improving the coordination and effectiveness of local vocational and job training
 37.35 programs, including vocational education, adult basic education, tech prep, apprenticeship,
 37.36 service-learning, youth entrepreneur, youth training and employment programs
 38.1 administered by the commissioner of employment and economic development, and local
 38.2 job training programs under the Workforce Investment Act of 1998, Public Law 105-220;

38.3 (11) identifying and applying for federal, state, local, and private sources of funding
 38.4 for vocational or applied learning programs;

38.5 (12) providing students with current information and counseling about career
 38.6 opportunities, potential employment, educational opportunities in postsecondary
 38.7 institutions, workplaces, and the community, and the skills and knowledge necessary to
 38.8 succeed;

38.9 (13) providing educational technology, including interactive television networks
 38.10 and other distance learning methods, to ensure access to a broad variety of work-based
 38.11 learning opportunities;

38.12 (14) including students with disabilities in a district's vocational or applied learning
 38.13 program and ways to serve at-risk learners through collaboration with area learning
 38.14 centers under sections 123A.05 to 123A.09, or other alternative programs; and

87.21 (4) increasing opportunities to apply academic knowledge and skills, including
 87.22 skills needed in the workplace, in local settings which include the school, school-based
 87.23 enterprises, postsecondary institutions, the workplace, and the community;

87.24 (5) increasing applied instruction in the attitudes and skills essential for success in
 87.25 the workplace, including cooperative working, leadership, problem-solving, English
 87.26 language proficiency, and respect for diversity;

87.27 (6) providing staff training for vocational guidance counselors, teachers, and other
 87.28 appropriate staff in the importance of preparing learners for the transition to work, and in
 87.29 methods of providing instruction that incorporate applied learning, work-based learning,
 87.30 English language proficiency, and service-learning experiences;

87.31 (7) identifying and enlisting local and regional employers who can effectively
 87.32 provide work-based or service-learning opportunities, including, but not limited to,
 87.33 apprenticeships, internships, and mentorships;

87.34 (8) recruiting community and workplace mentors including peers, parents, employers
 87.35 and employed individuals from the community, and employers of high school students;

88.1 (9) identifying current and emerging educational, training, native and English
 88.2 language development, and employment needs of the area or region, especially within
 88.3 industries with potential for job growth;

88.4 (10) improving the coordination and effectiveness of local vocational and job training
 88.5 programs, including vocational education, adult basic education, tech prep, apprenticeship,
 88.6 service-learning, youth entrepreneur, youth training and employment programs
 88.7 administered by the commissioner of employment and economic development, and local
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 88.10 for vocational or applied learning programs;

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 88.12 opportunities, potential employment, educational opportunities in postsecondary
 88.13 institutions, workplaces, and the community, and the skills and knowledge necessary to
 88.14 succeed;

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 88.16 and other distance learning methods, to ensure access to a broad variety of work-based
 88.17 learning opportunities;

88.18 (14) including students with disabilities in a district's vocational or applied learning
 88.19 program and ways to serve at-risk learners through collaboration with area learning
 88.20 centers under sections 123A.05 to 123A.09, or other alternative programs; and

38.15 (15) providing a warranty to employers, postsecondary education programs, and
 38.16 other postsecondary training programs, that learners successfully completing a high school
 38.17 work-based or applied learning program will be able to apply the knowledge and work
 38.18 skills included in the program outcomes or graduation requirements. The warranty shall
 38.19 require education and training programs to continue to work with those learners that need
 38.20 additional skill or English language development until they can demonstrate achievement
 38.21 of the program outcomes or graduation requirements.

38.22 Sec. 32. Minnesota Statutes 2012, section 124D.52, as amended by Laws 2013, chapter
 38.23 116, article 2, section 7, is amended to read:

38.24 **124D.52 ADULT BASIC EDUCATION.**

38.25 Subdivision 1. **Program requirements.** (a) An adult basic education program is a
 38.26 day or evening program offered by a district that is for people over 16 years of age who do
 38.27 not attend an elementary or secondary school. The program offers academic and English
 38.28 language instruction necessary to earn a high school diploma or equivalency certificate.

38.29 (b) Notwithstanding any law to the contrary, a school board or the governing body of
 38.30 a consortium offering an adult basic education program may adopt a sliding fee schedule
 38.31 based on a family's income, but must waive the fee for participants who are under the age
 38.32 of 21 or unable to pay. The fees charged must be designed to enable individuals of all
 38.33 socioeconomic levels to participate in the program. A program may charge a security
 38.34 deposit to assure return of materials, supplies, and equipment.

39.1 (c) Each approved adult basic education program must develop a memorandum of
 39.2 understanding with the local workforce development centers located in the approved
 39.3 program's service delivery area. The memorandum of understanding must describe how
 39.4 the adult basic education program and the workforce development centers will cooperate
 39.5 and coordinate services to provide unduplicated, efficient, and effective services to clients.

39.6 (d) Adult basic education aid must be spent for adult basic education purposes as
 39.7 specified in sections 124D.518 to 124D.531.

39.8 (e) A state-approved adult basic education program must count and submit student
 39.9 contact hours for a program that offers high school credit toward an adult high school
 39.10 diploma according to student eligibility requirements and measures of student progress
 39.11 toward work-based competency demonstration requirements and, where appropriate,
 39.12 English language proficiency requirements established by the commissioner and posted on
 39.13 the department Web site in a readily accessible location and format.

39.14 Subd. 2. **Program approval.** (a) To receive aid under this section, a district, a
 39.15 consortium of districts, the Department of Corrections, or a private nonprofit organization
 39.16 must submit an application by June 1 describing the program, on a form provided by
 39.17 the department. The program must be approved by the commissioner according to the
 39.18 following criteria:

88.21 (15) providing a warranty to employers, postsecondary education programs, and
 88.22 other postsecondary training programs, that learners successfully completing a high school
 88.23 work-based or applied learning program will be able to apply the knowledge and work
 88.24 skills included in the program outcomes or graduation requirements. The warranty shall
 88.25 require education and training programs to continue to work with those learners that need
 88.26 additional skill or English language development until they can demonstrate achievement
 88.27 of the program outcomes or graduation requirements.

88.28 Sec. 31. Minnesota Statutes 2012, section 124D.52, as amended by Laws 2013, chapter
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 88.33 not attend an elementary or secondary school. The program offers academic and English
 88.34 language instruction necessary to earn a high school diploma or equivalency certificate.

89.1 (b) Notwithstanding any law to the contrary, a school board or the governing body of
 89.2 a consortium offering an adult basic education program may adopt a sliding fee schedule
 89.3 based on a family's income, but must waive the fee for participants who are under the age
 89.4 of 21 or unable to pay. The fees charged must be designed to enable individuals of all
 89.5 socioeconomic levels to participate in the program. A program may charge a security
 89.6 deposit to assure return of materials, supplies, and equipment.

89.7 (c) Each approved adult basic education program must develop a memorandum of
 89.8 understanding with the local workforce development centers located in the approved
 89.9 program's service delivery area. The memorandum of understanding must describe how
 89.10 the adult basic education program and the workforce development centers will cooperate
 89.11 and coordinate services to provide unduplicated, efficient, and effective services to clients.

89.12 (d) Adult basic education aid must be spent for adult basic education purposes as
 89.13 specified in sections 124D.518 to 124D.531.

89.14 (e) A state-approved adult basic education program must count and submit student
 89.15 contact hours for a program that offers high school credit toward an adult high school
 89.16 diploma according to student eligibility requirements and measures of student progress
 89.17 toward work-based competency demonstration requirements and, where appropriate,
 89.18 English language proficiency requirements established by the commissioner and posted on
 89.19 the department Web site in a readily accessible location and format.

89.20 Subd. 2. **Program approval.** (a) To receive aid under this section, a district, a
 89.21 consortium of districts, the Department of Corrections, or a private nonprofit organization
 89.22 must submit an application by June 1 describing the program, on a form provided by
 89.23 the department. The program must be approved by the commissioner according to the
 89.24 following criteria:

39.19 (1) how the needs of different levels of learning and English language proficiency
 39.20 will be met;

39.21 (2) for continuing programs, an evaluation of results;

39.22 (3) anticipated number and education level of participants;

39.23 (4) coordination with other resources and services;

39.24 (5) participation in a consortium, if any, and money available from other participants;

39.25 (6) management and program design;

39.26 (7) volunteer training and use of volunteers;

39.27 (8) staff development services;

39.28 (9) program sites and schedules;

39.29 (10) program expenditures that qualify for aid;

39.30 (11) program ability to provide data related to learner outcomes as required by
 39.31 law; and

39.32 (12) a copy of the memorandum of understanding described in subdivision 1
 39.33 submitted to the commissioner.

39.34 (b) Adult basic education programs may be approved under this subdivision for
 39.35 up to five years. Five-year program approval must be granted to an applicant who has
 39.36 demonstrated the capacity to:

40.1 (1) offer comprehensive learning opportunities and support service choices
 40.2 appropriate for and accessible to adults at all basic skill ~~need~~ and English language levels
 40.3 of need;

40.4 (2) provide a participatory and experiential learning approach based on the strengths,
 40.5 interests, and needs of each adult, that enables adults with basic skill needs to:

40.6 (i) identify, plan for, and evaluate their own progress toward achieving their defined
 40.7 educational and occupational goals;

40.8 (ii) master the basic academic reading, writing, and computational skills, as well
 40.9 as the problem-solving, decision making, interpersonal effectiveness, and other life and
 40.10 learning skills they need to function effectively in a changing society;

40.11 (iii) locate and be able to use the health, governmental, and social services and
 40.12 resources they need to improve their own and their families' lives; and

40.13 (iv) continue their education, if they desire, to at least the level of secondary school
 40.14 completion, with the ability to secure and benefit from continuing education that will
 40.15 enable them to become more employable, productive, and responsible citizens;

89.25 (1) how the needs of different levels of learning and English language proficiency
 89.26 will be met;

89.27 (2) for continuing programs, an evaluation of results;

89.28 (3) anticipated number and education level of participants;

89.29 (4) coordination with other resources and services;

89.30 (5) participation in a consortium, if any, and money available from other participants;

89.31 (6) management and program design;

89.32 (7) volunteer training and use of volunteers;

89.33 (8) staff development services;

89.34 (9) program sites and schedules;

89.35 (10) program expenditures that qualify for aid;

90.1 (11) program ability to provide data related to learner outcomes as required by
 90.2 law; and

90.3 (12) a copy of the memorandum of understanding described in subdivision 1
 90.4 submitted to the commissioner.

90.5 (b) Adult basic education programs may be approved under this subdivision for
 90.6 up to five years. Five-year program approval must be granted to an applicant who has
 90.7 demonstrated the capacity to:

90.8 (1) offer comprehensive learning opportunities and support service choices
 90.9 appropriate for and accessible to adults at all basic skill ~~need~~ and English language levels
 90.10 of need;

90.11 (2) provide a participatory and experiential learning approach based on the strengths,
 90.12 interests, and needs of each adult, that enables adults with basic skill needs to:

90.13 (i) identify, plan for, and evaluate their own progress toward achieving their defined
 90.14 educational and occupational goals;

90.15 (ii) master the basic academic reading, writing, and computational skills, as well
 90.16 as the problem-solving, decision making, interpersonal effectiveness, and other life and
 90.17 learning skills they need to function effectively in a changing society;

90.18 (iii) locate and be able to use the health, governmental, and social services and
 90.19 resources they need to improve their own and their families' lives; and

90.20 (iv) continue their education, if they desire, to at least the level of secondary school
 90.21 completion, with the ability to secure and benefit from continuing education that will
 90.22 enable them to become more employable, productive, and responsible citizens;

40.16 (3) plan, coordinate, and develop cooperative agreements with community resources
 40.17 to address the needs that the adults have for support services, such as transportation, English
 40.18 language learning, flexible course scheduling, convenient class locations, and child care;

40.19 (4) collaborate with business, industry, labor unions, and employment-training
 40.20 agencies, as well as with family and occupational education providers, to arrange for
 40.21 resources and services through which adults can attain economic self-sufficiency;

40.22 (5) provide sensitive and well trained adult education personnel who participate in
 40.23 local, regional, and statewide adult basic education staff development events to master
 40.24 effective adult learning and teaching techniques;

40.25 (6) participate in regional adult basic education peer program reviews and evaluations;

40.26 (7) submit accurate and timely performance and fiscal reports;

40.27 (8) submit accurate and timely reports related to program outcomes and learner
 40.28 follow-up information; and

40.29 (9) spend adult basic education aid on adult basic education purposes only, which
 40.30 are specified in sections 124D.518 to 124D.531.

40.31 (c) The commissioner shall require each district to provide notification by February
 40.32 1, 2001, of its intent to apply for funds under this section as a single district or as part of
 40.33 an identified consortium of districts. A district receiving funds under this section must
 40.34 notify the commissioner by February 1 of its intent to change its application status for
 40.35 applications due the following June 1.

41.1 Subd. 3. **Accounts; revenue; aid.** (a) Each district, group of districts, or private
 41.2 nonprofit organization providing adult basic education programs must establish and
 41.3 maintain a reserve account within the community service fund for ~~the receipt~~ receiving
 41.4 and ~~disbursement of~~ disbursing all funds related to these programs. All revenue received
 41.5 ~~pursuant to~~ under this section must be ~~utilized~~ used solely for the purposes of adult basic
 41.6 education programs. State aid must not equal more than 100 percent of the unreimbursed
 41.7 expenses of providing these programs, excluding in-kind costs.

41.8 (b) For purposes of paragraph (a), an adult basic education program may include as
 41.9 valid expenditures for the previous fiscal year program spending that occurs from July
 41.10 1 to September 30 of the following year. A program may carry over a maximum of 20
 41.11 percent of its adult basic education aid revenue into the next fiscal year. Program spending
 41.12 may only be counted for one fiscal year.

41.13 (c) Notwithstanding section 123A.26 or any other law to the contrary, an adult basic
 41.14 education consortium providing an approved adult basic education program may be its own
 41.15 fiscal agent and is eligible to receive state-aid payments directly from the commissioner.

90.23 (3) plan, coordinate, and develop cooperative agreements with community resources
 90.24 to address the needs that the adults have for support services, such as transportation, English
 90.25 language learning, flexible course scheduling, convenient class locations, and child care;

90.26 (4) collaborate with business, industry, labor unions, and employment-training
 90.27 agencies, as well as with family and occupational education providers, to arrange for
 90.28 resources and services through which adults can attain economic self-sufficiency;

90.29 (5) provide sensitive and well trained adult education personnel who participate in
 90.30 local, regional, and statewide adult basic education staff development events to master
 90.31 effective adult learning and teaching techniques;

90.32 (6) participate in regional adult basic education peer program reviews and evaluations;

90.33 (7) submit accurate and timely performance and fiscal reports;

90.34 (8) submit accurate and timely reports related to program outcomes and learner
 90.35 follow-up information; and

91.1 (9) spend adult basic education aid on adult basic education purposes only, which
 91.2 are specified in sections 124D.518 to 124D.531.

91.3 (c) The commissioner shall require each district to provide notification by February
 91.4 1, 2001, of its intent to apply for funds under this section as a single district or as part of
 91.5 an identified consortium of districts. A district receiving funds under this section must
 91.6 notify the commissioner by February 1 of its intent to change its application status for
 91.7 applications due the following June 1.

91.8 Subd. 3. **Accounts; revenue; aid.** (a) Each district, group of districts, or private
 91.9 nonprofit organization providing adult basic education programs must establish and
 91.10 maintain a reserve account within the community service fund for ~~the receipt~~ receiving
 91.11 and ~~disbursement of~~ disbursing all funds related to these programs. All revenue received
 91.12 ~~pursuant to~~ under this section must be ~~utilized~~ used solely for the purposes of adult basic
 91.13 education programs. State aid must not equal more than 100 percent of the unreimbursed
 91.14 expenses of providing these programs, excluding in-kind costs.

91.15 (b) For purposes of paragraph (a), an adult basic education program may include as
 91.16 valid expenditures for the previous fiscal year program spending that occurs from July
 91.17 1 to September 30 of the following year. A program may carry over a maximum of 20
 91.18 percent of its adult basic education aid revenue into the next fiscal year. Program spending
 91.19 may only be counted for one fiscal year.

91.20 (c) Notwithstanding section 123A.26 or any other law to the contrary, an adult basic
 91.21 education consortium providing an approved adult basic education program may be its own
 91.22 fiscal agent and is eligible to receive state-aid payments directly from the commissioner.

41.16 Subd. 4. **English as a second language programs.** Persons may teach English
 41.17 as a second language classes ~~conducted~~ at a worksite, if they meet the requirements
 41.18 of section 122A.19, subdivision 1, clause (a), regardless of whether they are licensed
 41.19 teachers. Persons teaching English as a second language for an approved adult basic
 41.20 education program must possess a bachelor's or master's degree in English as a second
 41.21 language, applied linguistics, or bilingual education, or a related degree as approved by
 41.22 the commissioner.

41.23 Subd. 5. **Basic service level.** A district, or a consortium of districts, with a program
 41.24 approved by the commissioner under subdivision 2 must establish, in consultation with the
 41.25 commissioner, a basic level of service for every adult basic education site in the district
 41.26 or consortium. The basic service level must describe minimum levels of academic and
 41.27 English language instruction and support services to be provided at each site. The program
 41.28 must set a basic service level that promotes effective learning and student achievement
 41.29 with measurable results. Each district or consortium of districts must submit its basic
 41.30 service level to the commissioner for approval.

41.31 Subd. 6. **Cooperative English as a second language and adult basic education**
 41.32 **programs.** (a) A school district, or adult basic education consortium that receives revenue
 41.33 under section 124D.531, may deliver English as a second language, citizenship, or other
 41.34 adult education programming in collaboration with community-based and nonprofit
 41.35 organizations located within its district or region, and with correctional institutions. The
 41.36 organization or correctional institution must have the demonstrated capacity to offer
 42.1 education programs for adults. Community-based or nonprofit organizations must meet
 42.2 the criteria in paragraph (b), or have prior experience. A community-based or nonprofit
 42.3 organization or a correctional institution may be reimbursed for unreimbursed expenses
 42.4 as defined in section 124D.518, subdivision 5, for ~~the administration of administering~~
 42.5 English as a second language or adult basic education programs, not to exceed eight
 42.6 percent of the total funds provided by a school district or adult basic education consortium.
 42.7 The administrative reimbursement for a school district or adult basic education consortium
 42.8 that delivers services cooperatively with a community-based or nonprofit organization
 42.9 or correctional institution is limited to five percent of the program aid, not to exceed the
 42.10 unreimbursed expenses of administering programs delivered by community-based or
 42.11 nonprofit organizations or correctional institutions.

42.12 (b) A community-based organization or nonprofit organization that delivers education
 42.13 services under this section must demonstrate that it has met the following criteria:

42.14 (1) be legally established as a nonprofit organization;

42.15 (2) have an established system for fiscal accounting and reporting that is consistent
 42.16 with the ~~Department of Education's~~ department's adult basic education completion report
 42.17 and reporting requirements under section 124D.531;

42.18 (3) require all instructional staff to complete a training course in teaching adult
 42.19 learners; and

91.23 Subd. 4. **English as a second language programs.** Persons may teach English
 91.24 as a second language classes ~~conducted~~ at a worksite, if they meet the requirements
 91.25 of section 122A.19, subdivision 1, clause (a), regardless of whether they are licensed
 91.26 teachers. Persons teaching English as a second language for an approved adult basic
 91.27 education program must possess a bachelor's or master's degree in English as a second
 91.28 language, applied linguistics, or bilingual education, or a related degree as approved by
 91.29 the commissioner.

91.30 Subd. 5. **Basic service level.** A district, or a consortium of districts, with a program
 91.31 approved by the commissioner under subdivision 2 must establish, in consultation with the
 91.32 commissioner, a basic level of service for every adult basic education site in the district
 91.33 or consortium. The basic service level must describe minimum levels of academic and
 91.34 English language instruction and support services to be provided at each site. The program
 91.35 must set a basic service level that promotes effective learning and student achievement
 92.1 with measurable results. Each district or consortium of districts must submit its basic
 92.2 service level to the commissioner for approval.

92.3 Subd. 6. **Cooperative English as a second language and adult basic education**
 92.4 **programs.** (a) A school district, or adult basic education consortium that receives revenue
 92.5 under section 124D.531, may deliver English as a second language, citizenship, or other
 92.6 adult education programming in collaboration with community-based and nonprofit
 92.7 organizations located within its district or region, and with correctional institutions. The
 92.8 organization or correctional institution must have the demonstrated capacity to offer
 92.9 education programs for adults. Community-based or nonprofit organizations must meet
 92.10 the criteria in paragraph (b), or have prior experience. A community-based or nonprofit
 92.11 organization or a correctional institution may be reimbursed for unreimbursed expenses
 92.12 as defined in section 124D.518, subdivision 5, for ~~the administration of administering~~
 92.13 English as a second language or adult basic education programs, not to exceed eight
 92.14 percent of the total funds provided by a school district or adult basic education consortium.
 92.15 The administrative reimbursement for a school district or adult basic education consortium
 92.16 that delivers services cooperatively with a community-based or nonprofit organization
 92.17 or correctional institution is limited to five percent of the program aid, not to exceed the
 92.18 unreimbursed expenses of administering programs delivered by community-based or
 92.19 nonprofit organizations or correctional institutions.

92.20 (b) A community-based organization or nonprofit organization that delivers education
 92.21 services under this section must demonstrate that it has met the following criteria:

92.22 (1) be legally established as a nonprofit organization;

92.23 (2) have an established system for fiscal accounting and reporting that is consistent
 92.24 with the ~~Department of Education's~~ department's adult basic education completion report
 92.25 and reporting requirements under section 124D.531;

92.26 (3) require all instructional staff to complete a training course in teaching adult
 92.27 learners; and

42.20 (4) develop a learning plan for each student that identifies defined educational and
 42.21 occupational goals with measures to evaluate progress.

42.22 Subd. 7. **Performance tracking system.** (a) By July 1, 2000, each approved adult
 42.23 basic education program must develop and implement a performance tracking system to
 42.24 provide information necessary to comply with federal law and serve as one means of
 42.25 assessing the effectiveness of adult basic education programs. For required reporting,
 42.26 longitudinal studies, and program improvement, the tracking system must be designed to
 42.27 collect data on the following core outcomes for learners, including English learners, who
 42.28 have completed participating in the adult basic education program:

42.29 (1) demonstrated improvements in literacy skill levels in reading, writing, speaking
 42.30 the English language, numeracy, problem solving, English language acquisition, and
 42.31 other literacy skills;

42.32 (2) placement in, retention in, or completion of postsecondary education, training,
 42.33 unsubsidized employment, or career advancement;

42.34 (3) receipt of a secondary school diploma or its recognized equivalent; and

42.35 (4) reduction in participation in the diversionary work program, Minnesota family
 42.36 investment program, and food support education and training program.

43.1 (b) A district, group of districts, state agency, or private nonprofit organization
 43.2 providing an adult basic education program may meet this requirement by developing a
 43.3 tracking system based on either or both of the following methodologies:

43.4 (1) conducting a reliable follow-up survey; or

43.5 (2) submitting student information, including Social Security numbers for data
 43.6 matching.

43.7 Data related to obtaining employment must be collected in the first quarter following
 43.8 program completion or can be collected while the student is enrolled, if known. Data
 43.9 related to employment retention must be collected in the third quarter following program
 43.10 exit. Data related to any other specified outcome may be collected at any time during a
 43.11 program year.

43.12 (c) When a student in a program is requested to provide the student's Social Security
 43.13 number, the student must be notified in a written form easily understandable to the student
 43.14 that:

43.15 (1) providing the Social Security number is optional and no adverse action may be
 43.16 taken against the student if the student chooses not to provide the Social Security number;

43.17 (2) the request is made under section 124D.52, subdivision 7;

43.18 (3) if the student provides the Social Security number, it will be used to assess the
 43.19 effectiveness of the program by tracking the student's subsequent career; and

92.28 (4) develop a learning plan for each student that identifies defined educational and
 92.29 occupational goals with measures to evaluate progress.

92.30 Subd. 7. **Performance tracking system.** (a) By July 1, 2000, each approved adult
 92.31 basic education program must develop and implement a performance tracking system to
 92.32 provide information necessary to comply with federal law and serve as one means of
 92.33 assessing the effectiveness of adult basic education programs. For required reporting,
 92.34 longitudinal studies, and program improvement, the tracking system must be designed to
 92.35 collect data on the following core outcomes for learners, including English learners, who
 92.36 have completed participating in the adult basic education program:

93.1 (1) demonstrated improvements in literacy skill levels in reading, writing, speaking
 93.2 the English language, numeracy, problem solving, English language acquisition, and
 93.3 other literacy skills;

93.4 (2) placement in, retention in, or completion of postsecondary education, training,
 93.5 unsubsidized employment, or career advancement;

93.6 (3) receipt of a secondary school diploma or its recognized equivalent; and

93.7 (4) reduction in participation in the diversionary work program, Minnesota family
 93.8 investment program, and food support education and training program.

93.9 (b) A district, group of districts, state agency, or private nonprofit organization
 93.10 providing an adult basic education program may meet this requirement by developing a
 93.11 tracking system based on either or both of the following methodologies:

93.12 (1) conducting a reliable follow-up survey; or

93.13 (2) submitting student information, including Social Security numbers for data
 93.14 matching.

93.15 Data related to obtaining employment must be collected in the first quarter following
 93.16 program completion or can be collected while the student is enrolled, if known. Data
 93.17 related to employment retention must be collected in the third quarter following program
 93.18 exit. Data related to any other specified outcome may be collected at any time during a
 93.19 program year.

93.20 (c) When a student in a program is requested to provide the student's Social Security
 93.21 number, the student must be notified in a written form easily understandable to the student
 93.22 that:

93.23 (1) providing the Social Security number is optional and no adverse action may be
 93.24 taken against the student if the student chooses not to provide the Social Security number;

93.25 (2) the request is made under section 124D.52, subdivision 7;

93.26 (3) if the student provides the Social Security number, it will be used to assess the
 93.27 effectiveness of the program by tracking the student's subsequent career; and

43.20 (4) the Social Security number will be shared with the Department of Education;
 43.21 Minnesota State Colleges and Universities; Office of Higher Education; Department of
 43.22 Human Services; and Department of Employment and Economic Development in order
 43.23 to accomplish the purposes described in paragraph (a) and will not be used for any other
 43.24 purpose or reported to any other governmental entities.

43.25 (d) Annually a district, group of districts, state agency, or private nonprofit
 43.26 organization providing programs under this section must forward the tracking data
 43.27 collected to the Department of Education. For the purposes of longitudinal studies on the
 43.28 employment status of former students under this section, the Department of Education
 43.29 must forward the Social Security numbers to the Department of Employment and
 43.30 Economic Development to electronically match the Social Security numbers of former
 43.31 students with wage detail reports filed under section 268.044. The results of data matches
 43.32 must, for purposes of this section and consistent with the requirements of the United
 43.33 States Code, title 29, section 2871, of the Workforce Investment Act of 1998, be compiled
 43.34 in a longitudinal form by the Department of Employment and Economic Development
 43.35 and released to the Department of Education in the form of summary data that does not
 43.36 identify the individual students. The Department of Education may release this summary
 44.1 data. State funding for adult basic education programs must not be based on the number or
 44.2 percentage of students who decline to provide their Social Security numbers or on whether
 44.3 the program is evaluated by means of a follow-up survey instead of data matching.

44.4 Subd. 8. **Standard high school diploma for adults.** (a) The commissioner shall
 44.5 adopt rules for providing a standard adult high school diploma to persons who:

44.6 (1) are not eligible for kindergarten through grade 12 services;

44.7 (2) do not have a high school diploma; and

44.8 (3) successfully complete an adult basic education program of instruction approved
 44.9 by the commissioner of education necessary to earn an adult high school diploma.

44.10 (b) Persons participating in an approved adult basic education program of instruction
 44.11 must demonstrate the competencies, knowledge, and skills and, where appropriate,
 44.12 English language proficiency, sufficient to ensure that postsecondary programs and
 44.13 institutions and potential employers regard persons with a standard high school diploma
 44.14 and persons with a standard adult high school diploma as equally well prepared and
 44.15 qualified graduates. Approved adult basic education programs of instruction under this
 44.16 subdivision must issue a standard adult high school diploma to persons who successfully
 44.17 demonstrate the competencies, knowledge, and skills required by the program.

44.18 Sec. 33. Minnesota Statutes 2012, section 124D.522, is amended to read:

44.19 **124D.522 ADULT BASIC EDUCATION SUPPLEMENTAL SERVICE**
 44.20 **GRANTS.**

93.28 (4) the Social Security number will be shared with the Department of Education;
 93.29 Minnesota State Colleges and Universities; Office of Higher Education; Department of
 93.30 Human Services; and Department of Employment and Economic Development in order
 93.31 to accomplish the purposes described in paragraph (a) and will not be used for any other
 93.32 purpose or reported to any other governmental entities.

93.33 (d) Annually a district, group of districts, state agency, or private nonprofit
 93.34 organization providing programs under this section must forward the tracking data
 93.35 collected to the Department of Education. For the purposes of longitudinal studies on the
 93.36 employment status of former students under this section, the Department of Education
 94.1 must forward the Social Security numbers to the Department of Employment and
 94.2 Economic Development to electronically match the Social Security numbers of former
 94.3 students with wage detail reports filed under section 268.044. The results of data matches
 94.4 must, for purposes of this section and consistent with the requirements of the United
 94.5 States Code, title 29, section 2871, of the Workforce Investment Act of 1998, be compiled
 94.6 in a longitudinal form by the Department of Employment and Economic Development
 94.7 and released to the Department of Education in the form of summary data that does not
 94.8 identify the individual students. The Department of Education may release this summary
 94.9 data. State funding for adult basic education programs must not be based on the number or
 94.10 percentage of students who decline to provide their Social Security numbers or on whether
 94.11 the program is evaluated by means of a follow-up survey instead of data matching.

94.12 Subd. 8. **Standard high school diploma for adults.** (a) The commissioner shall
 94.13 adopt rules for providing a standard adult high school diploma to persons who:

94.14 (1) are not eligible for kindergarten through grade 12 services;

94.15 (2) do not have a high school diploma; and

94.16 (3) successfully complete an adult basic education program of instruction approved
 94.17 by the commissioner of education necessary to earn an adult high school diploma.

94.18 (b) Persons participating in an approved adult basic education program of instruction
 94.19 must demonstrate the competencies, knowledge, and skills and, where appropriate,
 94.20 English language proficiency, sufficient to ensure that postsecondary programs and
 94.21 institutions and potential employers regard persons with a standard high school diploma
 94.22 and persons with a standard adult high school diploma as equally well prepared and
 94.23 qualified graduates. Approved adult basic education programs of instruction under this
 94.24 subdivision must issue a standard adult high school diploma to persons who successfully
 94.25 demonstrate the competencies, knowledge, and skills required by the program.

94.26 Sec. 32. Minnesota Statutes 2012, section 124D.522, is amended to read:

94.27 **124D.522 ADULT BASIC EDUCATION SUPPLEMENTAL SERVICE**
 94.28 **GRANTS.**

44.21 (a) The commissioner, in consultation with the policy review task force under
 44.22 section 124D.521, may make grants to nonprofit organizations to provide services that are
 44.23 not offered by a district adult basic education program or that are supplemental to either
 44.24 the statewide adult basic education program, or a district's adult basic education program.
 44.25 The commissioner may make grants for: staff development for adult basic education
 44.26 teachers and administrators; training for volunteer tutors; training, services, and materials
 44.27 for serving disabled students through adult basic education programs; statewide promotion
 44.28 of adult basic education services and programs; development and dissemination of
 44.29 instructional and administrative technology for adult basic education programs; programs
 44.30 which primarily serve communities of color; adult basic education distance learning
 44.31 projects, including television instruction programs; initiatives to accelerate English
 44.32 language acquisition and the achievement of career- and college-ready skills among
 44.33 English learners; and other supplemental services to support the mission of adult basic
 44.34 education and innovative delivery of adult basic education services.

45.1 (b) The commissioner must establish eligibility criteria and grant application
 45.2 procedures. Grants under this section must support services throughout the state, focus
 45.3 on educational results for adult learners, and promote outcome-based achievement
 45.4 through adult basic education programs. Beginning in fiscal year 2002, the commissioner
 45.5 may make grants under this section from the state total adult basic education aid set
 45.6 aside for supplemental service grants under section 124D.531. Up to one-fourth of the
 45.7 appropriation for supplemental service grants must be used for grants for adult basic
 45.8 education programs to encourage and support innovations in adult basic education
 45.9 instruction and service delivery. A grant to a single organization cannot exceed 20 percent
 45.10 of the total supplemental services aid. Nothing in this section prevents an approved adult
 45.11 basic education program from using state or federal aid to purchase supplemental services.

45.12 Sec. 34. Minnesota Statutes 2012, section 124D.59, subdivision 2, is amended to read:

45.13 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten through
 45.14 grade 12 who meets the requirements under subdivision 2a or the following requirements:

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

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

94.29 (a) The commissioner, in consultation with the policy review task force under
 94.30 section 124D.521, may make grants to nonprofit organizations to provide services that are
 94.31 not offered by a district adult basic education program or that are supplemental to either
 94.32 the statewide adult basic education program, or a district's adult basic education program.
 94.33 The commissioner may make grants for: staff development for adult basic education
 94.34 teachers and administrators; training for volunteer tutors; training, services, and materials
 94.35 for serving disabled students through adult basic education programs; statewide promotion
 95.1 of adult basic education services and programs; development and dissemination of
 95.2 instructional and administrative technology for adult basic education programs; programs
 95.3 which primarily serve communities of color; adult basic education distance learning
 95.4 projects, including television instruction programs; initiatives to accelerate English
 95.5 language acquisition and the achievement of career- and college-ready skills among
 95.6 English learners; and other supplemental services to support the mission of adult basic
 95.7 education and innovative delivery of adult basic education services.

95.8 (b) The commissioner must establish eligibility criteria and grant application
 95.9 procedures. Grants under this section must support services throughout the state, focus
 95.10 on educational results for adult learners, and promote outcome-based achievement
 95.11 through adult basic education programs. Beginning in fiscal year 2002, the commissioner
 95.12 may make grants under this section from the state total adult basic education aid set
 95.13 aside for supplemental service grants under section 124D.531. Up to one-fourth of the
 95.14 appropriation for supplemental service grants must be used for grants for adult basic
 95.15 education programs to encourage and support innovations in adult basic education
 95.16 instruction and service delivery. A grant to a single organization cannot exceed 20 percent
 95.17 of the total supplemental services aid. Nothing in this section prevents an approved adult
 95.18 basic education program from using state or federal aid to purchase supplemental services.

95.19 Sec. 33. Minnesota Statutes 2012, section 124D.59, subdivision 2, is amended to read:

95.20 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten through
 95.21 grade 12 who meets the requirements under subdivision 2a or the following requirements:

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

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

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

46.1 (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade
 46.2 12 shall not be counted as an English learner in calculating English learner pupil units
 46.3 under section 126C.05, subdivision 17, and shall not generate state English learner aid
 46.4 under section 124D.65, subdivision 5, if:

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

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

46.9 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
 46.10 later.

46.11 Sec. 35. Minnesota Statutes 2012, section 124D.59, is amended by adding a
 46.12 subdivision to read:

46.13 Subd. 2a. **English learner; interrupted formal education.** Consistent with
 46.14 subdivision 2, an English learner includes an English learner with an interrupted formal
 46.15 education who:

46.16 (1) comes from a home where the language usually spoken is other than English, or
 46.17 usually speaks a language other than English;

46.18 (2) enters school in the United States after grade 6;

46.19 (3) has at least two years less schooling than the English learner's peers;

46.20 (4) functions at least two years below expected grade level in reading and
 46.21 mathematics; and

46.22 (5) may be preliterate in the English learner's native language.

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

96.8 (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade
 96.9 12 shall not be counted as an English learner in calculating English learner pupil units
 96.10 under section 126C.05, subdivision 17, and shall not generate state English learner aid
 96.11 under section 124D.65, subdivision 5, if:

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

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

96.16 Sec. 34. Minnesota Statutes 2012, section 124D.59, is amended by adding a
 96.17 subdivision to read:

96.18 Subd. 2a. **English learner; interrupted formal education.** Consistent with
 96.19 subdivision 2, an English learner includes an English learner with an interrupted formal
 96.20 education who:

96.21 (1) comes from a home where the language usually spoken is other than English, or
 96.22 usually speaks a language other than English;

96.23 (2) enters school in the United States after grade 6;

96.24 (3) has at least two years less schooling than the English learner's peers;

96.25 (4) functions at least two years below expected grade level in reading and
 96.26 mathematics; and

96.27 (5) may be preliterate in the English learner's native language.

46.23 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and

46.24 later.

NOTE: THIS SECTION 26 PULLED FROM ARTICLE 2

46.25 Sec. 36. Minnesota Statutes 2013 Supplement, section 124D.861, subdivision 3,
46.26 is amended to read:

46.27 Subd. 3. **Public engagement; progress report and budget process.** (a) To
46.28 receive revenue under section 124D.862, the school board of an eligible district must
46.29 incorporate school and district plan components under section 120B.11 into the district's
46.30 comprehensive integration plan.

46.31 (b) A school board must hold at least one formal annual hearing to publicly report its
46.32 progress in realizing the goals identified in its plan. At the hearing, the board must provide
46.33 the public with longitudinal data demonstrating district and school progress in reducing
47.1 the disparities in student academic performance among the specified categories of students
47.2 and in realizing racial and economic integration, consistent with the district plan and the
47.3 measures in paragraph (a). At least 30 days before the formal hearing under this paragraph,
47.4 the board must post its plan, its preliminary analysis, relevant student performance data,
47.5 and other longitudinal data on the district's Web site. A district must hold one hearing to
47.6 meet the hearing requirements of both this section and section 120B.11.

47.7 (c) The district must submit a detailed budget to the commissioner by March 15 in
47.8 the year before it implements its plan. The commissioner must review, and approve or
47.9 disapprove the district's budget by June 1 of that year.

47.10 (d) The longitudinal data required under paragraph (a) must be based on student
47.11 growth and progress in reading and mathematics, as defined under section 120B.30,
47.12 subdivision 1, and student performance data and achievement reports from fully adaptive
47.13 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016
47.14 school year under section 120B.30, subdivision 1a, and either (i) school enrollment
47.15 choices, (ii) the number of world language proficiency or high achievement certificates
47.16 awarded under section 120B.022, subdivision 1, ~~paragraphs (b) and (e) 1a, or the number~~
47.17 of state bilingual and multilingual seals issued under section 120B.022, subdivision 1b,
47.18 or (iii) school safety and students' engagement and connection at school under section
47.19 120B.35, subdivision 3, paragraph (d). Additional longitudinal data may be based on:
47.20 students' progress toward career and college readiness under section 120B.30, subdivision
47.21 1; or rigorous coursework completed under section 120B.35, subdivision 3, paragraph
47.22 (c), clause (2).

26.31 Sec. 26. Minnesota Statutes 2013 Supplement, section 124D.861, subdivision 3,
26.32 is amended to read:

27.1 Subd. 3. **Public engagement; progress report and budget process.** (a) To
27.2 receive revenue under section 124D.862, the school board of an eligible district must
27.3 incorporate school and district plan components under section 120B.11 into the district's
27.4 comprehensive integration plan.

27.5 (b) A school board must hold at least one formal annual hearing to publicly report its
27.6 progress in realizing the goals identified in its plan. At the hearing, the board must provide
27.7 the public with longitudinal data demonstrating district and school progress in reducing
27.8 the disparities in student academic performance among the specified categories of students
27.9 and in realizing racial and economic integration, consistent with the district plan and the
27.10 measures in paragraph (a). At least 30 days before the formal hearing under this paragraph,
27.11 the board must post its plan, its preliminary analysis, relevant student performance data,
27.12 and other longitudinal data on the district's Web site. A district must hold one hearing to
27.13 meet the hearing requirements of both this section and section 120B.11.

27.14 (c) The district must submit a detailed budget to the commissioner by March 15 in
27.15 the year before it implements its plan. The commissioner must review, and approve or
27.16 disapprove the district's budget by June 1 of that year.

27.17 (d) The longitudinal data required under paragraph (a) must be based on student
27.18 growth and progress in reading and mathematics, as defined under section 120B.30,
27.19 subdivision 1, and student performance data and achievement reports from fully adaptive
27.20 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016
27.21 school year under section 120B.30, subdivision 1a, and either (i) school enrollment
27.22 choices, (ii) the number of world language proficiency or high achievement certificates
27.23 awarded under section 120B.022, subdivision 1, ~~paragraphs (b) and (e) 1a, or the number~~
27.24 of state bilingual and multilingual seals issued under section 120B.022, subdivision 1b,
27.25 or (iii) school safety and students' engagement and connection at school under section
27.26 120B.35, subdivision 3, paragraph (d). Additional longitudinal data may be based on:
27.27 students' progress toward career and college readiness under section 120B.30, subdivision
27.28 1; or rigorous coursework completed under section 120B.35, subdivision 3, paragraph
27.29 (c), clause (2).

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

47.25 Sec. 37. Minnesota Statutes 2012, section 124D.895, is amended to read:

47.26 **124D.895 PARENTAL INVOLVEMENT PROGRAMS.**

47.27 Subdivision 1. **Program goals.** The department, in consultation with the state

47.28 curriculum advisory committee, must develop guidelines and model plans for parental

47.29 involvement programs that will:

47.30 (1) engage the interests and talents of parents or guardians in recognizing and

47.31 meeting the emotional, intellectual, native and English language development, and

47.32 physical needs of their school-age children;

47.33 (2) promote healthy self-concepts among parents or guardians and other family

47.34 members;

48.1 (3) offer parents or guardians a chance to share and learn about educational skills,

48.2 techniques, and ideas;

48.3 (4) provide creative learning experiences for parents or guardians and their

48.4 school-age children, including involvement from parents or guardians of color;

48.5 (5) encourage parents to actively participate in their district's curriculum advisory

48.6 committee under section 120B.11 in order to assist the school board in improving

48.7 children's education programs; and

48.8 (6) encourage parents to help in promoting school desegregation/integration under

48.9 sections 124D.861 and 124D.862.

48.10 Subd. 2. **Plan contents.** Model plans for a parental involvement program must

48.11 include at least the following:

48.12 (1) program goals;

48.13 (2) means for achieving program goals;

48.14 (3) methods for informing parents or guardians, in a timely way, about the program;

48.15 (4) strategies for ensuring the full participation of parents or guardians, including

48.16 those parents or guardians who lack literacy skills or whose native language is not English,

48.17 including the involvement from of parents or guardians of color;

48.18 (5) procedures for coordinating the program with kindergarten through grade 12

48.19 curriculum, with parental involvement programs currently available in the community,

48.20 with the ~~process under sections 120B.10 to world's best workforce under section~~ 120B.11,

48.21 and with other education facilities located in the community;

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

27.31 later.

96.28 Sec. 35. Minnesota Statutes 2012, section 124D.895, is amended to read:

96.29 **124D.895 PARENTAL INVOLVEMENT PROGRAMS.**

96.30 Subdivision 1. **Program goals.** The department, in consultation with the state

96.31 curriculum advisory committee, must develop guidelines and model plans for parental

96.32 involvement programs that will:

97.1 (1) engage the interests and talents of parents or guardians in recognizing and

97.2 meeting the emotional, intellectual, native and English language development, and

97.3 physical needs of their school-age children;

97.4 (2) promote healthy self-concepts among parents or guardians and other family

97.5 members;

97.6 (3) offer parents or guardians a chance to share and learn about educational skills,

97.7 techniques, and ideas;

97.8 (4) provide creative learning experiences for parents or guardians and their

97.9 school-age children, including involvement from parents or guardians of color;

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97.11 committee under section 120B.11 in order to assist the school board in improving

97.12 children's education programs; and

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97.14 sections 124D.861 and 124D.862.

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97.18 (2) means for achieving program goals;

97.19 (3) methods for informing parents or guardians, in a timely way, about the program;

97.20 (4) strategies for ensuring the full participation of parents or guardians, including

97.21 those parents or guardians who lack literacy skills or whose native language is not English,

97.22 including the involvement from of parents or guardians of color;

97.23 (5) procedures for coordinating the program with kindergarten through grade 12

97.24 curriculum, with parental involvement programs currently available in the community,

97.25 with the ~~process under sections 120B.10 to world's best workforce under section~~ 120B.11,

97.26 and with other education facilities located in the community;

48.22 (6) strategies for training teachers and other school staff to work effectively with
48.23 parents and guardians;

48.24 (7) procedures for parents or guardians and educators to evaluate and report progress
48.25 toward program goals; and

48.26 (8) a mechanism for convening a local community advisory committee composed
48.27 primarily of parents or guardians to advise a district on implementing a parental
48.28 involvement program.

48.29 Subd. 3. **Plan activities.** Activities contained in the model plans must include:

48.30 (1) educational opportunities for families that enhance children's learning and native
48.31 and English language development;

48.32 (2) educational programs for parents or guardians on families' educational
48.33 responsibilities and resources;

48.34 (3) the hiring, training, and use of parental involvement liaison workers to
48.35 coordinate family involvement activities and to foster linguistic and culturally competent
49.1 communication among families, educators, and students, consistent with the definition of
49.2 culturally competent under section 120B.30, subdivision 1, paragraph (l);

49.3 (4) curriculum materials and assistance in implementing home and community-based
49.4 learning activities that reinforce and extend classroom instruction and student motivation;

49.5 (5) technical assistance, including training to design and carry out family
49.6 involvement programs;

49.7 (6) parent resource centers;

49.8 (7) parent training programs and reasonable and necessary expenditures associated
49.9 with parents' attendance at training sessions;

49.10 (8) reports to parents on children's progress;

49.11 (9) use of parents as classroom volunteers, or as volunteers in before and after
49.12 school programs for school-age children, tutors, and aides;

49.13 (10) soliciting parents' suggestions in planning, developing, and implementing
49.14 school programs;

49.15 (11) educational programs and opportunities for parents or guardians that are
49.16 multicultural, multilingual, gender fair, and disability sensitive;

49.17 (12) involvement in a district's curriculum advisory committee or a school building
49.18 team under section 120B.11; and

49.19 (13) opportunities for parent involvement in developing, implementing, or evaluating
49.20 school and district desegregation/integration plans under sections 124D.861 and 124D.862.

97.27 (6) strategies for training teachers and other school staff to work effectively with
97.28 parents and guardians;

97.29 (7) procedures for parents or guardians and educators to evaluate and report progress
97.30 toward program goals; and

97.31 (8) a mechanism for convening a local community advisory committee composed
97.32 primarily of parents or guardians to advise a district on implementing a parental
97.33 involvement program.

97.34 Subd. 3. **Plan activities.** Activities contained in the model plans must include:

97.35 (1) educational opportunities for families that enhance children's learning and native
97.36 and English language development;

98.1 (2) educational programs for parents or guardians on families' educational
98.2 responsibilities and resources;

98.3 (3) the hiring, training, and use of parental involvement liaison workers to
98.4 coordinate family involvement activities and to foster linguistic and culturally competent
98.5 communication among families, educators, and students, consistent with the definition of
98.6 culturally competent under section 120B.11, subdivision 1, paragraph (d);

98.7 (4) curriculum materials and assistance in implementing home and community-based
98.8 learning activities that reinforce and extend classroom instruction and student motivation;

98.9 (5) technical assistance, including training to design and carry out family
98.10 involvement programs;

98.11 (6) parent resource centers;

98.12 (7) parent training programs and reasonable and necessary expenditures associated
98.13 with parents' attendance at training sessions;

98.14 (8) reports to parents on children's progress;

98.15 (9) use of parents as classroom volunteers, or as volunteers in before and after
98.16 school programs for school-age children, tutors, and aides;

98.17 (10) soliciting parents' suggestions in planning, developing, and implementing
98.18 school programs;

98.19 (11) educational programs and opportunities for parents or guardians that are
98.20 multicultural, multilingual, gender fair, and disability sensitive;

98.21 (12) involvement in a district's curriculum advisory committee or a school building
98.22 team under section 120B.11; and

98.23 (13) opportunities for parent involvement in developing, implementing, or evaluating
98.24 school and district desegregation/integration plans under sections 124D.861 and 124D.862.

49.21 Sec. 38. Minnesota Statutes 2012, section 124D.8955, is amended to read:

49.22 **124D.8955 PARENT AND FAMILY INVOLVEMENT POLICY.**

49.23 (a) In order to promote and support student achievement, a local school board is
49.24 encouraged to formally adopt and implement a parent and family involvement policy that
49.25 promotes and supports:

49.26 (1) oral and written communication between home and school that is regular,

49.27 two-way, and meaningful, and in families' native language;

49.28 (2) parenting skills;

49.29 (3) parents and caregivers who play an integral role in assisting student learning and

49.30 learn about fostering students' academic success and learning at home and school;

49.31 (4) welcoming parents in the school and using networks that support families'

49.32 cultural connections, seeking their support and assistance;

49.33 (5) partnerships with parents in the decisions that affect children and families

49.34 in the schools; and

50.1 (6) providing community resources to strengthen schools, families, and student

50.2 learning.

50.3 (b) A school board that implements a parent and family involvement policy under

50.4 paragraph (a) must convene an advisory committee composed of an equal number of

50.5 resident parents who are not district employees and school staff to make recommendations

50.6 to the board on developing and evaluating the board's parent and family involvement

50.7 policy. If possible, the advisory committee must represent the diversity of the district. The

50.8 advisory committee must consider the district's demographic diversity and barriers to

50.9 parent involvement when developing its recommendations. The advisory committee must

50.10 present its recommendations to the board for board consideration.

50.11 (c) The board must consider research-based best practices when implementing

50.12 this policy.

50.13 (d) The board periodically must review this policy to determine whether it is aligned

50.14 with the most current research findings on parent involvement policies and practices and

50.15 how effective the policy is in supporting increased student achievement.

50.16 (e) Nothing in this section obligates a school district to exceed any parent or family

50.17 involvement requirement under federal law.

50.18 Sec. 39. Minnesota Statutes 2013 Supplement, section 127A.70, subdivision 2, is

50.19 amended to read:

98.25 Sec. 36. Minnesota Statutes 2012, section 124D.8955, is amended to read:

98.26 **124D.8955 PARENT AND FAMILY INVOLVEMENT POLICY.**

98.27 (a) In order to promote and support student achievement, a local school board is

98.28 encouraged to formally adopt and implement a parent and family involvement policy that

98.29 promotes and supports:

98.30 (1) oral and written communication between home and school that is regular,

98.31 two-way, and meaningful, and in families' native language;

98.32 (2) parenting skills;

98.33 (3) parents and caregivers who play an integral role in assisting student learning and

98.34 learn about fostering students' academic success and learning at home and school;

99.1 (4) welcoming parents in the school and using networks that support families'

99.2 cultural connections, seeking their support and assistance;

99.3 (5) partnerships with parents in the decisions that affect children and families

99.4 in the schools; and

99.5 (6) providing community resources to strengthen schools, families, and student

99.6 learning.

99.7 (b) A school board that implements a parent and family involvement policy under

99.8 paragraph (a) must convene an advisory committee composed of an equal number of

99.9 resident parents who are not district employees and school staff to make recommendations

99.10 to the board on developing and evaluating the board's parent and family involvement

99.11 policy. If possible, the advisory committee must represent the diversity of the district. The

99.12 advisory committee must consider the district's demographic diversity and barriers to

99.13 parent involvement when developing its recommendations. The advisory committee must

99.14 present its recommendations to the board for board consideration.

99.15 (c) The board must consider research-based best practices when implementing

99.16 this policy.

99.17 (d) The board periodically must review this policy to determine whether it is aligned

99.18 with the most current research findings on parent involvement policies and practices and

99.19 how effective the policy is in supporting increased student achievement.

99.20 (e) Nothing in this section obligates a school district to exceed any parent or family

99.21 involvement requirement under federal law.

99.22 Sec. 37. Minnesota Statutes 2013 Supplement, section 127A.70, subdivision 2, is

99.23 amended to read:

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

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

50.27 (2) improving preparation for, and transitions to, postsecondary education and
 50.28 work; and

50.29 (3) ensuring educator quality by creating rigorous standards for teacher recruitment,
 50.30 teacher preparation, induction and mentoring of beginning teachers, and continuous
 50.31 professional development for career teachers.

50.32 (b) Under the direction of the P-20 Education Partnership Statewide Longitudinal
 50.33 Education Data System Governance Committee, the Office of Higher Education and the
 50.34 Departments of Education and Employment and Economic Development shall improve
 50.35 and expand the Statewide Longitudinal Education Data System (SLEDS) to provide
 51.1 policymakers, education and workforce leaders, researchers, and members of the public
 51.2 with data, research, and reports to:

51.3 (1) expand reporting on students' educational outcomes for diverse student
 51.4 populations including at-risk students, children with disabilities, English learners, and
 51.5 gifted students, among others, and include formative and summative evaluations based on
 51.6 multiple measures of student progress toward career and college readiness;

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

51.8 (3) evaluate the relationship between education and workforce outcomes, consistent
 51.9 with section 124D.49.

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

51.13 It is the intent of the legislature that the Statewide Longitudinal Education Data
 51.14 System inform public policy and decision-making. The SLEDS governance committee,
 51.15 with assistance from staff of the Office of Higher Education, the Department of Education,
 51.16 and the Department of Employment and Economic Development, shall respond to
 51.17 legislative committee and agency requests on topics utilizing data made available through
 51.18 the Statewide Longitudinal Education Data System as resources permit. Any analysis of
 51.19 or report on the data must contain only summary data.

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

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 99.30 through graduate education;

99.31 (2) improving preparation for, and transitions to, postsecondary education and
 99.32 work; and

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 99.34 teacher preparation, induction and mentoring of beginning teachers, and continuous
 99.35 professional development for career teachers.

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 100.2 Education Data System Governance Committee, the Office of Higher Education and the
 100.3 Departments of Education and Employment and Economic Development shall improve
 100.4 and expand the Statewide Longitudinal Education Data System (SLEDS) to provide
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 100.6 with data, research, and reports to:

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 100.8 populations including at-risk students, children with disabilities, English learners, and
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 100.10 multiple measures of student progress toward career and college readiness;

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100.12 (3) evaluate the relationship between education and workforce outcomes, consistent
 100.13 with section 124D.49.

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 100.15 accessible to the public on the Internet, and disaggregated by demographic characteristics,
 100.16 organization or organization characteristics, and geography.

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 100.18 System inform public policy and decision-making. The SLEDS governance committee,
 100.19 with assistance from staff of the Office of Higher Education, the Department of Education,
 100.20 and the Department of Employment and Economic Development, shall respond to
 100.21 legislative committee and agency requests on topics utilizing data made available through
 100.22 the Statewide Longitudinal Education Data System as resources permit. Any analysis of
 100.23 or report on the data must contain only summary data.

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

51.26 Sec. 40. **REVIEW OF WORLD LANGUAGE COMPETENCIES.**

51.27 The commissioner of education and the Minnesota State Colleges and Universities
 51.28 (MnSCU) chancellor, after consulting with the world language faculty at the University of
 51.29 Minnesota and MnSCU, must review the specific competencies a K-12 student masters in
 51.30 attaining a state bilingual seal, multilingual seal, Minnesota World Language Proficiency
 51.31 Certificate, or Minnesota World Language Proficiency High Achievement Certificate
 51.32 under Minnesota Statutes, section 120B.22, subdivisions 1a and 1b, and determine credit
 51.33 and course equivalencies for each seal or certificate. The commissioner and the chancellor,
 51.34 or their designees, must report findings, determinations, and any recommendations to the
 51.35 education policy and finance committees of the legislature by February 15, 2015.

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

52.2 Sec. 41. **REPEALER.**

52.3 Minnesota Statutes 2012, section 122A.19, subdivision 3, is repealed effective the
 52.4 day following final enactment.

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

NOTE: THIS SECTION 28 PULLED FROM ARTICLE 2

29.3 Sec. 28. **MNSCU REVIEW OF WORLD LANGUAGE COMPETENCIES.**

29.4 The Minnesota State Colleges and Universities (MnSCU) chancellor, after
 29.5 consulting with the world language faculty, must review the specific competencies a
 29.6 K-12 student masters in attaining a state bilingual seal, multilingual seal, Minnesota
 29.7 World Language Proficiency Certificate, or Minnesota World Language Proficiency High
 29.8 Achievement Certificate under section 3, subdivisions 1a and 1b, and determine credit
 29.9 and course equivalencies for each seal or certificate. The chancellor, or the chancellor's
 29.10 designee, must report findings, determinations, and any recommendations to the education
 29.11 policy and finance committees of the legislature by February 15, 2015.

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

100.30 Sec. 38. **REPEALER.**

100.31 Minnesota Statutes 2012, section 122A.19, subdivision 3, is repealed effective the
 100.32 day following final enactment.